



## **FENTON PRIMARY CENTER**

### **Charter Renewal Petition**

**Submitted on July 25, 2016**

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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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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% Hispanic; 6% African American; 55% English Learner (“EL”); 91% qualifying for Free or Reduced Price Meals (“FRPM”); 9.8% Special Needs.

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 schools. 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 Academy for Social and Emotional Learning (known internally as 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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

## **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.

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

## **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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **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.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

### **GENERAL INFORMATION**

● The contact person for Charter School is:	Richard Parra, 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 proposed address or target community of Charter School is:	11351 Dronfield Avenue Pacoima, CA 91331
● This location is in LAUSD Board District:	6
● This location is in LAUSD Local District:	Northeast
● The grade configuration of Charter School is:	TK - 2
● The number of students in the first year will be:	840
● The grade level(s) of the students in the first year will be:	TK - 2
● Charter School's scheduled first day of instruction in 2017-2018 is:	August 14, 2017
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	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 Fenton Primary Center 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 11:45 - 12:30 Lunch for Grade 2 - Bell at 12:30 1:45 End of Regular School Day for Transitional Kindergarten 2:00 End of Regular School Day for Kindergarten	

2:10	End of Regular School Day for Grade 1	
2:20	End of Regular School Day for Grade 2	
4:00	Office Closes	
2:00 - 5:15	21st Century Kids Program Begins (See separate schedule in main office for location of activities)*	
2:20 - 5:00	Afterschool Playground for Grades 1 - 2*	
<ul style="list-style-type: none"> <li>The term of this Charter shall be from:</li> </ul>		July 1, 2017 to June 30, 2022

## **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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> grade. It was a historical event the Lake View Terrace and FCPS families had waited 20 years to accomplish.

During the 2013-2014 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 2014-2015 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 2014-2015 and chose My Math by McGraw Hill as its new adoption.

The 2015-2016 school year was a huge success for Fenton Primary Center. The Charter School successfully implemented a structured reading intervention program that included specific strategies that helped struggling readers, including English Learners, and students with special needs. FPC also implemented a stronger special education program to serve over 100 students with special needs. The program included a full-time roster of a counselor, a psychologist, four education specialists, a speech therapist, and part-time support from an occupational therapist, an adapted physical education teacher, as well as a full-time coordinator to help monitor the program.

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 Mutt-i-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.

The Charter School continues to successfully implement new technologies in every classroom and staff was an integral part of the construction of the new facility. Teachers have access to many additional resources available online and the latest education programs. The facility is equipped

with very fast wireless Internet connection, computers in every classroom (9 desktops, 1 teacher laptop, at least 1 iPad), document camera, and an interactive projector. FPC has met the goal of implementing and integrating technology.

***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**

Fenton Primary Center is a school for transitional kindergarten through second grade students and participates in California English Language Development Testing (“CELDT”) for the state. There is no additional academic test required from the state for the grade levels served. The first and last state testing requirement FPC participated in was in 2012-13. That was the Charter School’s first year serving second grade students. Below are results of the second grade students of 2012-13.

**Adequate Yearly Progress (“AYP”)**

Fenton Primary Center participated in AYP for the first time in 2013 using the 2012-13 testing results. 2012 was the first year the Charter School tested 2<sup>nd</sup> grade students using the Standardized Testing and Reporting (“STAR”) assessments. STAR testing was eliminated after 2012-13 and 2<sup>nd</sup> grade is required to test under the CAASPP. The following table documents Fenton Primary Center’s AYP history:

***ENGLISH-LANGUAGE ARTS***

<b>YEAR</b>	<b>MET AYP</b>	<b>REASON</b>	<b>PROGRAM IMPROVEMENT</b>
<b>2013</b>	No	English-Language Arts Target 89.2% AMOs – School-wide 58.7%; Hispanic 57.8%; Socioeconomically Disadvantaged 59.3%; English Learner 52.3%;	Yes

***MATHEMATICS***

<b>YEAR</b>	<b>MET AYP</b>	<b>REASON</b>	<b>PROGRAM IMPROVEMENT</b>
<b>2013</b>	No	Mathematics Target 89.5%	Yes

		AMO's – School-wide 65.2%; Hispanic 63.9%; Socioeconomically Disadvantaged 66.0%; English Learners 59.3%	
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#### **AYP OVERVIEW**

<b>2012-13 Met 9 of 17 AYP Criteria</b>						
	English Language Arts	Math	ALL STUDENTS (Schoolwide)	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners
Participation Rate	YES – 100% ALL 8 SUBGROUPS INCLUDING ELA AND MATH					
Percent Proficient	NO – NONE OF THE SUBGOUPS MET THE 89.2% ELA TARGET NOR THE 89.5 MATH TARGET					
Met API Criteria	YES – 832					
Graduation Rate	N/A					

#### **ANNUAL MEASURABLE OBJECTIVES - SCHOOLWIDE**

	<b>ENGLISH LANGUAGE ARTS</b>				<b>MATHEMATICS</b>			
	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria?	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria?
<b>2012-13</b>	223	58.7	89.2	NO	224	65.2	89.5	NO

#### **ANNUAL MEASURABLE OBJECTIVES – HISPANIC OR LATINO**

	<b>ENGLISH LANGUAGE ARTS</b>				<b>MATHEMATICS</b>			
	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria ?	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria?
<b>2012-13</b>	204	57.8	89.2	NO	205	63.9	89.5	NO

#### **ANNUAL MEASURABLE OBJECTIVES – SOCIOECONOMICALLY DISADVANTAGED**

	<b>ENGLISH LANGUAGE ARTS</b>				<b>MATHEMATICS</b>			
	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria ?	Valid Scores	Percent At or Above Proficient	TARGET %	Met AYP Criteria?
<b>2012-13</b>	214	59.3	89.2	NO	215	66.0	89.5	NO

#### **ANNUAL MEASURABLE OBJECTIVES – ENGLISH LEARNERS**

	<b>ENGLISH LANGUAGE ARTS</b>				<b>MATHEMATICS</b>			
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	<b>Valid Scores</b>	<b>Percent At or Above Proficient</b>	<b>TARGET</b>	<b>Met AYP Criteria ?</b>	<b>Valid Scores</b>	<b>Percent At or Above Proficient</b>	<b>TARGET</b>	<b>Met AYP Criteria?</b>
<b>2012-13</b>	107	52.3	89.2	NO	108	59.3	89.5	NO

***PARTICIPATION RATE - SCHOOLWIDE***

	<b><i>ENGLISH LANGUAGE ARTS</i></b>					<b><i>MATHEMATICS</i></b>				
	<b>Enrollment First Day of Testing</b>	<b>Number of Students Tested</b>	<b>Rate</b>	<b>TARGET %</b>	<b>Met AYP Criteria?</b>	<b>Enrollment First Day of Testing</b>	<b>Number of Students Tested</b>	<b>Rate</b>	<b>TARGET</b>	<b>Met AYP Criteria?</b>
<b>2012-13</b>	223	223	100	95	YES	224	224	100	95	YES

**Academic Performance Index - 832**

Fenton Primary Center has been in a unique position with regard to the API. Due to state testing variations and cancelation of second grade testing, Fenton Primary Center has only one year of API testing. In 2013, Fenton Primary Center received its first and only API of 832. This was the highest API of over 15 elementary schools in the East San Fernando Valley.

***SCHOOL RANKING AND SIMILAR SCHOOL RANKING***

	<b>Statewide Rank</b>	<b>Similar Schools Rank</b>
<b>2012-2013</b>	6	9

**California Standards Test (CSTs)**

***GRADE LEVEL SCORES BY PROFICIENCY LEVELS FOR 2012-2013***

	<b><i>English Language Arts</i></b>					<b><i>Mathematics</i></b>				
	<b>2<sup>nd</sup> Grade ELA %</b>					<b>2<sup>nd</sup> Grade Math %</b>				
	<b>A</b>	<b>P</b>	<b>B</b>	<b>BB</b>	<b>FBB</b>	<b>A</b>	<b>P</b>	<b>B</b>	<b>BB</b>	<b>FBB</b>
<b>2012</b>	19	37	29	12	3	26	37	24	12	2

**California English Language Development Test (CELDT)**

Every year Fenton Primary Center provides CELDT initial assessments for approximately 200 students who are mostly in kindergarten. The Charter School also gives approximately 200 annual assessments, for a total of 400 CELDT tests given annually. 50% of the students tested in CELDT every year are new to FPC. The 50% of students testing annually are monitored carefully for growth. There are additional factors that contribute to progress of student CELDT 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.

A good comparison of progress for the progress of English learners is to compare the initial results with the results of their annuals two years later. The comparison should begin with 2012-2013 initials to 2014-2015 annuals. The charts below demonstrate the increase from one proficiency level to the next, and the number of reclassified students is 37. The comparison should not begin with 2011-2012 due to that being the last year of the initial charter. At that time, Fenton Primary Center only had kindergarten and first grade with an enrollment of 525.

**INITIAL ASSESSMENTS – Number and Percent Tested Kindergarten – Second Grade**

	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
<b>Advanced</b>	0 0%	2 2%	2 1%	1 1%	0 0%	11 19%	2 25%	1 25%	<b>N/A No 2<sup>nd</sup> grade</b>	1 11%	0 0%	0 0%
<b>Early Advanced</b>	3 3%	15 12%	10 6%	9 6%	0 0%	23 40%	0 0%	3 25%		3 33%	2 22%	1 13%
<b>Intermediate</b>	19 17%	44 35%	50 28%	43 29%	5 50%	15 26%	3 38%	4 33%		3 33%	2 22%	3 38%
<b>Early Intermediate</b>	49 45%	36 28%	61 34%	50 34%	2 20%	4 7%	1 13%	1 8%		2 22%	1 11%	1 13%
<b>Beginning</b>	39 35%	30 24%	54 31%	46 31%	3 30%	5 9%	2 25%	3 25%		0 0%	4 44%	3 38%
<b>Number Tested</b>	110 100%	127 100%	177 100%	149 100%	10 100%	58 100%	8 100%	12 100%		9 100%	9 100%	8 100%

**ANNUAL ASSESSMENTS – Number and Percent Tested Kindergarten – Second Grade**

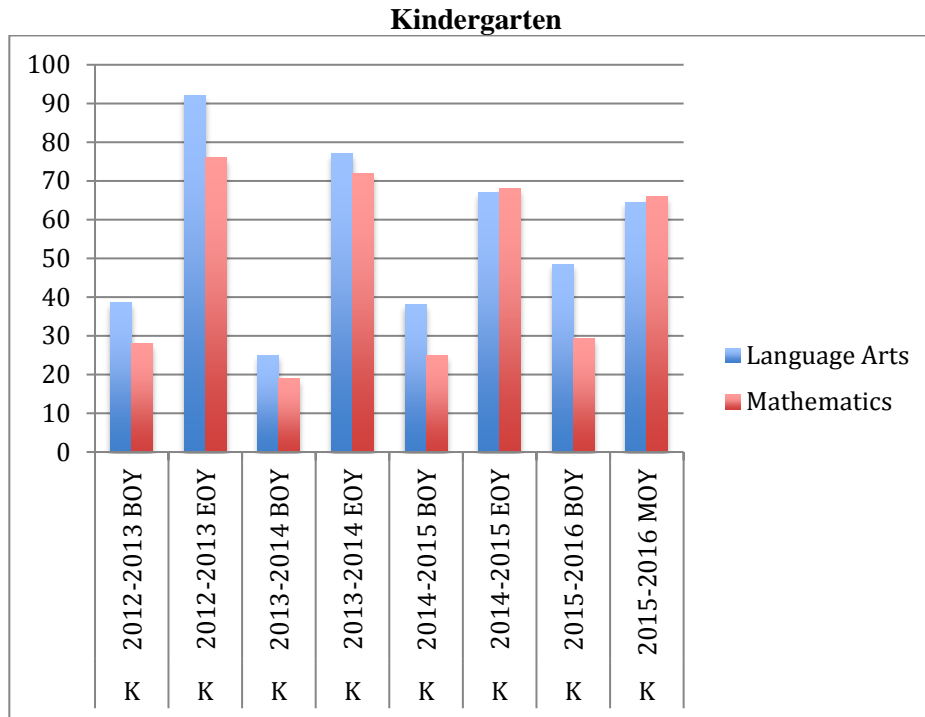
	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
<b>Advanced</b>	0 0%	0 0%	0 0%	0 0%	10 9%	5 5%	8 7%	7 4%	<b>N/A No 2<sup>nd</sup> grade</b>	2 2%	5 4%	4 4%
<b>Early Advanced</b>	0 0%	0 0%	0 0%	0 0%	43 38%	35 32%	51 44%	49 31%		34 40%	38 29%	22 24%
<b>Intermediate</b>	0 0%	0 0%	3 60%	8 62%	49 44%	54 50%	45 38%	80 50%		41 48%	51 39%	44 49%
<b>Early Intermediate</b>	0 0%	0 0%	1 20%	1 8%	10 9%	13 12%	7 6%	18 11%		8 9%	29 22%	14 16%
<b>Beginning</b>	0 0%	0 0%	1 20%	4 31%	0 0%	2 2%	6 5%	5 3%		1 1%	8 6%	6 7%
<b>Number Tested</b>	0 100%	0 100%	5 100%	13 100%	112 100%	109 100%	117 100%	159 100%		86 100%	131 100%	90 100%

## Internal Academic Performance

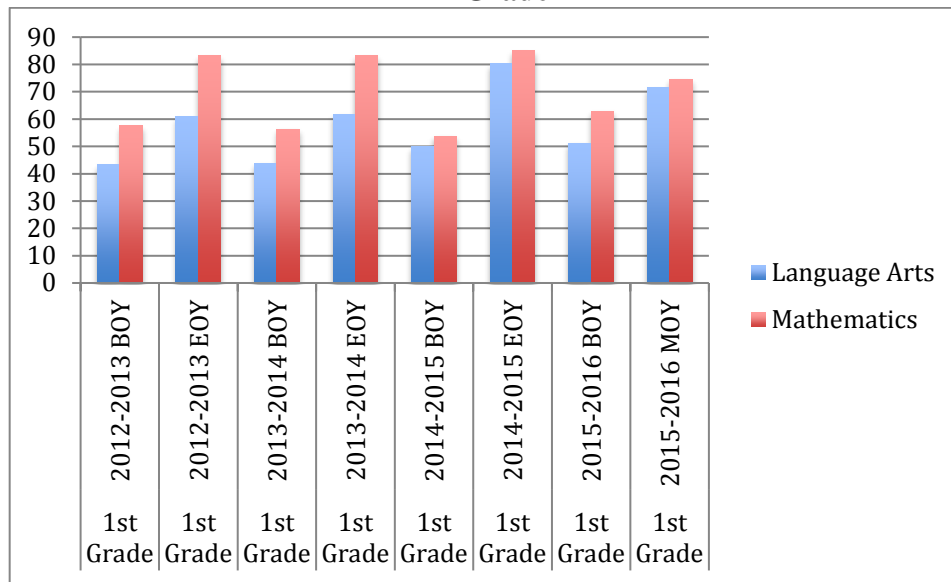
Local, or internal, assessments consist of weekly quizzes and informal monitoring of student progress. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress and to integrate intervention as necessary. In addition, Fenton Primary Center conducts formal assessments at least three times a year to measure student progress. The assessments given three times a year are: Reading Wonders and My Math benchmarks/summatives and Northwest Evaluation Association (“NWEA”) and Measures of Academic Progress® (“MAP”®) online assessments. The Charter School closely monitors the achievement of student data.

The following graphs show the results of our publisher’s benchmark tests, comparing beginning of year (“BOY”) mastery to end of year (“EOY”) mastery in language arts and mathematics. Summative assessments are aligned to the CCSS. During the past three years, the Charter School has updated curriculum for both language arts and mathematics. The summative assessments have also changed to align with the curriculum. The most important analysis of the graph is the fact that students made tremendous growth in achieving the standards during the past three years on a yearly basis, using the new CCSS introduced in the 2013-2014 school year. The following graphs represent the grade levels as a group. Beginning in 2015, the Charter School will be giving an additional middle of year assessment (“MOY”).

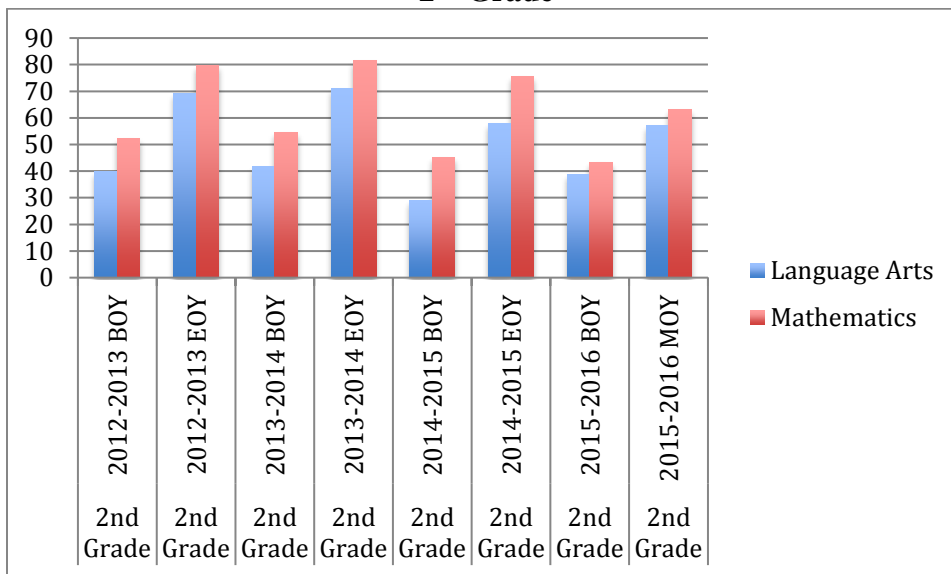
### *ENGLISH LANGUAGE ARTS/ MATHEMATICS - Beginning of Year vs. End of Year Summative Assessments*



### 1<sup>st</sup> Grade



### 2<sup>nd</sup> Grade

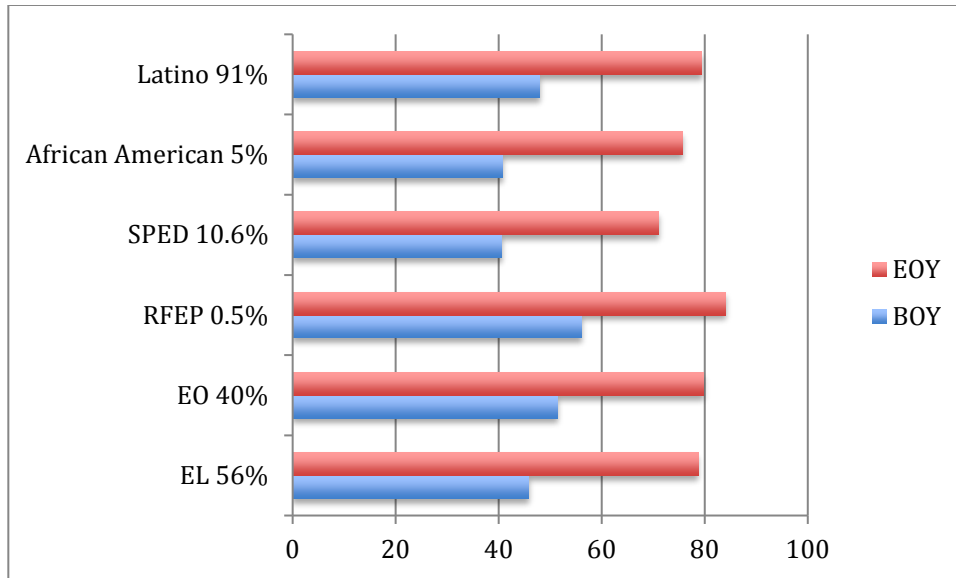


#### ***SUBGROUP ANALYSIS:***

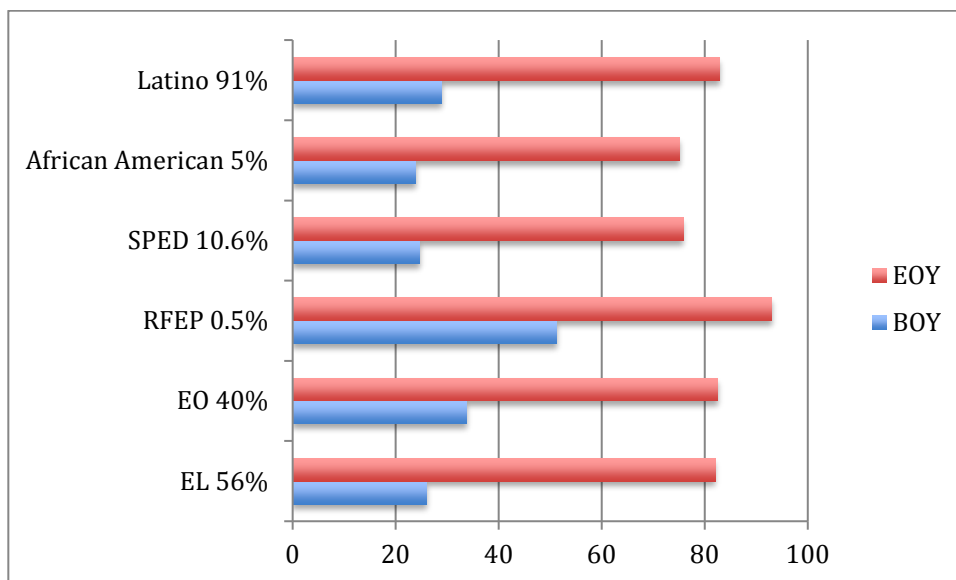
The following graphs are a sample of how the Charter School analyzes growth in achieving the Common Core State Standards by grade and subgroup using the BOY and EOY benchmark assessment. Growth is measured by percent proficient using *Reading Wonders*, published by McGraw Hill, benchmark and summative assessments.

### Kindergarten

#### ***Language Arts Assessment - BOY vs EOY 2015-16***

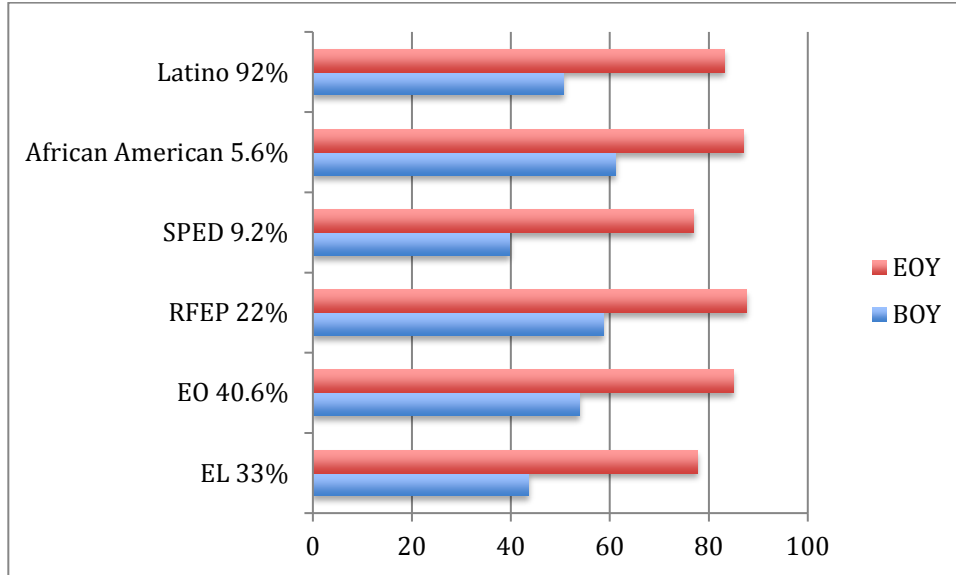


***Mathematics Assessments - BOY vs EOY 2015-16***

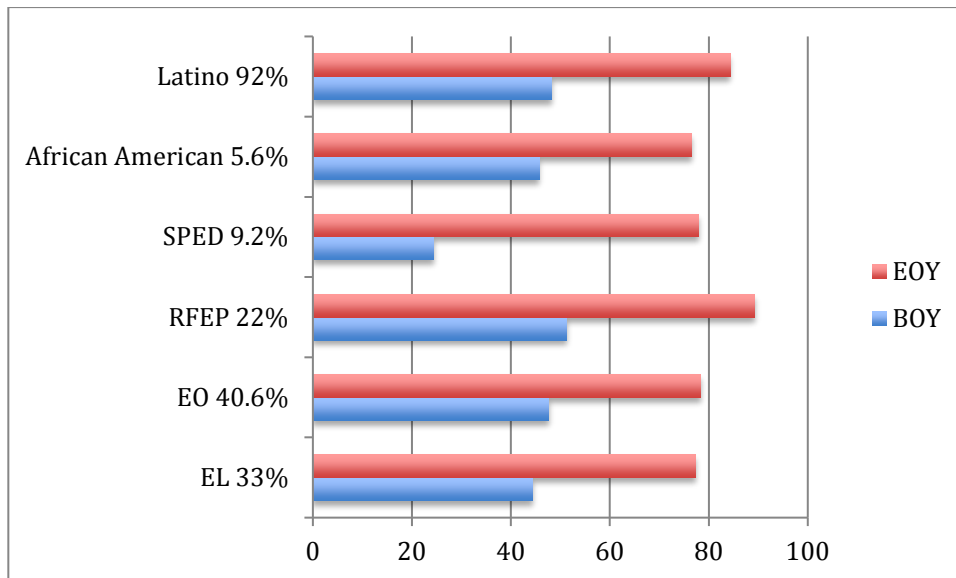


**1<sup>st</sup> Grade**

***Language Arts Assessment - BOY vs EOY 2015-16***

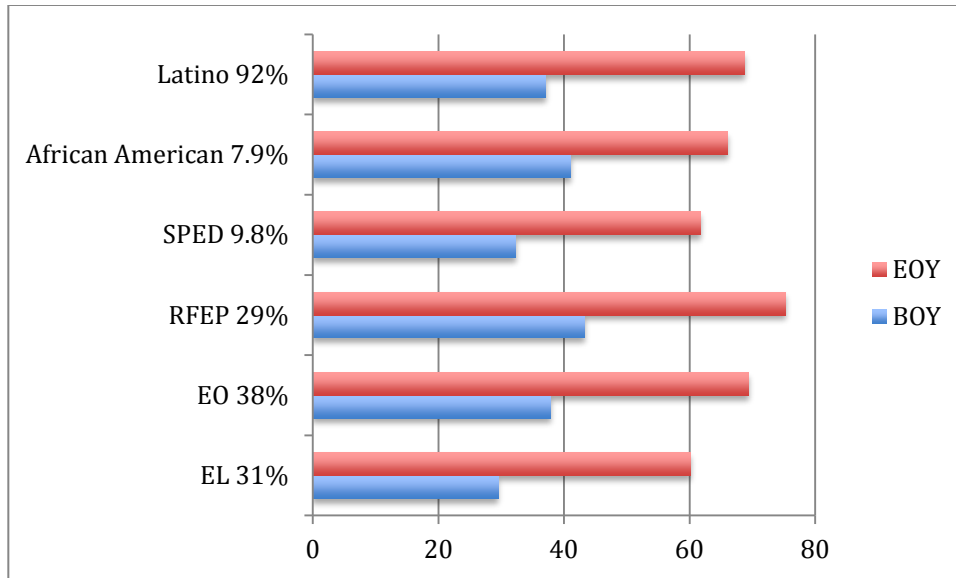


***Mathematics Assessments - BOY vs EOY 2015-16***

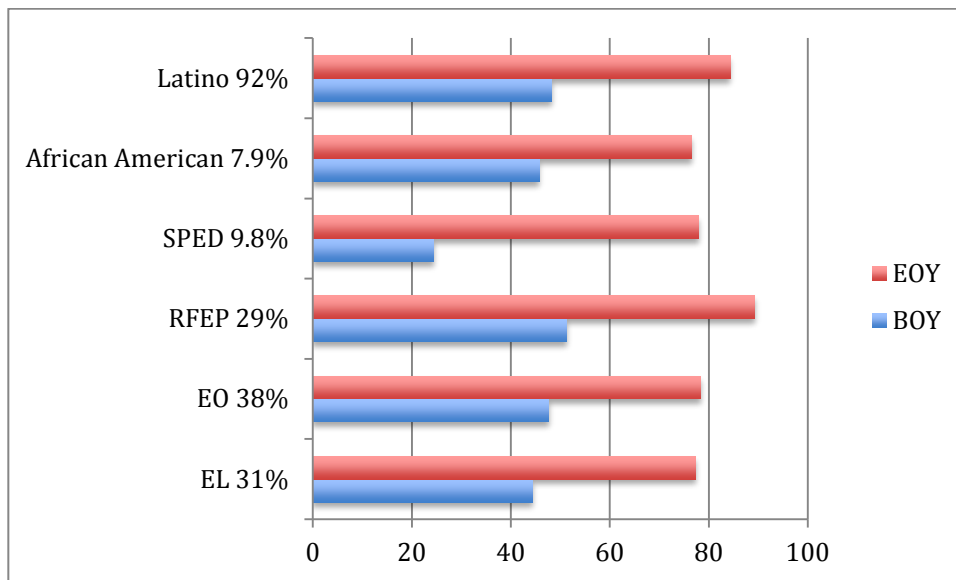


**2<sup>nd</sup> Grade**

***Language Arts Assessment - BOY vs EOY 2015-16***



### ***Mathematics Assessments - BOY vs EOY 2015-16***



### ***NWEA MAP® ONLINE ASSESSMENTS***

Progress monitoring of students' academic achievements is vital to any instructional program. Fenton Primary Center has recently partnered with NWEA to implement the MAP assessment. The MAP assessment is an online, adaptive assessment tool that measures students' academic growth. 2015-16 was the initial year of administering the English language arts assessments to first and second grade students. In the upcoming 2016–17 school year, language usage and mathematics will also be included in the testing. Using NWEA's MAP as a formative assessment 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. NWEA also offers a separate skills checklist, which is utilized in the reading intervention program.

### **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)**

Education Code Section 47607(b) requires that a charter school that has been operating for at least 4 years must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its API growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(2)-(4).

#### **\*Note on Testing Data**

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

FPC meets the charter renewal criteria established in Education Code Section 47607(b) due to its 2013 API statewide and similar schools rankings, which were 6 and 9, respectively. These measures are from the most recent API calculation.

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.

#### ***EXTRACURRICULAR ACTIVITIES \****

Fenton Primary Center funds three main extracurricular activities. The *Primary Chorus* is a group of students selected and led by a contracted music teacher. The *Primary Chorus* practices on Tuesdays after school for 90 minutes. Fenton Primary Center’s *21<sup>st</sup> Century afterschool* program allows 180 students to participate in organized extracurricular activities for 2.5 hours after school Monday through Friday. Fenton Primary Center was also required to participate in *Supplemental Education and Support* (“SES”) through the Program Improvement requirement in the Elementary and Secondary Education Act (“ESEA”). Below is a graphical representation of the past three years:

<b>2013-2014</b>				
<b>Grade</b>	<b>Chorus</b>	<b>21<sup>st</sup> Century</b>	<b>SES Classes</b>	<b>TOTAL</b>
<b>K</b>	0	40	0	40
<b>1</b>	24	40	15	79
<b>2</b>	36	40	25	101
<b>TOTAL</b>	<b>60</b>	<b>120</b>	<b>40</b>	<b>220</b>

<b>2014-2015</b>				
<b>Grade</b>	<b>Chorus</b>	<b>21<sup>st</sup> Century</b>	<b>SES Classes</b>	<b>TOTAL</b>
<b>K</b>	2	40	0	42
<b>1</b>	20	40	32	92
<b>2</b>	35	40	39	114
<b>TOTAL</b>	<b>57</b>	<b>120</b>	<b>71</b>	<b>248</b>

<b>2015-2016</b>				
<b>Grade</b>	<b>Chorus</b>	<b>21<sup>st</sup> Century</b>	<b>SES Classes</b>	<b>TOTAL</b>
<b>K</b>	0	48	0	48
<b>1</b>	20	52	24	96
<b>2</b>	35	48	28	111
<b>TOTAL</b>	<b>55</b>	<b>148</b>	<b>52</b>	<b>255</b>

#### ***2015 PARENT SURVEY DATA***



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 800 surveys were sent home and 75% of the parents responded to this survey.

<b>Survey Topic</b>	<b>Strongly Agree/Agree</b>
<i>School promotes academic success</i>	77.5%
<i>Books and materials child uses help support his/her learning</i>	97%
<i>Encourages child and promotes Respect</i>	77%
<i>Homework helps develop child's academic skills</i>	97.5%
<i>Receive information regularly</i>	95%
<i>Meet with teacher to discuss child's progress</i>	73%

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 Innovative 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 – New 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, and mathematics, which align with the Common Core State Standards. The Charter School adopted Reading Wonders by McGraw Hill Education in 2014 and has recently adopted the 2017 version of California Wonders for English Learners, which aligns with the state adopted ELD standards. In 2015, the Charter School adopted My Math by McGraw Hill 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 has addressed the needs of struggling students by developing a comprehensive reading intervention program. Fenton Primary Center recognized the need to support early learners who struggle with pre-reading and foundational literacy skills. Addressing the importance of this need, the Charter School implemented a multi-level reading intervention program in the fall of 2014. One full-time reading intervention specialist, along with three part-time aides, were hired to run the reading lab. Additional aides are used to provide intervention for kindergarten students. 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 reading intervention specialist oversees the reading intervention program, collaborates with grade levels and leads a reading intervention committee. The reading intervention 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 staff began this initiative in the fall of 2014, and will be moving into Tier II of the framework in the fall of 2016.

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 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 school raffles and acknowledgement.

Other rewards include:

- Celebrations for students who do not receive behavioral referrals
- Class Dojo points
- The Golden Plunger award for the floor with the cleanest bathroom
- The Golden Spatula award for the class with the best cafeteria behavior
- 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 weekly, and a picture of the recipients will be posted in the throughout the school.

### **Behavioral Infraction Notice**

While our school-wide PBIS approach emphasizes appropriate behaviors, some students may still violate Charter School rules. In these situations, students will receive a behavioral infraction notice. In the instance that a student receives a behavioral infractions notice for a major infraction, the student will consequently receive a Behavior Room referral. A Behavior Room referral may be an in-school suspension if the referral is done during class time. The school works with TK-2<sup>nd</sup> grade students who might just need redirecting. 99% of student behavior is handled in the classroom or by support staff in the classroom. The Behavior room is the hub of our Positive Behavior Intervention and Support plan. It is a meeting place for all stakeholders as necessary.

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.

#### ***TOTAL ENROLLMENT VS. DISCIPLINE REFERRALS***

<b>Year</b>	<b>Enrollment</b>	<b>Suspensions</b>	<b>Percentage</b>	<b>Expulsions</b>	<b>Percentage</b>
<b>2012-2013</b>	720	3	0.42%	0	0%
<b>2013-2014</b>	798	3	0.38%	0	0%
<b>2014-2015</b>	801	3	0.37%	0	0%
<b>2015-2016</b>	815	1	0.12%	0	0%

#### **Success of School's Educational Program in Meeting the Needs of All Students**

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, intervention specialist, classroom teachers and administrators. Below is a data chart that represents our student population as taken in May 2016:

<b>Hispanic (Percent)</b>	<b>EL (Percent)</b>	<b>African American (Percent)</b>	<b>EO (Percent)</b>	<b>Students w/IEP</b>	<b>Free/Reduced Count</b>	<b>Total Enroll.</b>
738 (92.2%)	432 (54%)	37 (4.6%)	290 36%	72 (9.0%)	721 (90%)	800

The Charter School makes all decisions with an emphasis on children first. The student population requires the school to spend significant amount of time learning, training, and teaching specifically with the students the 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. The school's success with English Learners is based on the fact that students are meeting the growth target as described in the AMAO under Title III. The school's highest scoring population in benchmark assessments is students classified as RFEP (See charts above page 21-24).

Students with special needs are a significant subgroup at Fenton Primary Center. The percent fluctuates from 7 to 11%. The explanation of the fluctuation is due to the fact the Charter School is a TK – 2<sup>nd</sup> 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 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 – See below Page 69) meeting. Students are monitored, observed, and given time to show growth in the intervention program prior to formal assessments.

In summary, the Charter School's largest subgroups are socioeconomically challenged and Hispanic. With over 90% of the population in these categories the Charter School has focused on the needs beyond academics. The school has implemented Mutt-i-grees (social emotional program), staffs full-time counselor and psychologist, partnered with Child Family Guidance Center (mental health for families), and shares a full-time Family Center Director. The Family Center Director provides additional resources for parents in the form of food (nearby food banks), clothing (Pacoima MEND), and medical (Covered California Applications AND RESOURCES as part of AB 2706 and SB 75).

When the Charter School adopts new curriculum, the teaching staff spends many hours reviewing and piloting the curriculum in classrooms to assure a successful implementation. The Charter School also spends hours every year training staff on cultural sensitivity and behavior awareness. These trainings along with many collaborative sessions help the teaching staff make appropriate team decisions on issues like student GATE testing, study teams, retention, and schoolwide positive recognition of students and staff.

The Charter School has created its own culture of awareness, caring, dedicated, and hardworking teachers and students. Many visitors including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, Parsons Foundation, Weingart Foundation, Riordan Foundation, Ahmanson Foundation, and the Keck Foundation have recognized the positive culture at Fenton Primary Center within the last three years.

### **Areas of Challenge the School Experienced and How the School Will Improve During the New Charter Term**

Over the past five years, the school has experienced significant success and has accomplished the following goals: Moving off the year-round calendar, designing and building a new state-of-the-art facility, implementing the Common Core State Standards in both language arts and math, adopting the 2012 English Language Development Standards, and developing a Reading Intervention program that focuses on core foundational skills which supports classroom instruction.

In order for the 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 school has identified three challenges.

1) The first challenge is to improve English learner outcomes. As the school moves forward with the 2012 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, *Wonders for English Learners*, and review of students' progress will continue to provide valuable data when addressing the school's annual measurable objectives.

2) The school will continue to encourage a high level of parent engagement. Parents participate in many school-wide events throughout the year. The 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 school's governing councils.

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

## **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 last Friday in May of each year, and only one form may be submitted per student. The public lottery will be held at 6:00 p.m. on the second Thursday in June 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 191 instructional days.

Factors, which are often used to identify "at risk" populations, continue to describe the school's target population. The Charter School serves a student population that is 91% free and reduced price lunch (FRPL), 92% Hispanic/Latino, 6% African American, 55% English Learner, and 9.8% Special Education. 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.
2011-12	0 (0%)	2 (0.4%)	3 (0.6%)	4 (0.8%)	481 (91.6%)	27 (5.1%)	8 (1.5%)	0 (0%)	525
2012-13	0 (0%)	3 (0.4%)	1 (0.1%)	6 (0.8%)	666 (92%)	34 (4.7%)	9 (1.2%)	4 (0.6%)	724
2013-14	0 (0%)	1 (0.1%)	0 (0%)	3 (0.4%)	766 (96.5%)	24 (3%)	0 (0%)	0 (0%)	794
2014-15	0 (0%)	3 (0.4%)	0 (0%)	6 (0.8%)	743 (93.6%)	36 (4.5%)	6 (0.8%)	0 (0%)	794
2015-16	0 (0%)	2 (0.3%)	0 (0%)	9 (1.1%)	738 (92.2%)	37 (4.6%)	12 (1.5%)	1 (0.1%)	800

*Note: Data above is from DataQuest.*

### **Specific Student Educational Interests, Backgrounds, or Challenges**

The 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 91% of the families qualify for a free or reduced price meal. As a shared stakeholder in the community, the school provides many resources and supports to its families through a variety of partnerships in the community.

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

ENROLLMENT ROLL-OUT PLAN					
GRADE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K (INCL. TK)	300	300	300	300	300
1	270	270	270	270	270
2	270	270	270	270	270
TOTAL	840	840	840	840	840

### **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 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, Tony Peña, has been a full-time staff member since 1994. Mr. Peña is a life-long community member, and continues to serve on various neighborhood committees to identify resources and assistance for the families of Fenton Avenue Charter School, Fenton Primary Center, Fenton Charter Leadership Academy and Fenton STEM Academy.

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.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

*The mission of the Fenton Primary Center is to cultivate a love of learning by fostering an environment that promotes self-discovery, independence and an awareness of the connectedness between self and others.*

All members of the FPC community are responsible for the school-wide 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 that is safe, and free of violence, drugs and fear, 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 three of implementation.

### **An Educated Person of the 21st Century**

An educated person of the 21<sup>st</sup> 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.

Fenton Primary Center's primary focus is on developing well-rounded citizens through its social emotional program and building strong literacy skills with its strong academic program. 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***

2<sup>nd</sup> Edition

Charlotte Danielson, 2007

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 five 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 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 school's goals have also been carefully developed to align with the WASC schoolwide learner outcomes. It is critical for the 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 school. Fenton Primary Center has followed its plans and goals from the initial charter in 2007 to the current renewal. During this time, the 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 school's underlying goals have always considered the performance of all critical subgroups. Most importantly, the 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, 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.**

***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						
TEACHER ASSIGNMENTS AND CREDENTIALING State Priority #1: Basic Services						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
						2021-2022

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.	<ul style="list-style-type: none"> <li>- Ensure all students are instructed in core subjects by teachers who are fully credentialed, have earned a Bachelor's degree, and have demonstrated subject matter competence.</li> <li>- Increase teacher salaries to attract and recruit qualified and experienced teachers.</li> <li>- Ensure verification of proper credentials prior to start of employment.</li> </ul>	100%	100%	100%	100%	100%	100%
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**ACCESS TO INSTRUCTIONAL MATERIALS**  
**STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual School Accountability Report Card (SARC).					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students will have access to standards-aligned Instructional materials.	100% Using SARC	100% Using SARC	100% Using SARC	100% Using SARC	100% Using SARC	100% Using SARC

**FACILITIES MAINTENANCE**  
**STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual SARC and Site Inspection List					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School facilities are clean and maintained in good condition, with daily spot check and Site Inspection Lists with > 90% of	- School facilities are clean and maintained in good condition, with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing.	>90% Using Checklist and SARC	>90% Using Checklist and SARC	>90% Using Checklist and SARC	>90% Using Checklist and SARC	>90% Using Checklist and SARC	>90% Using Checklist and SARC

items in compliance or good standing.	<ul style="list-style-type: none"> <li>- Continue risk management site inspections of campus by property and liability carrier.</li> <li>- Correct all areas identified in need of repair or replacement.</li> <li>- Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff.</li> <li>- Add to number of personnel on maintenance team.</li> </ul>						
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**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS  
STATE PRIORITY #1 AND #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to fully implement CCSS state-adopted ELA and math academic content and performance standards for all students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.	<ul style="list-style-type: none"> <li>- Fully implement the Common Core State Standards (CCSS) in ELA and math across all grades.</li> <li>- Continue professional development activities initiated focused on CCSS.</li> <li>- Increase student technology access with state of the art computers in every classroom, to increase student access to critical thinking tasks and differentiated instruction, with a student to computer ratio of 3:1.</li> </ul>	100% Organized documentation of PD and evaluation of CCSS alignment	100% of Teachers participate in at least 7 PD days	100% of Teachers participate in at least 7 PD days and additional 3 half days	100% of Teachers participate in at least 7 PD days, 3 half days, and 20% of PD is teacher lead	100% of Teachers participate in at least 7 PD days, 3 half days, and 20% of PD is teacher lead	100% of Teachers participate in at least 7 PD days

**PARENT INVOLVEMENT  
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Documentation of teacher participation in professional development focusing on CCSS implementation with ELs; implementation of CCSS-aligned curriculum and assessments with ELs; classroom observations by administrators.					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	<ul style="list-style-type: none"> <li>- Increase professional development and materials specifically relating to EL support.</li> <li>- Provide a reading intervention specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant).</li> <li>- Augmentation of ELA curriculum with EL integration.</li> </ul>	100% qualified student participation in ELD	100% qualified student participation in revised ELD with newest standards	100% qualified student participation in revised ELD	100% qualified student participation in revised ELD	100% qualified student participation in revised ELD	100% qualified student participation in revised ELD
<b>STATEWIDE ASSESSMENTS</b> <b>STATE PRIORITY #2 AND #3</b>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys.					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; ensure continued parent representation in decision-making at all levels of school operations.	<ul style="list-style-type: none"> <li>- Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, Class Dojo, newsletters, Illuminate Parent Portal, Home-School Agreement and an annual calendar of meetings and events.</li> <li>- The Family Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events, including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances.</li> <li>- Parents will be strongly encouraged to attend parent-teacher conferences twice a year.</li> <li>- At least 6 parent workshops will be created throughout the school year.</li> <li>- All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.</li> </ul>	Binder with all parent participation information including sign-ins and summaries	Binder with all parent participation information including sign-ins and summaries for at least 10 meetings	Binder with all parent participation information including sign-ins and summaries for at least 12 meetings	Binder with all parent participation information including sign-ins and summaries for at least 15 meetings	Binder with all parent participation information including sign-ins and summaries for at least 15 meetings	Binder with all parent participation information including sign-ins and summaries for at least 15 meetings

ACADEMIC PERFORMANCE STATE PRIORITY #3 AND #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal Benchmark Assessments, Student report cards; teacher observations.					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
- All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	- Provide well qualified educational support personnel (Psychologist, Counselor, Reading Specialist, etc.) who will implement data-driven instruction and differentiation, based on student need through continuous monitoring of instruction and student achievement data. - Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD folders, intervention folders (COST/SST documentation), and other assessments and protocols and provide tech-based intervention (e.g., Istation and NWEA).	Meet or exceed the target growth as defined by the state.	Meet or exceed the target growth as defined by the state.	Meet or exceed the target growth as defined by the state.	Meet or exceed the target growth as defined by the state.	Meet or exceed the target growth as defined by the state.	Meet or exceed the target growth as defined by the state.
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #3 AND #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal Benchmark Assessments, Student report cards; teacher observations until state creates goals					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education.	- Implement NWEA’s MAP assessments online until state defines goals.	Meet or exceed the target API	Meet or exceed the target API	Meet or exceed the target API	Meet or exceed the target API	Meet or exceed the target API	Meet or exceed the target API
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable to Fenton Primary Center – Grades served are Transitional Kindergarten, Kindergarten, First and Second Grade							



<b>ENGLISH LEARNER ADEQUATE PROGRESS RATE</b> <b>STATE PRIORITY #4: STUDENT ACHIEVEMENT</b>							
<b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)	<b>SPECIFIC ANNUAL ACTIONS</b>	<b>MEASURABLE OUTCOMES</b> Method for Measuring: CELDT or other available external assessments; ELD Folders.					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.	<ul style="list-style-type: none"> <li>- Implement the FPC English Learner Master Plan.</li> <li>- Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</li> <li>- Provide new teacher assistance and support, specifically relating to ELs.</li> <li>- Continue professional development activities focused on CCSS implementation with ELs.</li> <li>- Provide designated EL instruction to EL students.</li> <li>- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and ELD instruction.</li> <li>- Re-designated ELs will continue to be supported via a multi-tiered system based on student progress.</li> <li>- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>	EL students will advance at least one level on the CELDT (or other available external and internal assessment s) each year.	EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year.	EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.	EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.	EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.	EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.
<b>ENGLISH LEARNER RECLASSIFICATION RATE</b> <b>STATE PRIORITY #4: STUDENT ACHIEVEMENT</b>							
<b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)	<b>SPECIFIC ANNUAL ACTIONS</b>	<b>MEASURABLE OUTCOMES</b> Method for Measuring: CELDT Scores					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year by	<ul style="list-style-type: none"> <li>- Implement the FPC English Learner Master Plan.</li> <li>- Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor</li> </ul>	Met or exceeded the District's EL reclassifica	Met or exceeded the District's EL reclassifi	Met or exceeded the District's EL reclassifi	Met or exceeded the District's EL reclassifi	Met or exceeded the District's EL reclassifi	Met or exceeded the District's EL reclassifi

grade	instruction and achievement of ELs. - Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. - EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and designated ELD instruction. - Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. - Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	tion rate by grade	cation rate by grade	cation rate by grade	cation rate by grade	cation rate by grade	cation rate by grade
AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: N/A					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable to Fenton Primary Center – Grades served are Transitional Kindergarten, Kindergarten, First and Second Grade							
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: N/A					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable to Fenton Primary Center – Grades served are Transitional Kindergarten, Kindergarten, First and Second Grade							
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Monitoring					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

School will continue to maintain a high ADA rate.	School will continue to maintain a high ADA rate of >95%.	95% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Monitoring					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to maintain a high ADA rate.	- Attendance Manager will continue to monitor student attendance and communicate with families. - Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	95% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA	98% or greater ADA
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: N/A					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable to Fenton Primary Center – Grades served are Transitional Kindergarten, Kindergarten, First and Second Grade							
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: N/A					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable to Fenton Primary Center – Grades served are Transitional Kindergarten, Kindergarten, First and Second Grade							
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Database documentation CALPADS					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to maintain a low ≤ 1% suspension rate.	- School will continue to implement social-emotional curriculum (Mutt-i-Grees) and PBIS Training. - Director, Assistant Director, Administrative Coordinator,	Suspension rate will be maintained at ≤ 1%	Suspension rate will be maintained at ≤ 1%	Suspension rate will be maintained at ≤ 1%	Suspension rate will be maintained at ≤ 1%	Suspension rate will be maintained at ≤ 1%	Suspension rate will be maintained at ≤ 1%

	Behavior Intervention Assistant, Counselor and Psychologist will support teachers.						
<b>STUDENT EXPULSION RATE</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Database documentation CALPADS					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to maintain a low $\leq$ 1% expulsion rate.	<ul style="list-style-type: none"> <li>- School will continue to implement social-emotional curriculum (Mutt-i-Greets) and PBIS Training.</li> <li>- Director, Assistant Director, Administrative Coordinator, Behavior Intervention Assistant, Counselor and Psychologist will support teachers.</li> </ul>	Expulsion rate will be maintained at $\leq$ 1%	Expulsion rate will be maintained at $\leq$ 1%	Expulsion rate will be maintained at $\leq$ 1%	Expulsion rate will be maintained at $\leq$ 1%	Expulsion rate will be maintained at $\leq$ 1%	Expulsion rate will be maintained at $\leq$ 1%
<b>[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Surveys					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.	<ul style="list-style-type: none"> <li>- Continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.</li> <li>- Offer After School* Program</li> <li>- Improvement of communication through the web for parents (Illuminate, Class Dojo, Google email, and school website).</li> <li>- Continue music and visual arts instruction, psychomotor (P.E.), and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers.</li> <li>- Continue to host community-building events and culminating celebrations.</li> <li>- Provide campus security.</li> </ul>	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.
<b>BROAD COURSE OF STUDY</b> <b>STATE PRIORITY #7</b>							

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Surveys					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.	<ul style="list-style-type: none"> <li>- Provide well qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>- Provide students with an array of learning (as described in the school's charter) in science, technology, arts, music, and psychomotor (P.E.).</li> <li>- Implement psychomotor program (P.E.) 100 minutes per week, equipment and trained personnel.</li> <li>- Schedule at least one field trip per student per grade.</li> </ul>	Rosters, extra courses offered, surveys with 80% or greater satisfaction	Rosters, extra courses offered, surveys with 80% or greater satisfaction	Rosters, extra courses offered, surveys with 80% or greater satisfaction	Rosters, extra courses offered, surveys with 80% or greater satisfaction	Rosters, extra courses offered, surveys with 80% or greater satisfaction	Rosters, extra courses offered, surveys with 80% or greater satisfaction
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal and external Assessments available					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.	- Increase use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers, will help drive individual student achievement.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.

## INSTRUCTIONAL DESIGN

Teachers, not curriculum, have the greatest impact on student achievement. In a report on “The Real Value of Teachers,” the *Education Trust* cites a study by W.L. Sanders and J.C. Rivers (1996), which indicates that:

“So large was the impact of teachers on student learning that it exceeded any one thing about the students themselves...teacher effectiveness is the ‘single biggest factor influencing gains in achievement,’ an influence bigger than race, poverty, parent’s education, or any of the other factors that are often thought to doom children to failure.”

The Fenton Primary Center recognizes the critical role teachers play in determining a student’s success or failure, and will continue to focus on implementing the rigorous CCSS with direct instruction as the primary instructional approach. Although small group and individualized instruction are also utilized, direct instruction, and the specific methodologies associated with direct instruction, defines the instructional practice of the Charter School.

To refine and align the instructional practice of the entire teaching staff, *Data Works*, an educational research group, has worked with teachers and partnered with FPC for over ten years to implement and refine its “Explicit Direct Instruction” (“EDI”) methodology. The Charter School has allowed teachers to become trainers (experts on EDI) that help model and train new teachers yearly. EDI places significant emphasis on the consistent incorporation of Specially Designed Academic Instruction in English (“SDAIE”) and cognitive strategies, while recent studies in brain research inform all aspects of the approach. 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 the Fenton Primary Center:

“A traditional approach makes clear to the student what the objectives are and specifies the various learning tasks to be mastered in an increasing order of difficulty. Because of this explicitness, it is of particular benefit to those who are less well prepared.”

*The Academic Achievement Challenge:  
What Really Works in the Classroom, 2000*  
Jeanne Chall

The consistent implementation of a specific instructional delivery system, regular classroom observations, and coaching by Lead Teachers and other selected staff, ensure the continued emphasis on standards for teaching. *Enhancing Professional Practice: A Framework for Teaching* serves as the foundation of the teacher evaluation system. A clear and well-articulated description of thoughtful lesson planning and implementation continues to be in place by utilizing both the EDI coaching matrix, Robert Marzano’s Observation and Feedback Protocol, and the rubric for effective teaching practices from *Enhancing Professional Practice: A Framework for Teaching*.

Fenton Primary Center’s quality instructional design is based on the high quality teaching staff. Teachers make the acquisition of knowledge and skill more efficient, effective, and appealing. The entire staff collaborates to address the needs of the students and share effective teaching strategies. The school prides itself on the recruitment and strenuous process of hiring new staff. The school creates hiring committees annually that focus on the needs based on the mission and vision of the school.

## **CURRICULUM AND INSTRUCTION**

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

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

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

**English-Language Arts (core):**

The McGraw-Hill Education publication, *Reading Wonders*, was adopted in the spring of 2014 as the schoolwide language arts series. It has been implemented in all grades since August 2014. *Reading Wonders* is a comprehensive reading/language arts/English language development program, which integrates instruction in all areas of the discipline, while incorporating high quality literature, coupled with explicit instruction and ample practice.

**English Language Development (core):**

Fenton Primary Center has adopted McGraw Hill's *California Wonders for English Learners*. The program was written for California students and is built on the CCSS for ELA/Literacy. The program focuses on accelerating English language development with language supports that emphasize oral language development, comprehension, text structure, vocabulary and foundational skills. Designated instructional time is incorporated into the instructional day to focus on the needs of EL students. Teachers utilize the results of the CELDT to develop lessons that capitalize on the strengths of each student. Proficiency level descriptors are used to group students and ensure proper instructional placement.

Fenton Primary Center complies with state and federal laws, which require districts to regularly review data to monitor reclassified students' progress, notify parents of their child's ongoing progress after reclassifying, and review academic performance in the mainstream program for a minimum of two years. Progress monitoring forms are placed in the student's cumulative record and annual monitoring of student placement is reviewed.



### **Mathematics (core):**

*My Math*, published by McGraw Hill Education, is the schoolwide mathematics series and has been implemented in all grades since August 2015. The series utilizes hands-on activities to introduce new concepts with rich mathematical conversations actively engaging students in the learning process, while concepts are developed, reviewed and practiced over time. Students move from the concrete to the pictorial to the abstract, as opportunities for connections across mathematical strands are presented daily through mixed practice. The series is aligned with the Common Core State Standards for mathematics.

Site-licensed software, *ConnectED from McGraw Hill Education*, and accompanying software and teacher-designed computer activities, continue to enhance and improve students' understanding by providing individualized activities to reinforce skills and concepts, and foster deeper language arts, English language development and mathematical learning.

### **History-Social Science (core):**

The History-Social Science curriculum is based on the Content Standards for California Public Schools. FPC will continue to utilize the 2006 adoption *Reflections* by Harcourt School Publishers to implement the course of study for each grade level:

- Kindergarten: *Learning and Working Now and Long Ago*
- First Grade: *A Child's Place in Time and Space*
- Second Grade: *People Who Make a Difference*

This series introduces the basic concepts of each discipline (history, geography, civics and economics) and 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):**

As hands-on and experiential learning are critical aspects of Fenton Primary Center's instructional program, the natural environment of Fenton Primary Center site will continue to serve as a major focal point of scientific investigation. Students observe and explore their immediate surroundings, and predict how their actions affect the future. The Scott Foresman publication, *California Science*, serves as the central program, with supplemental lessons created by classroom teachers in transitional kindergarten through 2<sup>nd</sup> grade.

**The following curricular areas are not defined as core courses:**

### **Visual and Performing Arts (non-core):**

FPC's visual and performing arts program is based on a sequential introduction of the California State Content Standards for the Visual and Performing Arts:

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

The visual arts will continue to be integrated with all other curricular and content areas in all grades.

- English language development is a focal point as students are given the opportunity to discuss their shared art experiences with each other.
- Elements of art can be observed in every day instructional activities.
- Age-appropriate projects, which incorporate correct use of materials, introduction of various art techniques and media, are explored extensively at these grade levels.
- All students participate in at least one performance for parents, which incorporates visual and/or performing arts.

The key disciplines of visual arts and music are addressed through weekly instruction provided by a part-time visual arts teacher and music teacher. Lessons focus on the Common Core State Standards and are sequenced to correlate with language arts, history/social science, and science units.

Reflecting FPC's belief in "how learning best occurs," the Charter School has committed resources to implement an ongoing visual and performing arts curriculum.

"Because art often has emotional content, it can enhance student understanding of emotions and how to express them in safe and appropriate ways."

*Promoting Social and Emotional Learning*  
Maurice J. Elias, 1997

**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. 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:

<b>TRANSFORMATION</b>		
<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.	Instruction 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 school also uses BrainPop and BrainPopJr to deliver follow-up lessons or review of taught material.
<b>ENHANCEMENT</b>		

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

Furthermore, the Charter School's rich technology will build confidence in all children. When students culminate to 3<sup>rd</sup> 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 1<sup>st</sup> grade. NWEA MAP provides the assessments. This provides additional practice for students to prepare for rigorous online testing in their future.

### **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 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 Methodologies/Curriculum and How They Support the Implementation of CCSS**

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 25<sup>th</sup> and 50<sup>th</sup> 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. 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.

### **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 has classroom teachers who are fully trained as Trainer of Trainers by *Thinking Maps, Inc.*

## **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 the Fenton Primary Center.

## **Specially Designed Academic Instruction in English (SDAIE)**

SDAIE is a teaching approach in which teachers plan instruction so that English learners can acquire grade-level content and academic competencies to gain English language. Teachers utilize visuals, cognates, realia, graphic organizers, gestures, facial expressions, pair-shares and many other hands-on activities to ensure that all learners can access the rigorous academic program.

## **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.

## **Response to Intervention (RTI)**

Response to Intervention is a multi-level approach used to identify struggling students and support their learning and behavioral needs through intervention strategies. Teachers utilize assessments and observations to ascertain, early on, which students require additional support. Research-based intervention strategies are used to meet student needs, and progress monitoring helps teachers adapt the strategies used to support student achievement.

## **TRANSITIONAL KINDERGARTEN**

### **What is Transitional Kindergarten (TK)?**

Transitional kindergarten (“TK”) is the first year of a two-year kindergarten program designed for students who turn 5 years old between September 2<sup>nd</sup> and December 2<sup>nd</sup>. The Transitional Kindergarten program builds a bridge between early learning years and kindergarten. It 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 ***World of Wonders*** and ***Reading Wonders*** published by McGraw Hill. These programs also have thematically integrated the social studies and science state standards for transitional kindergarten.

Modifying the state adopted program My Math, a kindergarten program, published by McGraw Hill, creates the transitional kindergarten mathematics curriculum.

The social-emotional curriculum will be based on ***Mutt-i-grees***<sup>TM</sup> 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, 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

8

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR  
CALENDARIO ESCOLAR DE INSTRUCCIÓN DE CICLO UNICO



### Daily Schedule

Time	Activity
7:50	Start of School
9:00 – 9:20	Recess for TK
9:15 – 9:35	Recess for Kindergarten
9:45 – 10:05	Recess for 1 <sup>st</sup> Grade
10:15 – 10:35	Recess for 2 <sup>nd</sup> Grade
10:50 – 11:35	Lunch for TK/Kindergarten
11:20 – 12:05	Lunch for 1 <sup>st</sup> Grade
11:45 – 12:30	Lunch for 2 <sup>nd</sup> Grade
12:40 – 1:20	Psychomotor for TK/K twice per week
12:40 – 1:30	Psychomotor for 1 <sup>st</sup> Grade twice per week
1:25 – 2:15	Psychomotor for 2 <sup>nd</sup> Grade twice per week
1:45	Dismissal for TK
2:00	Dismissal for Kindergarten
2:10	Dismissal for 1 <sup>st</sup> Grade
2:20	Dismissal for 2 <sup>nd</sup> Grade



**Shortened Days:**

**Fenton Primary Center only uses shortened days and does not use Minimum Days.**

**Dismissal:**

**TK 12:00 p.m., Kindergarten 12:15 p.m., 1<sup>st</sup> grade 12:25 p.m., and 2<sup>nd</sup> grade 12:35 p.m.**

September 22, 2017

September 29, 2017

November 13-17, 2017

December 15, 2017

March 16, 2018

April 2-6, 2018

May 24, 2018

June 1, 2018

June 13, 2018

<b>Time</b>	<b>Activity</b>
7:50	Start of School
9:00 – 9:20	Recess for TK
9:15 – 9:35	Recess for Kindergarten
9:45 – 10:05	Recess for 1 <sup>st</sup> Grade
10:15 – 10:35	Recess for 2 <sup>nd</sup> Grade
10:50 – 11:35	Lunch for TK/Kindergarten
11:20 – 12:05	Lunch for 1 <sup>st</sup> Grade
11:45 – 12:30	Lunch for 2 <sup>nd</sup> Grade
12:00	Dismissal for TK
12:15	Dismissal for Kindergarten
12:25	Dismissal for 1 <sup>st</sup> Grade
12:35	Dismissal for 2 <sup>nd</sup> Grade

**Daily Schedule by Grade Level****Transitional Kindergarten (7:50 a.m. – 1:45 p.m.)**

<b>Time</b>	<b>Subject</b>	<b>Instructional Minutes</b>
<b>7:50 – 9:15</b>	English Language Arts, ELD	85 minutes
<b>9:00 – 9:20</b>	Recess	20 minutes
<b>9:35 – 10:50</b>	English Language Arts, ELD	75 minutes
<b>10:50 – 11:35</b>	Lunch	45 minutes
<b>11:35 – 12:40</b> <b>Shortened Days</b> <b>to 12:00</b>	Mathematics	70 minutes 30 minutes on Shortened Days
<b>12:00 – End of Day on Shortened Days</b>		

<b>12:40 – 1:45</b>	Science, Social Studies, Mutt-i-grees	55 minutes
<b>12:40 – 1:20</b>	Psychomotor	40 minutes/ Twice weekly

- 5 hours, 55 minutes per day (less recess – 20 minutes; less lunch – 45 minutes) = 290 minutes per day
- Designated ELD Instruction 30 minutes per day X 5 = 150 minutes per week
- Shortened Day: 7:50 a.m. – 12:05 p.m.
- 17 shortened days for parent conferences/professional development = 80 minutes (Dismissal at 12:05 with only a 45-minute lunch/recess break) X 17 = 1,360 minutes
- 290 minutes per day X 184 days a year = 53,360 – 1,360 = **52,000** minutes a year

***\*Minimum number of minutes required by the State for kindergarten: 36,000 minutes***

**Kindergarten (7:50 a.m. – 2:00 p.m.)**

<b>Time</b>	<b>Subject</b>	<b>Instructional Minutes</b>
<b>7:50 – 9:15</b>	English Language Arts, ELD	85 minutes
<b>9:15 – 9:35</b>	Recess	20 minutes
<b>9:35 – 10:50</b>	English Language Arts, ELD	75 minutes
<b>10:50 – 11:35</b>	Lunch	45 minutes
<b>11:35 – 12:40</b> <b>Shortened Days</b> <b>11:35 – 12:15</b>	Mathematics	65 minutes 40 minutes on Shortened Days
<b>12:15 – End of Day on Shortened Days</b>		
<b>12:40 – 2:00</b>	Social Studies, Science, Mutt-i-grees	80 minutes
<b>12:40 – 1:20</b>	Psychomotor	40 minutes/ Twice Weekly

- 6 hours, 10 minutes per day (less recess – 20 minutes; less lunch – 45 minutes) = 305 minutes per day
- Designated ELD Instruction 30 minutes per day X 5 = 150 minutes per week
- Shortened Day: 7:50 a.m. – 12:15 p.m.

- 17 shortened days for parent conferences/professional development = 85 minutes  
(Dismissal at 12:15 with only a 45-minute lunch/recess break) X 17 = 1,445 minutes
- 305 minutes per day X 184 days a year = 56,120 – 1,445 = **54,675** minutes a year

***\*Minimum number of minutes required by the State for kindergarten: 36,000 minutes***

**First Grade (7:50 a.m. – 2:10 p.m.)**

<b>Time</b>	<b>Subject</b>	<b>Instructional Minutes</b>
<b>7:50 – 9:45</b>	English Language Arts, ELD	115 minutes
<b>9:45 – 10:05</b>	Recess	20 minutes
<b>10:05 – 11:20</b>	English Language Arts, ELD	75 minutes
<b>Shortened Days 10:05 – 11:20</b>	Mathematics	75 minutes
<b>11:20 – 12:05</b>	Lunch	45 minutes
<b>12:05 – 1:20</b>	Mathematics	75 minutes
<b>Shortened Days 12:05 – 12:25</b>	ELD	20 minutes
<b>12:25 – End of Day on Shortened Days</b>		
<b>1:20 – 2:10</b>	Social Studies, Science, Mutt-i-grees	50 minutes
<b>12:40 – 1:30</b>	Psychomotor	50 minutes/ Twice Weekly

- 6 hours, 20 minutes per day (less recess – 20 minutes; less lunch – 45 minutes) = 315 minutes per day
- Designated ELD Instruction 30 minutes per day X 5 = 150 minutes per week
- Shortened Days: 7:50 a.m. – 12:25 p.m.
- 17 shortened days for parent conferences/professional development = 75 minutes  
(Dismissal at 12:25 with only a 45-minute lunch/recess break) X 17 = 1,275 minutes
- 315 minutes per day X 184 days a year = 57,960 – 1,275 = **56,685** minutes a year

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

**Second Grade (7:50 a.m. – 2:20 p.m.)**

Time	Subject	Instructional Minutes
<b>7:50 – 10:15</b>	English Language Arts, ELD	145 minutes
<b>10:15 - 10:35</b>	Recess	20 minutes
<b>10:35 - 11:45</b>	English Language Arts, ELD	70 minutes
<b>Shortened Days 10:35 – 11:45</b>	Mathematics	70 minutes
<b>11:45 - 12:30</b>	Lunch	45 minutes
<b>12:35 – End of Day on Shortened Days</b>		
<b>12:30 – 1:30</b>	Mathematics	60 minutes
<b>1:30 – 2:20</b>	Social Studies, Science, Mutt-i-grees	50 minutes
<b>1:25-2:15</b>	Psychomotor	50 minutes/ Twice Weekly

- Shortened Days: 7:50 a.m. – 12:35 p.m.
- Designated ELD Instruction 30 minutes per day X 5 = 150 minutes per week
- 6 hours, 30 minutes per day (less recess – 20 minutes; less lunch – 45 minutes) = 325 minutes per day
- 17 shortened days for parent conferences/professional development = 65 minutes (Dismissal at 12:35 with only a 45-minute lunch/recess break) X 17 = 1,105 minutes
- 325 minutes per day X 184 days a year = 59,800 – 1,105 = **58,695** minutes a year

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

***Required Table: \****

Grades	Grade 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**

### **Teacher Recruitment**

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.

### **Professional Development**

All professional development days focus on the mission of the Charter School. FPC's mission statement defines the vision and direction of the Charter School:

*The mission of the Fenton Primary Center is to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies come together.*

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.

## **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.

**The following is Fenton Primary Center’s EL Master Plan that answers the items above:**

#### ***How students who are English Learners will have their needs identified?***

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.

FPC will use Illuminate Education to collect, report, analyze, and interpret monthly data regarding ELs’ linguistic progress. Illuminate allows administrators and teachers to analyze EL student achievement on CELDT and the English Language Development Retell Assessment (“ELDRA”). ELDRA will be utilized to monitor ongoing progress and identify students needing additional assistance and support. Teachers will use ELDRA results to improve instruction and guide English Learners based on the specific rubrics used in scoring the assessment. ELDRA will be administered twice a year for grades K, 1, and 2. Individual ELD Portfolios will be maintained for each identified student. The portfolio will hold annual CELDT scores reports along with ELDRA results and writing samples.

FPC continues to phase in the new California English Language Development (ELD) Standards and transition to full implementation by the 2016-2017 school year. As of date, the school continues to provide professional development in the areas of integrated and designated ELD instruction and focuses on alignment of content curriculum and instructional practices that help move students towards successful mastery of the English Language. Fenton Primary Center awaits the full implementation of the ELPAC (English Language Proficiency Assessment for California).

**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 cross-referencing CALPADS.
- *Initial Assessment:* Students whose home language is a language other than English are assessed using the CELDT within 30 calendar days after being first enrolled, or within 60 calendar days before the date of enrollment in a California school.

- *Annual Assessment:* English Learners are tested once a year, during the AA window, to measure their progress in learning English until they are reclassified as fluent English proficient (“RFEF”).
- *Reclassified Fluent English Proficient:* Students reclassified to fluent-English proficient will be monitored for a minimum of two years following the year of reclassification.
- CELDT results are received and distributed by the end of January to help facilitate instruction the second half of the school year.
- The ELD component of the *Reading Wonders* language arts program is and will continue to be implemented in all classrooms with enhancements such as Thinking Maps, Retelling and Picture Walks and Explicit Direct Instruction. *Reading Wonders ELD* promotes effective strategies for English language acquisition and provides an avenue to monitor English Learners’ progress.
- The English Language Retell Assessment (ELDRA), designed to provide teachers with a curriculum-embedded formative assessment, is given twice a year (beginning and middle for first and second grade and middle and end for kindergarten) by teachers, and progress is reported on the EL folder in the cumulative record.

***What services will be offered for students who are English Learners?***

With 55% of the student population identified as English Learners, FPC has committed its resources to ensure that all students learn to listen, speak, read and write English. As described above, support and assistance will be provided through a variety of programs and activities:

- Multiple computers in all classrooms provide access to a variety of on-line resources (discovered by Lead Teacher and grade level teams) that specifically address gaps in English Language Development (*Istation* and other developmentally appropriate online resources).
- *Thinking Maps* and Explicit Direct Instruction strategies are implemented across the curriculum.
- English Language Development blocks of 30-40 minutes of designated ELD instruction is provided for all students who are identified by CELDT to ensure ELD instruction targets the needs of specific EL students.
- During English Language Development blocks, English Learners are grouped with no more than 2 ELD Levels such that teachers can provide targeted assistance.
- Teachers use SDAIE strategies and realia to 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.
- Designated intervention time is provided for students who are struggling with English acquisition (as needed).
- The part-time music teacher services all grades and provides a different avenue for English language acquisition.
- Bilingual paraprofessionals provide instructional support.
- A reading intervention lab, with a full-time reading specialist and three part-time assistants, is available for students struggling in basic reading skills. The specialist creates a schedule with targeted intervention lessons for students.

***How, where and by whom will the services be provided?***

ELD instruction will be implemented daily through explicit direct instruction and by using Specially Designed Academic Instruction in English (SDAIE) strategies. Both these research based approaches ensure students are able to access core content and maintain the highest levels of engagement. Utilizing norms of engagement combines listening, speaking, reading, and thinking skills into every lesson. Additionally, FPC will employ the following tools and strategies to deliver a high quality ELD instructional program:

*Istation Reading* is an online interactive individualized reading program that maximizes growth for English Learners, at risk students, and students with disabilities in grades K-2. All students have access to Istation in the classroom and students use it regularly. Teachers use the data to monitor progress and adjust instruction.

*Think/Pair Shares* provide students the opportunity to talk with one another about what they learned. This strategy helps to unleash critical thinking and practice academic language modeled by their teacher. Think/Pair Shares provide students the opportunity to show they know what has been taught. Too often English Learners are not provided with enough academic talking time in class. Given our high number of English Learners, this is a part of the daily teaching strategies, which allows students to practice using academic language.

*Graphic Representations* help children conceptualize abstract concepts into a concrete format. Other graphic representations include Venn diagrams, T-Charts, mental pictures, concept mapping, webs, drawing pictures, and the use of colors and visuals.

*Think Alouds* help students think through a problem. Children often struggle with thinking through problems. This metacognitive approach helps students attack a difficult concept by listening to how their teacher thinks through solving a problem or conceptualizing a task. Students' benefit from modeling to learn the procedural steps in how to think through a task.

*Thinking Maps* have proven to be an essential tool not only for the organization of the thinking process, but as a vocabulary acquisition tool. FPC uses Thinking Maps across all content areas to facilitate oral language and vocabulary development, concept understanding, reading comprehension, word analysis, and a deeper understanding of the English grammatical structure, as demonstrated in standardized tests and written assessments.

*Educational Software for Guiding Instruction* ("ESGI") is used to monitor and assess the progress of all English learners in kindergarten and first grade. The lead teacher of each grade creates assessments with guidance from the adopted curriculum. Assessments are focused on foundational skills in reading.

Ongoing professional development will be provided for all language arts and English language development programs. FPC has designated staff members who have joined the *English Language Arts and English Language Development ("ELA/ELD") Framework Support Network*.



All services will be provided within the Fenton Primary Center facilities. Services will be provided in classrooms, computer labs, and open spaces that provide a learning environment. Teachers and teacher assistants will provide services.

***How the program for students who are English Learners will be evaluated each year and how results of this evaluation will be used to improve those services?***

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.

The Director, Assistant Director and Lead Teachers will monitor the progress of English Learners. Lead Teachers will provide feedback to and from their respective grade levels. Positive, as well as negative results, will be shared by Lead Teachers and evaluated by the Instruction Committee to determine the specific causes for upward and downward trends. Action will be taken to modify or revise current English Learner instructional practices as necessary.

**Home Language Survey**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). This survey is identical to the one used by LAUSD in its enrolment packet.

**CELDT/ELPAC Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between first day of school and October 31<sup>st</sup> or as defined by the state until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

**Reclassification Procedures**

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:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT. To reclassify a student must receive an overall score of 4 or 5 on the CELDT.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's classroom teacher, and any other certificated staff with direct responsibility for teaching or placement decisions of the student is needed to evaluate the pupil's curriculum mastery. To reclassify a student must receive an average score of 2.5 in language arts according to the report card or progress report at the time of possible reclassification.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process. To reclassify a student must parent signature of approval.
- 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.
- FPC teachers utilize ELDRA, English Language Development Retell Assessment, to measure progress in the areas of: comprehension, oral fluency, vocabulary, writing, and grammar usage. This assessment is currently being revised and school staff is working on a new assessment with completion by Spring 2017.

### **Strategies for English Learner Instruction and Intervention**

With 52% of the student population identified as English Learners, the Fenton Primary Center will continue to commit the resources necessary to ensure that all students learn to speak, read and write English. Support and assistance are provided through a variety of programs and activities:

- Bilingual paraprofessionals provide instructional support for students and translation for parent conferences.
- Education workshops are provided for parents of kindergarten students that model and teach effective strategies to foster phonemic awareness, phonics, and blending.
- Multiple computers in all classrooms provide access to a variety of resources.
- The ELD component of the *Reading Wonders* language arts program in all classrooms promotes effective strategies for English language acquisition.
- Intervention classes scheduled during vacation periods and after school\* tutoring will provide supplementary English instruction (if budget permits).
- Isolated intervention time is provided for students who are struggling with English acquisition.
- The part-time music and art teachers service all grades and provide a different avenue for English language acquisition with a focus on the arts in transitional kindergarten and kindergarten.
- The Fenton Family Center (located on the campus of Fenton Avenue Charter School) provides activities and services for parents including English language acquisition support.
- The Fenton Family Center support staff and teachers offer parent evening informational meetings on topics such as language acquisition, basic language skills, and phonics.

### ***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.

The Charter School monitors the progress of ELs using ELDRA and Illuminate Education to collect, report, analyze, and interpret monthly data regarding ELs' linguistic progress. Illuminate allows administrators and teachers to analyze EL student achievement on CELDT and the English Language Development Retell Assessment ("ELDRA"). ELDRA will be utilized to monitor ongoing progress and identify students needing additional assistance and support. Teachers will use ELDRA results to improve instruction and guide English Learners based on the specific rubrics used in scoring the assessment. ELDRA will be administered twice a year for grades K, 1, and 2. Individual ELD Portfolios will be maintained for each identified student. The portfolio will hold annual CELDT scores reports along with ELDRA results and writing samples.

RFEP students are monitored using teacher input and assessment data on Illuminate Education. Data is collected, analyzed, and interpreted monthly with progress reports. These progress reports are based on student achievement on test provided by the curriculum Reading Wonders. Student progress is analyzed and intervention is provided as needed (see intervention process on page 27 and strategies on page 67).

The Charter School does not need to address LTELs as the school is a TK – 2<sup>nd</sup> grade school. The longest the school could have an EL is three years.

### **GIFTED AND TALENTED AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Fenton Primary Center identifies GATE students in 2<sup>nd</sup> 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. 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 through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, and parent input.

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.

#### **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 participate 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. Additionally, students receive assistance and are monitored through participation in the following activities:

- COST (Coordination of Services Team) meetings to discuss specific strategies that will target the student’s weakness and a plan to implement is also written. Students are give 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 a reading intervention 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

- Multiple computers in all classrooms provide extra opportunities for students to practice and learn from adaptive reading and math programs. The school currently uses iStation, Xtra Math, RAZKids, and Starfall.
- Parent volunteers help monitor and prepare projects
- Small group and individualized instruction in all classrooms
- Behavioral and Academic Student Study Teams are 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.
- *Istation* assessment measures
- Supplementary materials aligned with core programs for use in intersession and after school programs
- *NWEA Map* assessments

### **SOCIO-ECONOMICALLY 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
- Multiple computers in all classrooms (currently 3:1 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)

Fenton Primary Center will identify students who are socio-economically 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 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 school currently partners with Hope Gardens, a homeless shelter provided by Union Rescue Mission.

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 (“CFGF”) 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 Administrative Coordinator who helps implement PBIS
- Full-time Positive Behavior Assist who supports the behavior initiative helps with student volunteers and community partnerships

Fenton Primary Center will monitor socio-economically disadvantaged students using Illuminate, CALPADS, and Los Angeles County databases. Illuminate 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 school access to previous schools and previous identifications such as EL and IEP. With this information the 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 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 Illuminate 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 IN OTHER SUBGROUPS**

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 enrollment application. Parents submit enrollment applications, identical to the applications used by LAUSD, with critical information to properly identify students and provide the resources necessary. 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.

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 school had 29 in 2015-2016). 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 schools instructional model is a combination of Explicit Direct Instruction, foundational literacy development, strong collaboration and 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 on student success. The 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. All 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 school. Security will prepare for the valet drop-off of students and patrol the front of the 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 school.

Throughout the day, the support staff (administrative coordinator, 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 door 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 do Extra Math or iStation 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 Illuminate, 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 in Illuminate.

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.

*Reading Wonders* (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.**

Reading Intervention program begins for selected students. Reading intervention focuses on foundational literacy skills. The goal is to have every child leave Fenton Primary Center a fluent reader with at least average comprehension skills. The school collaborates with FACS, the sister school, on the basic needs for students to be successful in third grade. That is how the school developed the reading and comprehension goal.

**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.

**9:15 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.

**9:35 a.m.**

Bell rings for end of kindergarten recess.

Classes will be picked up by teachers and instruction continues.

**9:45 a.m.**

First grade recess begins.

First grade will follow the same pattern as TK recess.

**10:05 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, washable 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 work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students.

**1:20 p.m.**

End of Transitional Kindergarten and Kindergarten psychomotor (Wednesdays and Fridays). Students learn through play. The 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 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 that teachers can create group lessons, plan for specific academic events (literacy day, book fair, parent workshop, or parent 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.

Behavior Student Study Team meetings with parents are scheduled, as needed.

**4:00 p.m.**

Office staff leave for the day.

**5:00 p.m.**

Fenton Primary Center Afterschool Program ends.

**5:30 p.m.**

21<sup>st</sup> Century Kids 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.

**8:00 p.m.**

Custodians and campus security secure campus and leave for the day.

### **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 fall of 2015. 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 supplemental information

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 following outcomes will demonstrate the extent to which the Fenton Primary Center has met its established goals:

***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.***

- LCAP Goal 2:* All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth) will have access to standards-aligned (including CCSS) materials and additional instructional materials as outlined in our charter petition.
- LCAP Goal 4:* School will fully implement CCSS state-adopted ELA and Math academic content and performance standards by 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.
- LCAP Goal 7:* All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
- LCAP Goal 8:* School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education.

### **Measurable Outcomes:**

#### **Transitional Kindergarten –**

##### ***Language Arts***

Fenton Primary Center's transitional kindergarten students are assessed using a grade appropriate assessment. The same assessment is given at the end of the year to measure growth in standards achievement and development. Fenton Primary Center teachers, using the current ELA curriculum adoption, the kindergarten Common Core State Standards and the early education standards, created the assessment.

##### ***Mathematics***

Fenton Primary Center's transitional kindergarten students are assessed using a grade appropriate math assessment. The same assessment is given at the end of the year to measure growth in standards achievement and development. Fenton Primary Center teachers, using the current math adoption, the kindergarten Common Core State Standards and the early education standards, created the assessment.



## Kindergarten –

### *Overall Assessment Data for Language Arts and Mathematics (Kindergarten)*

	<b>Language Arts</b> Standards Based Summative Assessment Data			<b>Mathematics</b> Standards Based Summative Assessment Data		
<b>Year</b>	<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>		<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>	
<b>2012-13</b>	<b>38.5%</b>	<b>92.1%</b>		<b>28%</b>	<b>76%</b>	
<b>2013-14</b>	<b>25%</b>	<b>77%</b>		<b>19%</b>	<b>72%</b>	
<b>2014-15</b>	<b>38%</b>	<b>67%</b>		<b>25%</b>	<b>68%</b>	
<b>2015-16</b>	<b>BOY 48.3%</b>	<b>MOY 64.4%</b>	<b>EOY TBD</b>	<b>BOY 29.3%</b>	<b>MOY 66%</b>	<b>EOY TBD</b>

*Note: CCSS were being implemented starting in 2013. New CCSS aligned curriculum for Language Arts was implemented 2014-2015. New CCSS aligned curriculum for Mathematics was implemented 2015-2016.*

#### ***Language Arts***

Fenton Primary Center’s kindergarten students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers, using the current ELA curriculum adoption, *Reading Wonders by McGraw Hill*, and the kindergarten Common Core State Standards, administered the assessment. Examining baseline data, an average of 33.8% of kindergarten students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of kindergarten students to score meeting or mastery on the end of the year assessment.

#### ***Mathematics***

Fenton Primary Center’s kindergarten students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers, using the current mathematics curriculum adoption, *My Math by McGraw Hill*, and the kindergarten Common Core State Standards, administered the assessment. Examining baseline data, an average of 24% of kindergarten students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of kindergarten students to score meeting or mastery on the end of the year assessment.

## First Grade –

### *Overall Assessment Data for Language Arts and Mathematics 1<sup>st</sup> Grade*

	<b>Language Arts</b> Standards Based Summative Assessment Data			<b>Mathematics</b> Standards Based Summative Assessment Data		
<b>Year</b>	<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>		<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>	
<b>2012-13</b>	<b>43.3%</b>	<b>61%</b>		<b>57.7%</b>	<b>83.2%</b>	
<b>2013-14</b>	<b>43.9%</b>	<b>61.8%</b>		<b>56.3%</b>	<b>83.3%</b>	
<b>2014-15</b>	<b>49.8%</b>	<b>80.2%</b>		<b>53.8%</b>	<b>85.2%</b>	
<b>2015-16</b>	<b>BOY 51.2%</b>	<b>MOY 71.5%</b>	<b>EOY TBD</b>	<b>BOY 62.9%</b>	<b>MOY 74.6%</b>	<b>EOY TBD</b>

*Note: CCSS standards were being implemented starting in 2013. New CCSS aligned curriculum for Language Arts was implemented 2014-2015. New CCSS aligned curriculum for Mathematics was implemented 2015-2016.*

#### ***Language Arts***

Fenton Primary Center's first grade students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers, using the current ELA curriculum adoption, *Reading Wonders by McGraw Hill*, and the first grade Common Core State Standards, administered this assessment. Examining baseline data, an average of 45% of first grade students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of first grade students to score meeting or mastery on the end of the year assessment.

#### ***Mathematics***

Fenton Primary Center's first grade students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers, using the current mathematics adoption, *My Math by McGraw Hill*, and the first grade CCSS, administered the assessment. Examining baseline data, an average of 55.7% of first grade students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of first grade students to score meeting or mastery on the EOY assessment.

## Second Grade –

### *Overall Assessment Data for Language Arts and Mathematics 2<sup>nd</sup> Grade*

	<b>Language Arts</b> Standards Based Summative Assessment Data			<b>Mathematics</b> Standards Based Summative Assessment Data		
<b>Year</b>	<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>		<b>Beginning of Year % Meeting or Mastery</b>	<b>End of year % Meeting or Mastery</b>	
<b>2012-13</b>	<b>39.8%</b>	<b>69.3%</b>		<b>52.1%</b>	<b>79.6%</b>	
<b>2013-14</b>	<b>41.8%</b>	<b>70.9%</b>		<b>54.5%</b>	<b>81.6%</b>	
<b>2014-15</b>	<b>29.1%</b>	<b>57.9%</b>		<b>45.1%</b>	<b>74.4%</b>	
<b>2015-16</b>	<b>BOY 38.9%</b>	<b>MOY 57.1%</b>	<b>EOY TBD</b>	<b>BOY 43.2%</b>	<b>MOY 63.1%</b>	<b>EOY TBD</b>

*Note: CCSS standards were being implemented starting in 2013. New CCSS aligned curriculum for Language Arts was implemented 2014-2015. New CCSS aligned curriculum for Mathematics was implemented 2015-2016.*

#### ***Language Arts***

Fenton Primary Center's second grade students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers, using the current ELA curriculum adoption, *Reading Wonders by McGraw Hill*, and the second grade CCSS, administered this assessment. Examining baseline data, an average of 37% of second grade students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of second grade students to score meeting or mastery on the end of the year assessment.

#### ***Mathematics***

Fenton Primary Center's second grade students are assessed at the beginning of the year, middle of the year, and end of the year, using a grade level CCSS aligned assessment. The end of the year assessment will be used to measure growth and CCSS achievement. Fenton Primary Center teachers using the current mathematics adoption, *My Math by McGraw Hill*, and the second grade Common Core State Standards, administered the assessment. Examining baseline data, an average of 50.3% of second grade students scored meeting or mastery on the beginning of the year assessment. The goal is for 70% of second grade students to score meeting or mastery on the end of the year assessment.

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

*LCAP Goal 11:* School will continue to maintain a high ADA rate.

**Measurable Outcome:**

Fenton Primary Center will continue to use various methods to assure a continued ***attendance rate of 96.5% or higher***. An Attendance Officer and compliance assistant will monitor and oversee all attendance records. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are announced and documented with attendance rates in the Director's Report to the Fenton Charter Public Schools Board of Directors. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.

Fenton Primary Center will continue to have various incentives for students who are in attendance 100% of the time monthly, for a full semester, and yearly. These incentives include, but are not limited to, brag tags, pins, awards and medals.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-2016</b>
<b>Attendance Rate</b>	<b>98.5%</b>	<b>99.5%</b>	<b>99.1%</b>	<b>99.5%</b>

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

*LCAP Goal 5:* 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

*LCAP Goal 9:* EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.

*LCAP Goal 10:* EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).

**Measurable Outcome:**

English Learners will increase individual ***CELDT scores*** for the majority of the years covered by this renewal petition and is assessed annually. The Charter School is working on this outcome in the following school year. The Charter School is implementing the new English Language Development standards this school year and the new ELPAC will be implemented as soon as 2017.

The Fenton Primary Center's ***reclassification rate*** will meet or exceed the rate of reclassification for similar neighborhood schools for the majority of years of this charter renewal petition when compared by grade level.

Progress toward mastery of English Language Development standards will be monitored and documented on the Fenton Primary Center ELD Portfolio twice a year for all English Learners.

***Kindergarten Initial CELDT Statistics:***

	<b>Tested</b>	<b>% of Population</b>	<b># Advanced</b>	<b># Early Advanced</b>	<b># Intermediate</b>	<b># Early Intermediate</b>	<b># Beginning</b>	<b>IFEP Reclassified</b>
<b>2012-13</b>	<b>127</b>	<b>17.6%</b>	<b>2</b>	<b>15</b>	<b>44</b>	<b>36</b>	<b>30</b>	<b>4</b>
<b>2013-14</b>	<b>177</b>	<b>22%</b>	<b>2</b>	<b>10</b>	<b>50</b>	<b>61</b>	<b>54</b>	<b>2</b>
<b>2014-15</b>	<b>149</b>	<b>37%</b>	<b>1</b>	<b>9</b>	<b>43</b>	<b>50</b>	<b>46</b>	<b>0</b>

***Kindergarten Annual CELDT Statistics:***

	<b>Tested</b>	<b>% of Population</b>	<b># Advanced</b>	<b># Early Advanced</b>	<b># Intermediate</b>	<b># Early Intermediate</b>	<b># Beginning</b>	<b>Reclassified</b>
<b>2012-13</b>	<b>1</b>	<b>0.1%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>2013-14</b>	<b>5</b>	<b>0.6%</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>2014-15</b>	<b>13</b>	<b>1.6%</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>0</b>

***First Grade Initial CELDT Statistics:***

	<b>Tested</b>	<b>% of Population</b>	<b># Advanced</b>	<b># Early Advanced</b>	<b># Intermediate</b>	<b># Early Intermediate</b>	<b># Beginning</b>	<b>IFEP Reclassified</b>
<b>2012-13</b>	<b>58</b>	<b>8%</b>	<b>11</b>	<b>23</b>	<b>15</b>	<b>4</b>	<b>5</b>	<b>17</b>
<b>2013-14</b>	<b>8</b>	<b>1%</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>2014-15</b>	<b>12</b>	<b>1.5%</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>

***First Grade Annual CELDT Statistics:***

	<b>Tested</b>	<b>% of Population</b>	<b># Advanced</b>	<b># Early Advanced</b>	<b># Intermediate</b>	<b># Early Intermediate</b>	<b># Beginning</b>	<b>Reclassified</b>
<b>2012-13</b>	<b>109</b>	<b>15%</b>	<b>5</b>	<b>35</b>	<b>54</b>	<b>13</b>	<b>2</b>	<b>15</b>
<b>2013-14</b>	<b>117</b>	<b>14.6%</b>	<b>8</b>	<b>51</b>	<b>45</b>	<b>7</b>	<b>6</b>	<b>15</b>
<b>2014-15</b>	<b>159</b>	<b>19.9%</b>	<b>7</b>	<b>49</b>	<b>80</b>	<b>18</b>	<b>5</b>	<b>5</b>

***Second Grade Initial CELDT Statistics:***

	Tested	% of Population	# Advanced	# Early Advanced	# Intermediate	# Early Intermediate	# Beginning	IFEP Reclassified
2012-13	9	1%	1	3	3	2	0	0
2013-14	9	1%	0	2	2	1	4	0
2014-15	8	1%	0	1	3	1	3	0

***Second Grade Annual CELDT Statistics:***

	Tested	% of Population	# Advanced	# Early Advanced	# Intermediate	# Early Intermediate	# Beginning	Reclassified
2012-13	86	11.9%	2	34	41	8	1	10
2013-14	131	16.3%	5	38	51	29	8	15
2014-15	90	11.2%	4	22	44	14	6	12

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

*LCAP Goal 6:* School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication and ensure continued parent representation in decision-making at all levels of school operations.

*LCAP Goal 12:* School will continue to maintain a low  $\leq 1\%$  suspension rate.

*LCAP Goal 13:* School will continue to maintain a low  $<1\%$  annual pupil expulsion rate.

*LCAP Goal 14:* School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.

**Measurable Outcome:**

The number of students suspended or expelled will be 1% or less and less than the District average for the majority of the years covered by this renewal petition and will be assessed annually.

Teachers will maintain a positive classroom behavior system that will contain logs, charts and parent communication for all inappropriate behavior. For students who need additional support, a referral will be written and documentation will be tracked. A yearly evaluation of the quantity of referrals by teacher is provided with the specific reasons for referral highlighted. An achievement report is created and presented to Instruction Committee for possible action.

## MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

### PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

STATE PRIORITY	GOALS	PERFORMANCE TARGET 2016-17	PERFORMANCE TARGET 2017-18	PERFORMANCE TARGET 2018-21
#1 – Basic Services	<p><i>LCAP Goal 1:</i> 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.</p> <p><i>LCAP Goal 3:</i> School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt; 90% of items in compliance or good standing.</p>	<p>Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Target: 100%</p> <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists &gt; 90% of items in compliance or good standing. Target: More than 90% of items in compliance</p>	<p>Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Target: 100%</p> <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists &gt; 90% of items in compliance or good standing. Target: More than 90% of items in compliance</p>	<p>Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Target: 100%</p> <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists &gt; 90% of items in compliance or good standing. Target: More than 90% of items in compliance</p>
#2 – Implementation of Common Core State Standards	<p><b><i>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.</i></b></p> <p><i>LCAP Goal 2:</i> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated</p>	<p>All students will have access to standards-aligned instructional materials. Target: 100% using SARC</p> <p>Implement the Common Core State Standards (CCSS) in ELA and math across all grades. Target: 100%</p>	<p>All students will have access to standards-aligned instructional materials. Target: 100% using SARC</p> <p>Implement the Common Core State Standards (CCSS) in ELA and math across all grades. Target: 100%</p>	<p>All students will have access to standards-aligned instructional materials. Target: 100% using SARC</p> <p>Implement the Common Core State Standards (CCSS) in ELA and math across all grades. Target: 100%</p>

	<p>students and students with exceptional needs (including foster youth), will have access to standards-aligned (Common Core) materials and additional instructional materials as outlined in our charter petition.</p> <p><i>LCAP Goal 4:</i> School will fully implement CCSS state-adopted ELA and math academic content and performance standards by 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.</p>			
#3 – Parental Involvement	<p><b><i>Charter Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.</i></b></p> <p><i>LCAP Goal 6:</i> School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p> <p><i>LCAP Goal 14:</i> School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and</p>	<p>School will provide multiple opportunities for parent involvement in school and ease of home-school communication and ensure continued parent representation in decision-making at all levels of school operations. Target: 2-3 parents will consistently participate in governing committees</p> <p>At least one parent or local community member will be elected to the FCPS Board of Directors.</p>	<p>School will provide multiple opportunities for parent involvement in school and ease of home-school communication and ensure continued parent representation in decision-making at all levels of school operations. Target: 2-3 parents will consistently participate in governing committees</p> <p>At least one parent or local community member will be elected to the FCPS Board of Directors.</p>	<p>School will provide multiple opportunities for parent involvement in school and ease of home-school communication and ensure continued parent representation in decision-making at all levels of school operations. Target: 2-3 parents will consistently participate in governing committees</p> <p>At least one parent or local community member will be elected to the FCPS Board of Directors.</p>



	resources that support families and enhance the school community.	Parents' sense of connectedness to school will be evaluated using the Annual Stakeholder Satisfaction Surveys. Target: 75%  Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Parents' sense of connectedness to school will be evaluated using the Annual Stakeholder Satisfaction Surveys. Target: 80%.  Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Parents' sense of connectedness to school will be evaluated using the Annual Stakeholder Satisfaction Surveys. Target: 85%  Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.
#4 – Pupil Achievement	<p><b><i>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.</i></b></p> <p><b><i>Charter Goal 3: Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.</i></b></p> <p><i>LCAP Goal 5:</i> 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p> <p><i>LCAP Goal 7:</i> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target: 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher's tests from materials aligned to CCSS for initial benchmark assessments. Target: 70% at each grade level using EOY tests</p> <p>School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target: 80%</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target: 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher's tests from materials aligned to CCSS for initial benchmark assessments. Target: 72% at each grade level using EOY tests</p> <p>School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target: 82%</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target: 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher's tests from materials aligned to CCSS for initial benchmark assessments. Target: 75% at each grade level using EOY tests</p> <p>School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target: 85%</p>

	<p>Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p> <p><i>LCAP Goal 8:</i> School will meet the annual API Growth Target, or equivalent for a TK-2 school, as mandated by the CA State Board of Education.</p> <p><i>LCAP Goal 9:</i> EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.</p> <p><i>LCAP Goal 10:</i> EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).</p>	<p>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade levels. Target: to exceed by 1%</p>	<p>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade levels. Target: to exceed by 3%</p>	<p>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade levels. Target: to exceed by 5%</p>
#5 – Pupil Engagement	<p><b><i>Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.</i></b></p> <p><i>LCAP Goal 11:</i> School will continue to maintain a high ADA rate.</p>	<p>School will continue to maintain a high ADA rate of &gt;95%.</p>	<p>School will continue to maintain a high ADA rate of &gt;95%.</p>	<p>School will continue to maintain a high ADA rate of &gt;95%.</p>
#6 – School Climate	<p><b><i>Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.</i></b></p> <p><b><i>Charter Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.</i></b></p>	<p>Suspension rate will be maintained at <math>\leq 1\%</math> of student population.</p> <p>Expulsion rate will be maintained at <math>\leq 1\%</math> of student population.</p>	<p>Suspension rate will be maintained at <math>\leq 1\%</math> of student population.</p> <p>Expulsion rate will be maintained at <math>\leq 0.75\%</math> of student population.</p>	<p>Suspension rate will be maintained at <math>\leq 1\%</math> of student population.</p> <p>Expulsion rate will be maintained at <math>\leq 0.5\%</math> of student population.</p>

	<p><i>LCAP Goal 12:</i> School will continue to maintain a low <math>\leq 1\%</math> suspension rate.</p> <p><i>LCAP Goal 13:</i> School will continue to maintain a low <math>&lt;1\%</math> annual pupil expulsion rate.</p>			
#7 – Course Access	Fenton Primary Center is a school for transitional kindergarten through second grade students ranging from 4 to 8 years old. The courses offered are standard elementary school courses, with the core subjects being language arts with English language development, mathematics, social studies and science. The non-core subjects taught are visual arts and physical education.			
#8 – Pupil Outcomes	<p><i>LCAP Goal 15:</i> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students. Target: 40 hours of enrichment beyond school hours</p>	<p>Continue to provide broad academic and enrichment opportunities for all students. Target: 50 hours of enrichment beyond school hours (School budget permitting)</p>	<p>Continue to provide broad academic and enrichment opportunities for all students. Target: 60 hours of enrichment beyond school hours (School budget permitting)</p>

### **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"> <li>- Publisher's Assessments - Reading Wonders</li> <li>- Educational Software for Guiding Instruction– Phonics, letter and sound recognition, sight words</li> <li>- Istation – Computer-adaptive assessment</li> <li>- NWEA's MAP – Computer-adaptive assessment</li> </ul>	<ul style="list-style-type: none"> <li>- School-created CCSS Report Card</li> <li>- School-created Periodic Progress Report</li> <li>- Illuminate Data Reports</li> <li>- ESGI Progress Reports</li> <li>- Istation – Priority reports</li> <li>- Schoolwide Progress Reports using NWEA and Illuminate</li> </ul>	<ul style="list-style-type: none"> <li>- Report cards for parents are disseminated three times a year to provide a detailed report of student progress.</li> <li>- Periodic progress reports are provided for parents between report cards and give an overview of student progress.</li> <li>- Illuminate data reports are created to measure progress and performance by student, grade level and school-wide.</li> </ul>

			<ul style="list-style-type: none"> <li>- Reports are shared with school at Instruction Committee and organization wide at FCPS Board meetings.</li> <li>- ESGI reports are detailed progress reports for parents on the basic skills of reading.</li> <li>- Istation – Online progress reports for teachers and parents are utilized for progress monitoring.</li> <li>- NWEA will provide a schoolwide performance rating. The school is currently in our first year of use.</li> </ul>
English Language Development	<ul style="list-style-type: none"> <li>- Publisher’s Tests – Reading Wonders ELD</li> <li>- English Language Retell Assessment</li> <li>- Istation – Computer-adaptive assessment</li> <li>- CELDT</li> </ul>	<ul style="list-style-type: none"> <li>- Publisher’s Tests – Reading Wonders ELD – Benchmark Assessments</li> <li>- ELDRA – formative assessment</li> <li>- Istation – Priority reports</li> <li>- CELDT student performance level reports</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Wonders ELD benchmark assessments will provide teachers and parents periodic performance data.</li> <li>- ELDRA provides additional specific reports on student listening and speaking skills.</li> <li>- Istation – Online progress reports provides data to teachers and parents.</li> <li>- CELDT provides parents and teachers with performance data.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>- Publisher’s Assessments - My Math</li> <li>- Xtra Math (Computer-adaptive practice and assessment)</li> <li>- Educational Software for Guiding Instruction</li> <li>- NWEA’s MAP – Computer-adaptive assessment</li> </ul>	<ul style="list-style-type: none"> <li>- School-created CCSS Report Card</li> <li>- School-created Periodic Progress Report</li> <li>- Illuminate Data Reports</li> <li>- ESGI Progress Reports for TK and kindergarten</li> <li>- Schoolwide Progress Reports using NWEA and Illuminate</li> </ul>	<ul style="list-style-type: none"> <li>- Report cards for parents are disseminated three times a year to provide a detailed report of student progress.</li> <li>- Periodic progress reports are provided for parents between report cards and give an overview of student progress.</li> <li>- Illuminate data reports are created to measure progress and performance by student, grade level and school-wide.</li> <li>- Reports are shared with school at Instruction Committee and organization wide at FCPS Board meetings.</li> <li>- ESGI reports are detailed progress reports for parents on the basic skills of mathematics in TK and kindergarten.</li> <li>- NWEA will provide a schoolwide performance rating. The school is currently in its first year of use.</li> </ul>

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.

### **Summative Assessments**

Fenton Primary Center takes a collaborative and systematic approach in creating or selecting assessments and analyzing data. The school's certificated staff selects Lead Teachers annually for each grade level. One of the many tasks for Lead Teachers is to help create a pacing and assessment plan annually. The Lead Teachers share assessments and data across grade levels at least once a month and as often as once a week. The Lead Teachers also meet with administration once a month to plan and analyze data. The entire team also participates in monthly Instruction Committee meetings where assessment data is presented and discussed. Based on the data, an academic plan may be developed and implemented to address student needs. The Instruction Committee provides monthly formal minutes to the entire staff and the rest of FCPS organization through email.

The majority of the Charter School's summative assessments come from publishers' tests. The summative tests are used to create grade-level wide analysis, school analysis, and reports on overall progress toward meeting the CCSS. These tests are commonly known as benchmark assessments, summative assessments, end-of-unit, or chapter tests.

In 2014, the school implemented a report card aligned to the Common Core State Standards. This report card was created using Illuminate, which houses all of the grade level summative assessments. The Illuminate database creates an overall mastery score for each of the CCSS strands using the assessments. These assessments are benchmark, end-of-unit tests, or chapter tests. The entire grade level utilizes teacher-created assessments.

The ultimate goal is for 70% of students to achieve meeting or mastery of the Common Core State Standards. Data is acquired from the summative assessments in each of the publisher's tests for language arts and mathematics. These tests are given three times a year. The school analyzes results by its major subgroups and also by student's daily attendance, as well enrollment history at the school. The school has a 5% transient rate due to other factors not related to the school; these factors are related to the community the school serves. Transient student results are analyzed differently. These results can be reviewed on page 13 under "Internal Academic Performance."

## **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:**

Publishers' tests continue to be used to determine consistent and continuous student progress toward Common Core State Standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for weekly, bi-weekly and end-of-unit assessments for each state adoption.

The school also uses Istation once a month, ESGI at least once a month, Xtra Math at least three times a week, and NWEA MAP assessments three times a year or as often as needed for students who are receiving intervention. These are all supplemental assessments to provide an extra layer of data to properly address each individual student need.

Teacher-developed assessments continue to contribute additional information to measure student progress, while anecdotal records and observations continue to provide individualized information necessary to address the five learning systems of the brain, and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), effort grades and participation grades are assigned.

***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 CELDT. 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 Instruction Committee, an advisory committee that reports to the FCPS 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-created assessments, anecdotal records, and trimester grades prior to each reporting period. 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. Action will be taken to modify or revise current instructional practices, as necessary.

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

All findings from the analysis will continue to drive the allocation of the Fenton Primary Center's resources. The Instruction Committee, based on careful analysis of student achievement data, will make recommendations and schedule 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.

The Parent Advocacy Committee, an advisory committee that reports to the FCPS 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 and spring of each school year.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

Fenton Primary Center provides parents with a progress report by the 5<sup>th</sup> week of school. A report card is created by the 10<sup>th</sup> 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 15<sup>th</sup> week of school or the beginning of February. Another report card is created around the 25<sup>th</sup> 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. The school held many COST meetings to discuss well over 80 students and well over 60 SST meetings to discuss specific student progress during the 2015-2016 school year.

Fenton Primary Center officially moved to standards based report cards in 2013 and it has given the Charter School a more focused approach to meeting the needs of all students. In 2014, the Charter School modified its report card to align with the Common Core State Standards and identified which standards to address.

This process allowed the school to go to 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 school. This was a critical step for the 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 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.

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 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.

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 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 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 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(b)(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 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 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(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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 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 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 and related parties, shall promptly respond to all 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 and related parties, 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 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, related parties, 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.

### **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 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. 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.

### **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.

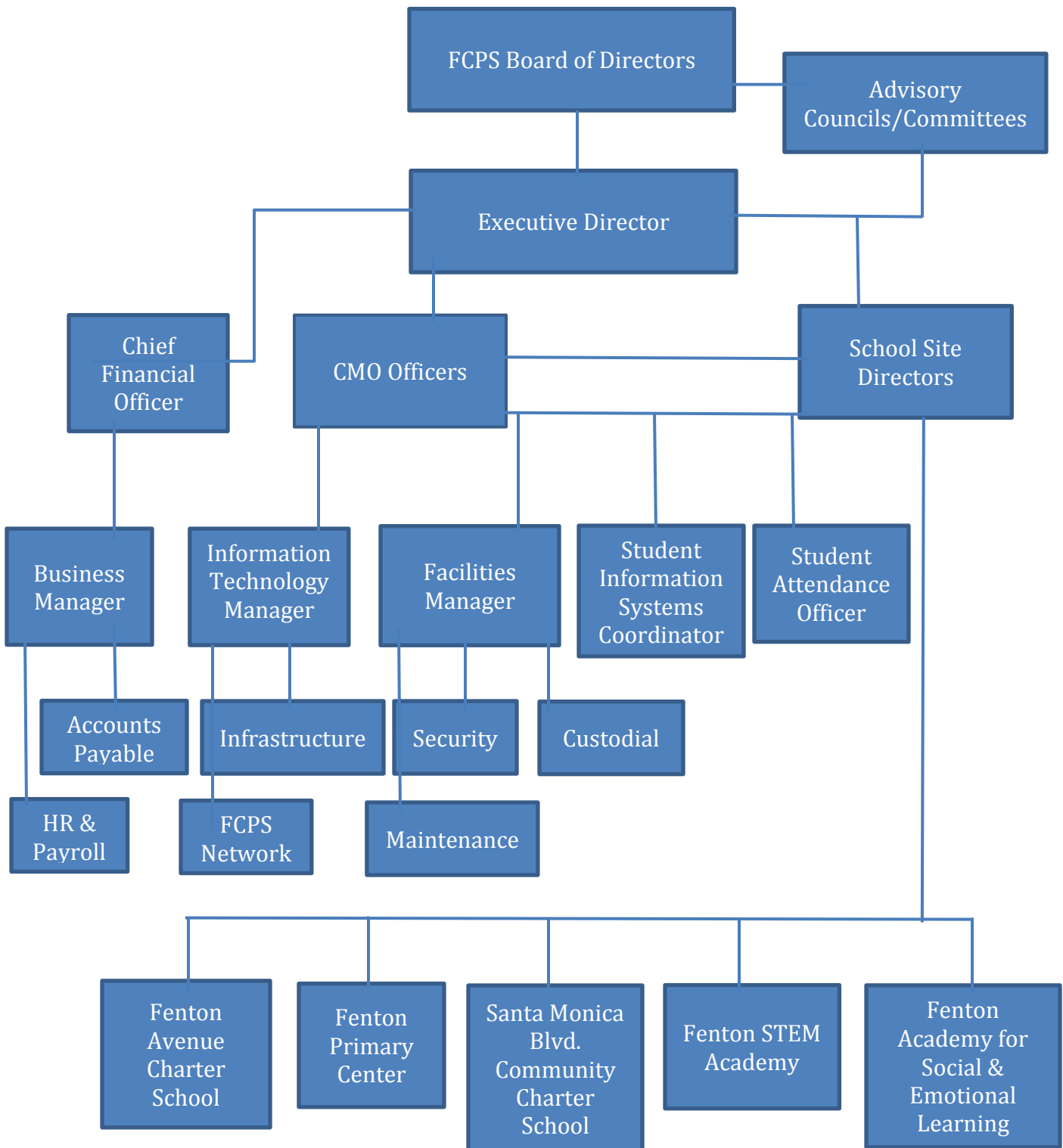
## **GOVERNANCE STRUCTURE**

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.

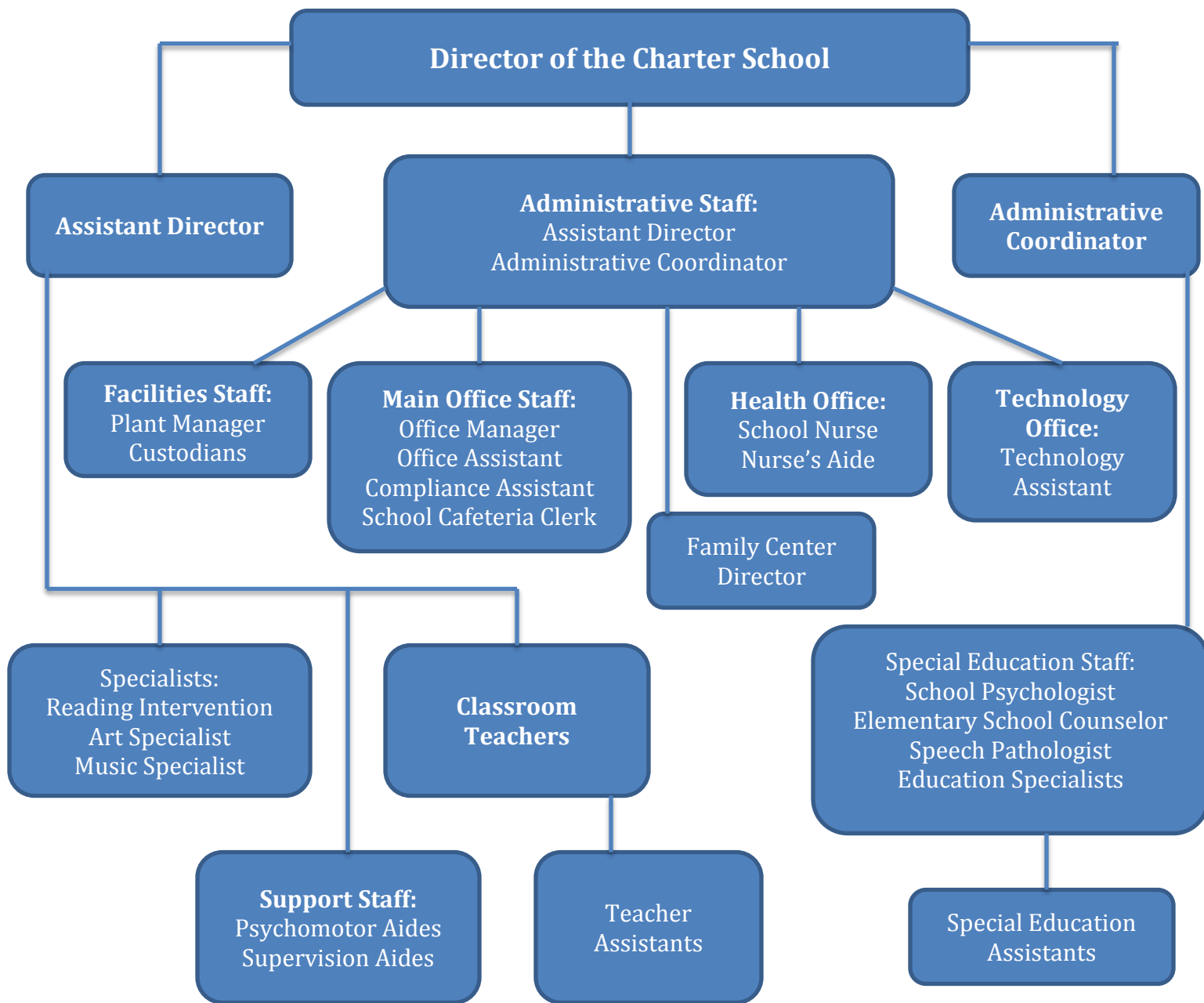
The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit 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**



**FENTON PRIMARY CENTER  
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 these bylaws; fix their compensation; 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; 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; and designate a place in California within the boundaries of Los Angeles Unified School District for holding any meeting of members within the geographic area of the schools it serves.
- 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 administrator of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- 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);
- 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 the 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 and performance report;
- Appoint 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 Executive Director and Chief Financial Officer (“CFO”)/Treasurer, neither of whom serves on the Board.

The Executive Director 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 Executive Director has such other powers and duties as the Board of Directors or the bylaws may require.

The Chief Financial Officer/Treasurer keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The CFO 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 CFO 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 Executive Director, Chairman of the Board, and the Board, when requested, an account of all transactions as Chief Financial 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 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.

Yearly, the Chairman of the Board of Directors appoints a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee recommends a list of all candidates and the board reviews and votes to approve new members at the next regularly scheduled meeting.

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.

No person serving on the Board of Directors may be an interested person. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

### **GOVERNANCE PROCEDURES AND OPERATIONS**

The FCPS Board of Directors meets regularly, at least eight times during the school year and in accordance with the Brown Act. All directors are designated at the corporation's annual meeting of

the Board of Directors, which is 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.

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

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 the school district in which the Charter School operates;
- 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, LAUSD's interpretation of Government Code Section 1090, 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 submitted to the County Board of Supervisors for approval.

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**

The Charter School utilizes four Board advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. 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:

- Consult with the Charter School 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 ("ADA") 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:

- Consult with the Charter School 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;
    - CELDT;
    - *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 the continuous implementation of a differentiated instructional program for English Learners, Title I and GATE students
- **Personnel Committee**
    - Tasks:
      - Consult with the Charter School 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 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 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(b)(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**

#### **Site-Based and Charter Management Organization Employees**

The site-based employees and are assigned to the Charter School. CMO positions service all FCPS schools. A job description and minimum and desirable qualifications for all are included.

#### **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. Mobility to traverse all areas of the work site.
16. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
17. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

**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 Executive Director 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 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 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)
  - CELDT (California English Language Development Test)
  - 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 Executive Director 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 Executive Director 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. Mobility to traverse all areas of the work site.
12. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
13. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

**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 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:**
- *CELDT (California English Language Development Test)*
  - *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.*

## **ADMINISTRATIVE COORDINATOR JOB DESCRIPTION**

### **Qualifications and Experience:**

#### ***Education:***

1. Master's degree and administrative credential from an accredited college or university (*may be in progress, but must be completed within three years of assuming the position*)
2. An Elementary Teaching Credential

#### ***Experience:***

1. Minimum of five (5) years of successful teaching experience
2. Fenton leadership *experience (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 Directors of the Fenton Charter Schools and Coordinator.
5. Knowledge of the Fenton charters, Personnel Handbook, Evaluation Handbook, council 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 Fenton Primary Center.
11. Mobility to traverse all areas of the work site.
12. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
13. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

**Job Purpose:**

Assists the Director of the Fenton Primary Center in performing school management duties and support the School-wide Positive Behavior Support Plan. The Administrative Coordinator will handle discipline issues, counsel, and provide consequences for students. The Administrative Coordinator will work with the general education and special education teachers, as well as parents and administrators, in determining the need for each child.

**Responsible to:**

The Director of the Fenton Primary Center.

**Major Job Responsibilities:**

**1. Oversee student discipline needs:**

- *Support and communicate the student discipline policy established by director to students, parents and staff;*
- *Assist classroom teachers with daily discipline concerns, on an individualized basis and in total confidentiality;*
- *Assist with parent conferences and resolution related to behavior and social/emotional needs of students as needed;*
- *Assist teachers with the implementation of appropriate strategies and techniques to foster positive student behavior.*

**2. Working with 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.*
- 3. Oversee all student clubs, assemblies, and school-wide events:**
- *Schedule and coordinate Citizen of the Month/Word of the Month activities;*
  - *Coordinate and oversee school performances and assemblies;*
  - *Oversee scheduling and organization of school field trips.*
- 4. Working in collaboration with the administrative team, to sustain a rigorous instructional program conducive to student learning and staff professional growth:**
- *Help create the Professional Development Calendar*
  - *Participate as an administrator in the Professional Walkthroughs*
  - *Support principles of effective instruction in the classroom*
- 5. 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:**
- *Coordination of SSTs including calendar, documents, and facilitating meetings;*
  - *Facilitate IEP meetings*
  - *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;*
  - *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.*
- 6. Working in collaboration with the Attendance Manager, help monitor truancy:**
- *Create parent letters to inform parents of truancy*
  - *Facilitate the Parent Review Board process*
- 7. 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 Director regularly to review responsibilities;*
  - *Receive and act upon reviews of progress from the Director.*

## **CLASSROOM TEACHER (CERTIFICATED)**

### **JOB DESCRIPTION**

#### **Qualifications**

##### ***Education:***

1. Bachelor's degree and preliminary or clear multiple subject teaching credential
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 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. Mobility to traverse all areas of the work site.
14. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

15. **SPECIAL PHYSICAL REQUIREMENTS:** Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **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 Plan (IEP) 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.

## **TEACHER ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. High school graduate or evidence of equivalent educational proficiency
2. In compliance with ESSA, the following qualifications must be met:
  - Passing score on Charter School Paraprofessional Examination
  - OR**
  - Completion of 60 semester units or 90 quarter units from a recognized college or university;
  - OR**
  - Associate degree or higher from a recognized college or university

#### ***Experience:***

Job related experience is preferred, but not required.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of safety rules and procedures to be observed by students.
2. Ability to enforce safety and disciplinary rules.
3. Knowledge of standards of courtesy and behavior expected of students.
4. Knowledge of correct grammar.
5. Speaks English clearly and effectively.
6. Reads English aloud with ease.
7. Writes legibly on white board.
8. Ability to properly use and to care for teaching materials, supplies and equipment.
9. Learns to operate equipment such as copy machines and computers in the classroom.
10. Commitment to the education of students.
11. Appropriate manner, including poise, tact, and use of good humor.
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. Mobility to traverse all areas of the work site.
14. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
15. SPECIAL PHYSICAL REQUIREMENTS: Sufficient strength to safely lift and carry objects up to twenty (20) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists classroom teachers by performing a variety of routine classroom related tasks; helping with home-school communications; monitoring classrooms, halls, and play areas; all under the supervision of the classroom teacher or other certificated employee.

**Responsible to**

Classroom Teacher and Director of the Charter School

**Major Job Responsibilities**

1. Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records.
2. Assists teachers, school administrator and staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on school grounds.
3. May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel.

**Additional Job Responsibilities**

Performs other related duties as assigned.

**PSYCHOMOTOR AIDE (NON-CERTIFICATED)  
JOB DESCRIPTION**

**Qualifications**

***Education:***

1. High school graduate or evidence of equivalent educational proficiency
2. In compliance with ESSA, the following qualifications must be met:
  - Passing score on Charter School Paraprofessional Examination  
**OR**
  - Completion of 60 semester units or 90 quarter units from a recognized college or university;  
**OR**
  - Associate degree or higher from a recognized college or university

***Experience:***

Job related experience is preferred, but not required.

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of safety rules and procedures to be observed by students.
2. Ability to enforce safety and disciplinary rules.
3. Knowledge of standards of courtesy and behavior expected of students.
4. Knowledge of correct grammar.
5. Knowledge of games and sport in which students participate.
6. Ability to maintain acceptable standards of behavior among students.
7. Ability to maintain poise, exercise tact and good judgment.
8. Ability to encourage students in games and activities.
9. Ability to work effectively with other personnel, parents and students.
10. Speaks English clearly and effectively.
11. Reads English aloud with ease.
12. Commitment to the education of students.
13. Appropriate manner, including poise, tact, and use of good humor.
14. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
15. First Aid Certificate issued by a recognized first aid training program
16. Cardio-pulmonary resuscitation (CPR) certificate issued by a recognized CPR training program.
17. Mobility to traverse all areas of the work site.
18. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.]
19. SPECIAL PHYSICAL REQUIREMENTS: Sufficient strength to safely lift and carry objects up to twenty (20) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists classroom teachers by performing a physical education and physical fitness activities all under the supervision of the classroom teacher or other certificated employee.

### **Responsible to**

Classroom Teacher and Director of the Charter School

### **Major Job Responsibilities**

1. Organizes games and skill activities related to state physical education standards and physical fitness standards for each grade level.
2. Monitors student progress related to specific standards and the collection and posting of data to report student progress.
3. Ensures a positive environment for all students by modeling appropriate interactions during outdoor activities and physical skill development to develop “good sportsmanship.”

### **Additional Job Responsibilities**



Performs other related duties as assigned.

**EDUCATION SPECIALIST – *FORMERLY RESOURCE SPECIALIST TEACHER***  
**(CERTIFICATED)**  
**JOB DESCRIPTION**

**Qualifications**

***Education:***

1. Bachelor's degree and preliminary or clear multiple subject teaching credential
2. EL authorization
3. Demonstrated subject matter competence (CBEST, CSET or equivalent as approved by the California Commission on Teacher Credentialing)
4. Mild to Moderate Education Specialist Credential
5. Autism Certification

***Experience:***

Job related experience is preferred, but not required.

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Professional growth appropriate for implementation of special education program model appropriate to the school site of assignment.
2. Capacity to lead, direct, and train staff in the area of special education.
3. Knowledge of applicable state and federal laws.
4. Understanding of and sensitivity to diversity in the school community.
5. Ability to make formal, public presentations.
6. Ability to assist quickly and appropriately in an emergency situation.
7. Ability to cope appropriately with crisis situations.
8. Ability to complete all responsibilities independently and in a timely manner.
9. Ability to collaborate with general education staff members in order to effectively meet the needs of special education students.
10. Passionate about teaching, instruction and excited about change.
11. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
14. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

**Job Purpose**

Implements the school site's special education program model as students with special needs are instructed within the special education program in accordance with individual IEP and individual abilities. Provides push-in and pull-out services and other supports as necessary to meet individual students' needs while using teaching materials and research-based practices that are in alignment with California Common Core State Standards, and supporting students to develop and achieve maximum self-reliance and functional independence.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Supports teachers through consultation and provision materials for implementation of strategies and instructional practices to meet the needs of students with special needs.
2. Completes academic assessments for initial and triennial assessments using most current assessment tools and considering a variety of data (work samples, observations, progress monitoring data, benchmark assessments, other data)
3. Utilizes assessment results in developing IEP goals and objectives to address the individual needs of each student.
4. Develops IEPs and goals in alignment with student need and adopted curriculum and California Common Core State Standards with appropriate accommodations/modifications.
5. Maintains progress-monitoring data aligned to IEP goals and use data collection to support appropriate research-based instruction, inform instructional decisions, demonstrate student progress toward goal achievement, and modify goals as necessary.
6. Periodically updates academic assessments and review progress with students, parents, and teachers as needed.
7. Participates in parent teacher conferences to discuss student progress as needed.
8. Observes student behavior in the general education classroom and consults with teachers regarding these behaviors.
9. Collaborates in the development and implementation of behavior intervention strategies and techniques as appropriate.
10. Develops and assists in implementing Behavior Support Plans.
11. Assists general education teachers, staff, and instructional aides by leading or supporting team in the de-escalation process of a student exhibiting challenging behaviors or loss of control.
12. Assists in conducting Functional Behavior Assessments when appropriate.
13. Serves as case manager for students with special needs, providing input and guidance when necessary.
14. Coordinates scheduling of IEPs for students with special needs with general education teachers, specialists, administration, and translators as needed.
15. Coordinates with parents to ensure active participation at IEP meetings.
16. Collaborates and communicates with outside service providers when necessary regarding all aspects of the IEP process.

17. Maintains and completes records, individual reports, etc. that may be required by the District, state, and/or federal policies or regulations in a timely manner.
18. Provides consultation and/or in-service to staff members and parents which relate to student assessment and specialized instruction.
19. Trains and supervises special education support staff/instructional aides in best practices for implementing services and supports to students with special needs.
20. Participates in SST meetings and serves in a collaborative/consultative role in the SST process.
21. Facilitates workshops and meetings to provide teachers/staff with the resources to share, collaborate and explore effective strategies to implement the site's special education program model.
22. Continues professional development to update knowledge and expertise by attending meetings, in-service programs, and conferences in the area of special education.
23. Performs other related duties as assigned.

## **SPECIAL EDUCATION ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. High school graduate or evidence of equivalent educational proficiency
2. In compliance with ESSA, the following qualifications must be met:
  - Passing score on Charter School Paraprofessional Examination
  - OR**
  - Completion of 60 semester units or 90 quarter units from a recognized college or university;
  - OR**
  - Associate degree or higher from a recognized college or university

#### ***Experience:***

Job related experience is preferred, but not required.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of physical and emotional needs of children at various age levels.
2. Knowledge of general nature and causes of physical, mental and emotional disabilities.
3. Knowledge of first aid techniques.
4. Knowledge of functioning of special equipment, such as wheel chairs and braces.
5. Ability to speak English using good vocabulary.
6. Ability to gain students' confidence.
7. Ability to communicate and related effectively with students.
8. Ability to act calmly and appropriately in emergencies.
9. Ability to take orders and follow instructions accurately.

10. Ability to assist in feeding and toileting of student with special needs.
11. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and to work effectively with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
14. SPECIAL PHYSICAL REQUIREMENTS: Sufficient strength to safely lift and carry objects weighing up to twenty (20) pounds or assist in lifting students of varying weights; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises.

### **Responsible to**

Classroom Teacher and Director of the Charter School

### **Major Job Responsibilities**

1. Performs a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities.
2. Assists teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.
3. Helps students to use books, classroom materials, and equipment.
4. Adjusts or rephrases portions of text and classroom instructions.
5. Keeps routine records related to recording attendance, grades, test scores, and lunch money.
6. Assists teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to students.
7. Assists teachers in directing activities for assigned groups of students.
8. Assists students with all aspects of toileting, which may include diapering and lifting on and off the toilet, changing tables, and mats as trained by appropriate staff.
9. Assists teachers in working with students who may be demonstrating such behaviors as hitting, biting, scratching, and running, and works as a member of a team to implement the behavior support plan and/or crisis plan as trained by appropriate staff.
10. Under the teacher's direction, participates in data collection on behaviors as part of behavior support plan development and implementation.
11. Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
12. Assists teachers in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day.

13. Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **SUPERVISION AIDE (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

High school graduate or evidence of equivalent educational proficiency

#### ***Experience:***

Job related experience is preferred, but not required.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of safety rules and conditions to be maintained by students.
2. Knowledge of standards of courtesy and behavior expected of students.
3. Knowledge of games and sport in which students participate.
4. Ability to maintain acceptable standards of behavior among students.
5. Ability to maintain poise, exercise tact and good judgment.
6. Ability to encourage students in games and activities.
7. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic group, and to work effectively with other personnel, parents and students.
8. First Aid Certificate issued by a recognized first aid training program
9. Cardio-pulmonary resuscitation (CPR) certificate issued by a recognized CPR training program.
10. Mobility to traverse all areas of the work site.
11. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
12. SPECIAL PHYSICAL REQUIREMENTS: Sufficient strength to safely lift and carry objects up to twenty (20) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists in maintaining proper environment and student control.

### **Responsible to**

Director of the Charter School

**Major Job Responsibilities**

1. Performs regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls and restrooms, on the playground and in other areas to which assigned.
2. Enforces activity and safety rules in school buildings and on school property.
3. Reports problems of a serious nature, including recurring behavioral problems and safety hazard to the Director or other designated administrator.
4. Works with the school staff in alleviating behavioral problems occurring during supervision periods.

**Additional Job Responsibilities**

Performs other related duties as assigned.

**SCHOOL CAFETERIA CLERK (NON-CERTIFICATED/PART-TIME)  
JOB DESCRIPTION**

**Qualifications**

***Education:***

High school graduate or evidence of equivalent educational proficiency

***Experience:***

Job related experience *preferred*

***Other:***

Valid California Driver's License and the use of an insured automobile

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of English composition and basic arithmetic.
2. Ability to establish and maintain effective working relationships with all levels of staff, managers, administrators, students and parents.
3. Ability to exercise independent judgment and initiative in completion of work assignment.
4. Well organized with an attention to detail and appreciation of importance of timeliness.
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. Mobility to traverse all areas of the work site.

7. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
8. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists school administrator(s) with identifying and counting reimbursable student breakfasts and lunches.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Understands “option” versus “serve” system used in Fenton food service programs.
2. Identifies reimbursable breakfast meals and counts only reimbursable breakfasts in daily count of breakfasts received by students.
3. Identifies reimbursable lunch meals and counts only reimbursable lunches served in daily count of lunches received by students.
4. Tabulates count of breakfasts at end of breakfast service.
5. Tabulates count of lunches at end of lunch service.
6. Documents “Second Chance” breakfasts served by student to ensure only one breakfast serving is counted per student daily.
7. Handles various clerical tasks as needed.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **SCHOOL PSYCHOLOGIST (CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university;
2. Pupil Services Credential or License authorizing service as a school psychologist

#### ***Experience:***

Successful experience as a school psychologist in an elementary school setting *preferred*.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
2. Sensitivity to, and understanding of, the unique difference and needs of disabled students and their parents.
3. Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
4. Ability to assume leadership in teacher/staff development activities.
5. Understanding of the relationship between the total education program as well as counseling and psychological services.
6. Facility in oral and written communication.
7. Appropriate appearance and cleanliness.
8. Appropriate manner including poise, tact, good judgment, and ability to work effectively with Charter School personnel, community representatives, and students.
9. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
10. Understanding of and sensitivity to diversity in the school community.
11. Mobility to traverse all areas of the work site.
12. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
13. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Provides psychological services to general education students and students with disabilities; conducts psycho-educational assessments to assist in determining eligibility for special education services and the development of educational programs; consults with school personnel, parents and others concerned with the progress of students; and provides individual and group counseling services as needed.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
2. Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students



3. Evaluates the results of tests in relation to the cultural, environmental and language backgrounds of students.
4. Facilitates training on interventions for use in the Response to Instruction and Intervention (RtI2) approach to education, targeted literacy, student progress monitoring, and data analysis.
5. Participates in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (Regular Education).
6. Assists in developing a written individual educational plan for students who are eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
7. Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
8. Counsels students individually and in groups to assist them in educational achievement and personal or social adjustment.
9. Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.
10. Serves as a resource person to school personnel in the effective use of Charter School educational support services.
11. Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
12. Provides psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.
13. Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.
14. Performs other related duties as assigned.

## **ELEMENTARY SCHOOL COUNSELOR (CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. Pupil Services Credential or License authorizing service as a school counselor

#### ***Experience:***

Successful experience as a school psychologist in an elementary school setting *preferred*.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
2. Sensitivity to, and understanding of, the unique difference and needs of disabled students and their parents.
3. Understanding of and sensitivity to diversity in the school community.
4. Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
5. Ability to assume leadership in teacher/staff development activities.
6. Understanding of the relationship between the total education program as well as counseling and psychological services.
7. Facility in oral and written communication.
8. Appropriate appearance and cleanliness.
9. Appropriate manner including poise, tact, good judgment, and ability to work effectively with Charter School personnel, community representatives, and students.
10. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students
11. Mobility to traverse all areas of the work site.
12. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
13. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Provides psychological services to general education students and students with disabilities; conducts psycho-educational assessments to assist in determining eligibility for special education services and the development of educational programs; consults with school personnel, parents and others concerned with the progress of students; and provides individual and group counseling services as needed.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
2. Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students
3. Evaluates the results of tests in relation to the cultural, environmental and language backgrounds of students.

4. Facilitates training on interventions for use in the Response to Instruction and Intervention (RtI2) approach to education, targeted literacy, student progress monitoring, and data analysis.
5. Participates in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (Regular Education).
6. Assists in developing a written individual educational plan for students who are eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
7. Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
8. Counsels students individually and in groups to assist them in educational achievement and personal or social adjustment.\
9. Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.
10. Serves as a resource person to school personnel in the effective use of Charter School educational support services.
11. Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
12. Provides psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.
13. Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.
14. Performs other related duties as assigned.

## **SPEECH PATHOLOGIST (CERTIFICATED)**

### **JOB DESCRIPTION**

#### **Qualifications**

##### ***Education:***

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. A valid license issued by the California Speech-Language Pathology and Audiology Board or a candidate for the license who has completed the Required Professional Experience (RPE) during the first year of employment.

##### ***Experience:***

Job related experience is preferred, but not required.

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of speech and language pathology.
2. Knowledge of federal, state and local policies, rules, laws, regulations and legislation pertaining to speech and language pathology.
3. Knowledge and understanding of the Individuals with Disabilities Education Act (IDEA) and special education programs.
4. Knowledge and skill in the use of a variety of service delivery models including direct pull-out and the collaborative practices of consultation and co-teaching.
5. Ability to use a variety of evidence-based methods, techniques, and practices in speech and language therapy.
6. Ability to compose and comprehend written communication and to communicate effectively with students, parents, and Fenton personnel, both individually and as a group.
7. Ability to conduct oneself in a professional manner that effectively represents the organization and the field of speech and language pathology.
8. Knowledge of staff development and professional development resources and the ability to implement them.
9. Ability to cope with high volume work and multiple tasks.
10. Ability to effectively utilize computer technologies.
11. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
14. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Conducts speech and language assessments, diagnoses, and treatment for students with communication disabilities; serves as a resource to special education teachers, general education teachers, and administrators.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Prescribes and implements treatment plans designed to meet the individual communication needs of each student.

2. Conducts speech and language assessments in compliance with the policies, mandates and regulations from the California Education Code and the Individuals with Disabilities Education Act (IDEA0>
3. Identifies students with speech and language impairment(s) through comprehensive and concise written assessment reports and organization-approved assessment instruments.
4. Participates in Individualized Education Program (IEP) meetings to present assessment results and progress reports; provides for continuous evaluation of students' progress toward IEP goals; identifies students eligible for service completion and adequately prepares students, school staff, and parents for a transition phase of therapy prior to the recommendation for dismissal.
5. Consults with administrators, general education teachers, special education teachers, and parents to identify the speech and language needs of students; participates in Student Success Team meetings.
6. Provides support for Due Process activities related to speech and language assessments and short-term interventions.
7. Conducts professional development training for school staff and parents on speech and language pathology issues, including normal communicative development, strategies and accommodations for assisting students to communicate more effectively.
8. Performs other duties in accordance with the Charter School's approved charter.

## **ART SPECIALIST (CERTIFICATED OR NON-CERTIFICATED)**

### **JOB DESCRIPTION**

#### **Qualifications**

##### ***Education:***

Bachelor's degree only (Non-certificated)

**OR**

Bachelor's degree and

Single Subject or Multiple Subject Teaching Credential (Certificated)

##### ***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 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. Mobility to traverse all areas of the work site.
14. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
15. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Teaches art in elementary school setting, 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 art education based on developmental levels of students using adopted 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 state music 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.
9. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
10. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren).
11. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
12. Performs other related duties as assigned.

## **MUSIC SPECIALIST (CERTIFICATED OR NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

Bachelor's degree only (Non-certificated)

**OR**

Bachelor's degree

Single Subject or Multiple Subject Teaching Credential (Certificated)

#### ***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 cooperate with the school faculty and administration in the development of a coherent program of instruction
3. Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program.
4. 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.
5. Understanding of the physical, intellectual, social, and emotional development growth patterns of students.
6. Ability to work effectively with all racial, ethnic, linguistic, disability and socioeconomic groups.

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. Mobility to traverse all areas of the work site.
14. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
15. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Teaches music in elementary school setting, 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 music class using adopted 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 state music 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.
9. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
10. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren).
11. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
12. Performs other related duties as assigned.

## **READING INTERVENTION SPECIALIST (CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

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

#### ***Experience:***

Minimum of 3 years of experience as an elementary school teacher primarily in the kindergarten through 2<sup>nd</sup> grade setting.

### **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 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 work effectively with all racial, ethnic, linguistic, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
8. 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.
9. Ability to compose and comprehend written communication.
10. Ability to properly use and to care for the materials, supplies, and equipment employed in teaching.
11. Appropriate personal appearance, cleanliness, and manner.
12. Poise, tact, and good judgment, and commitment to the education of all students.
13. Knowledge of research specifically related to reading intervention strategies and Response to Intervention.
14. Understanding of scientifically based reading research, reading development and developmentally appropriate instruction and assessments for young children.
15. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
16. Mobility to traverse all areas of the work site.
17. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
18. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Provides a comprehensive reading intervention program to increase the reading performance of identified students.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Plans, implements, and evaluates a reading intervention program at the Charter School.
2. Promotes the use of researched-based interventions in classrooms.
3. Collaborates with lead teachers to create and implement a new school-wide assessment plan aligned to Common Core State Standards.
4. Provides individual and group instruction designed to meet individual needs and motivate students.
5. Assesses student achievement through screening, progress monitoring, diagnostic and outcome measures.
6. Evaluates academic growth of students and maintain appropriate records.
7. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).

8. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren).
9. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
10. Performs other related duties as assigned.

## **TECHNOLOGY ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. High school graduate or evidence of equivalent educational proficiency, preferably supplemented by courses involving the installation and maintenance of computer systems and related equipment
2. Basic academic proficiency (must pass basic academic proficiency assessment with a minimum score of 70%)
3. A+ certification *preferred*

#### ***Experience:***

Job related experience *preferred*

#### ***Other:***

Valid California Driver's License and use of an insured automobile

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of English composition and basic arithmetic.
2. Knowledge of basic computer skills (word processing, spreadsheet, database, Internet, email).
3. Knowledge of software and hardware installation.
4. Knowledge of hardware mechanical functioning, basic electronics, and tools used in the maintenance and simple repair of computer equipment.
5. Knowledge of Internet, software and security applications.
6. Ability to analyze and diagnose simple malfunctions of hardware and software, and perform required repairs.
7. Ability to work independently, multi-task and function in a fast-paced environment with frequent changes and multiple deadlines.
8. Ability to understand, interpret, and apply pertinent laws, rules, regulations, and procedures related to state and federal compliance.
9. Ability to write legibly, organize files and keep accurate records.
10. Ability to communicate effectively orally and in writing.
11. Ability to produce, retrieve, and store word processing and email documents.
12. Ability to use appropriate techniques in interactions in person and on the phone.

13. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
14. Mobility to traverse all areas of the work site.
15. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
16. SPECIAL PHYSICAL REQUIREMENTS: Physical agility sufficient to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; ability to lift up to thirty-five (35) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Installs computing systems, diagnoses basic technology-related problems, and troubleshoots software and hardware malfunctions at the school site.

### **Responsible to**

Information Technology Manager and Director of the Charter School

### **Major Job Responsibilities**

1. Installs and tests computer-related devices.
2. Installs commercial off-the-shelf software.
3. Inspects and diagnoses hardware malfunctions.
4. Troubleshoots hardware and commercial off-the-shelf software problems, mobile computing device hardware, software applications and peripheral devices.
5. Diagnoses and repairs basic technology related problems throughout the campus, contacting the IT and Facilities Manager as needed to problems related to issues such as mobile computing, SIS systems and telephone systems.
6. Refers complex mobile device issues to IT Manager.
7. Sets up technology/computer labs, mobile computing carts, and mobile devices.
8. Assists with set up and activation of student and staff single sign on accounts and creates and maintains user groups on the local network server.
9. Acts as a resource in technology-related matters.
10. Addresses connectivity problems to make sure computing devices and peripherals are properly connected to the local area network.
11. Reports repair and service needs to the IT Manager.
12. Provides first level support for operation of personal computer, mobile device, and peripheral equipment.
13. Maintains site inventory of technology hardware and software licensing, including ensuring hardware is logged, stripped and secured prior to disposal or return to vendor.
14. Assists in ordering technology related supplies.
15. Maintains a repair log to track repairs by component, serial number, and model number.
16. May support multiple sites.
17. May assist administrator(s) with maintaining an online presence, such as webpages and social networking sites as needed.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **SCHOOL NURSE (CERTIFICATED OR NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

1. Bachelor's degree from an accredited college or university
  2. Possession of a valid active California Registered Nurse License
  3. Valid California School Nurse Services Credential authorizing service as a School Nurse
- OR**
- Service Credential with a specialization in health authorizing service as a nurse *preferred*

#### ***Experience:***

Job related experience in an elementary setting *preferred*

#### ***Other:***

1. Valid California Driver's License and the use of an insured automobile
2. Valid and active First Aid card issued by an approved program
3. Cardio-pulmonary resuscitation (CPR) certificate issued by a recognized CPR training program

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the fundamental principles, accepted trends, literature, and research in the field of school nursing.
2. Knowledge and skill in computer technology.
3. Skill in detecting symptoms of communicable diseases and physical defects.
4. Ability to communicate effectively with students, parents, other school personnel, and community representatives, both individually and as a group.
5. Ability to compose and comprehend written communication.
6. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and work effectively with other personnel, parents and students.
7. Mobility to traverse all areas of the work site.
8. Mobility to respond quickly in an emergency situation.
9. Ability to properly use and to care for the materials, supplies, and equipment employed in nursing.

10. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
11. SPECIAL PHYSICAL REQUIREMENTS: Physical

### **Job Purpose**

Provides nursing services at school site, identifying health problems that could impact a student's ability to learn and provides intervention by helping families find resolution to identified health barriers to learning.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Provides school nursing services at the school site.
2. Assesses and evaluates the health appraisals, including general and athletic health, vision, hearing, dental, orthopedic, and developmental status of students.
3. Determines, provides, and supervises the appropriate skilled care for student with special health needs, such as diabetes, severe allergies, spina bifida, asthma, cardiac conditions, respirator dependency, seizures and other.
4. Refers students and parents to appropriate community resources for necessary services related to physical or mental health.
5. Responds to emergency needs of students, accidents, emergency illnesses, and crisis situations at school.
6. Controls communicable diseases by following standing orders of a supervising physician and surgeon, through readmissions, exclusions, inspections, and determination of immunization assessment with follow-up.
7. Interprets medical and nursing findings appropriate to the student's individualized education program and makes recommendations to the professional personnel directly involved.
8. Evaluates immunizations required for school entry and follow-up for compliance.
9. Inspects the school plant to help maintain an environment for optimum health.
10. Provides in-service education of school personnel on cardiopulmonary resuscitation (CPR), Automated External Defibrillator usage, First Aid, communicable disease control, and asthma triggers.
11. Provides appropriate health education for students, individually and in groups, in a variety of health topics, relates health instruction and guidance to specific health needs of students.
12. Counsels and guides students to meet their individual needs by interpreting health appraisals and stands of normal growth and development and promoting emotional health.
13. Coordinates and implements services with school personnel in developing Individualized Education Plans (IEP) for student with special needs and 504 Plans.
14. Notifies, counsels, and assists parents in remediating student health defects.
15. Assists in developing a school nursing program in collaboration with school administrator(s) and other school personnel in accordance with established school policy.

16. Promotes health and safety of school students and integrates health solution into the education setting.
17. Supervises, evaluate and trains subordinate licensed and unlicensed school personnel.
18. Maintains necessary health records.
19. May provide nursing assistance if school is designated as shelter during major disasters.
20. Performs other related duties as assigned.

## **NURSE'S AIDE (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

High school graduate or evidence of equivalent educational proficiency, preferably supplemented by additional courses in nursing related areas  
Bilingual: English/Spanish *preferred*

#### ***Experience:***

Job related experience is preferred, but not required.

#### ***Other:***

1. Valid California Driver's License and the use of an insured automobile
2. Valid and active First Aid card issued by an approved program
3. Cardio-pulmonary resuscitation (CPR) certificate issued by a recognized CPR training program

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of office practice and procedures, especially those involved in a health office.
2. Knowledge of correct spelling, punctuation and grammar.
3. Knowledge of first aid principles and techniques.
4. Knowledge of cardio-pulmonary resuscitation procedures.
5. Knowledge of suspected child abuse reporting procedures.
6. Knowledge of basic computer skills (word processing, spreadsheet, database, Internet).
7. Ability to maintain confidential information.
8. Ability to read, write, and orally communicate in English, follow oral and written instructions, and compose and comprehend written communication.
9. Ability to establish effective rapport with students, teachers, staff and parents.
10. Ability to alphabetize and maintain files.
11. Ability to accurately type and perform data entry.
12. Ability to perform first aid and cardio-pulmonary resuscitation.
13. Ability to plan, organize, prioritize, and perform a variety of concurrent duties.
14. Appropriate manner, including poise, tact, and use of good humor.

15. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
16. Mobility to traverse all areas of the work site.
17. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
18. SPECIAL PHYSICAL REQUIREMENTS: Physical agility sufficient to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; ability to lift up to twenty (20) pounds, assist with lifting students, and push a wheelchair; hearing sufficient to conduct in person and telephone conversations; vision sufficient to read printed materials; manual dexterity sufficient to write, use telephone and business machines, and perform limited medical treatments; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists in the daily operation of the school health office, administers minor first aid, assists students taking prescribed medications and performs a variety of clerical duties related to the school health programs.

### **Responsible to**

School Nurse and Director of the Charter School

### **Major Job Responsibilities**

1. Assists students in taking prescribed medications.
2. Assists the School Nurse in maintaining health records and preparing reports.
3. Files student health records.
4. Communicates orally and in writing with parents and school personnel
5. Prepares documents and reports for the School Nurse related to the health program.
6. Reviews student immunization records and alerts the School Nurse or the school administrator when immunizations are not in compliance with current state law.
7. Assists students with toileting and activities of daily living.
8. Maintains supplies in the health office and prepares orders for needed replacements.
9. Provides minor first aid for ill or injured students.
10. Maintains efficiency in the flow of student office visits.
11. Records temperature readings.
12. Contacts parents if a student must be released from school for health reasons.
13. Performs limited specialized physical healthcare procedures (treatments) such as glucose monitoring, mechanical nebulizer treatment or emergency injections of medication with appropriate training.

### **Additional Job Responsibilities**

Performs other related duties as assigned.



## **OFFICE MANAGER (NON-CERTIFICATED)**

### **JOB DESCRIPTION**

#### **Qualifications**

##### ***Education:***

High school graduate or evidence of equivalent educational proficiency  
Bilingual: English/Spanish *preferred*

##### ***Experience:***

Knowledge of Fenton office procedures and experience working in a Fenton school office  
*preferred*  
Meets all requirements for Office Assistant position

#### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the general administrative organization of the Fenton Charter Public Schools.
2. Knowledge of the principles of organization, personnel management and progressive discipline.
3. Knowledge of school office procedures, practices and equipment.
4. Knowledge of Microsoft Word and Excel.
5. Knowledge of correct spelling, punctuation, and grammatical usage.
6. Knowledge of principles and techniques of school safety and first aid.
7. Knowledge of the school's records, reports, and procedures related to student attendance, employee time reporting, operation of foundation accounts, and other school office functions.
8. Knowledge of pertinent state laws and District rules and regulations pertaining to school operations.
9. Knowledge of bookkeeping methods.
10. Knowledge of basic Internet and web browsing techniques.
11. Knowledge of basic computer security and privacy issues related to computer usage.
12. Ability to plan and supervise clerical work for maximum efficiency in the utilization of staff, including scheduling, establishing priorities, and responding to problems.
13. Ability to type rapidly and accurately using a computer keyboard.
14. Ability to make arithmetic computations.
15. Ability to operate a variety of office machines, including computers.
16. Ability to compile and check data for reports.
17. Ability to compose written communications.
18. Ability to work well and deal tactfully with administrators, employees, parents, students and the public.
19. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
20. Understanding of and sensitivity to diversity in the school community.

21. Ability to demonstrate initiative and good judgment while working under pressure and frequent interruptions.
22. Ability to train clerical employees and evaluate performance.
23. Ability to interpret regulations and policies.
24. Ability to obtain and impart information tactfully and accurately.
25. Ability to keep confidential information.
26. Mobility to traverse all areas of the work site.
27. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
28. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Manages the school office, performs administrative assistance for the school administrator(s), and is responsible for the supervision of the clerical activities of the school.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Plans, establishes, and supervises the implementation of clerical procedures in the school office to insure timely preparation and submission of reports, records, studies, letters, and other materials.
2. Supervises clerical work related to such matters as enrollment, personnel, accidents, special programs, time reporting and purchases of supplies and materials.
3. Performs secretarial duties for the administrator(s) by arranging appointments, receiving visitors, screening calls and mail, and composing communications as needed.
4. Utilizes and supervises the use of software applications to conduct school business including payroll and secretarial duties.
5. Reviews communications, bulletins, reports and other items and obtains information from a variety of sources as requested by the administrator(s) in order to advise on necessary actions and to provide information to school personnel, parents, students and others.
6. Answers or refers inquiries, contacts public service agencies, interprets school policies, and coordinates and provides approved information to parents, students, school personnel, and the public over the telephone or in person.
7. Orients new and substitute teachers, parent groups, volunteers, and aides in school and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.
8. Organizes and maintains files, records and guides.
9. Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
10. Assists in securing substitute teachers as needed.

11. Maintains a bookkeeping system for documenting student body fundraising activities.
12. Oversee student waiting in the main office of the school when needed.
13. Proofreads materials and supervise their mailing and distribution.
14. Provides minor first aid, arrange for care of ill or injured students, and, if authorized, dispenses prescribed oral medication in the absence of a School Nurse.
15. Attends workshops, professional development and other ongoing training opportunities to ensure understanding of state and federal laws, regulations and policies is current and accurate.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **OFFICE ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

High school graduate or evidence of equivalent educational proficiency  
Bilingual: English/Spanish *preferred*

#### ***Experience:***

One year of experience working in an office setting *preferred*

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of English composition and basic arithmetic.
2. Knowledge of office practices and procedures.
3. Knowledge of basic computer skills and office machines (word processing, spreadsheet, database, Internet, fax, copier, intercom, phones, and label makers).
4. Knowledge of appropriate techniques used in providing information in person and on the telephone.
5. Ability to understand, interpret, and apply pertinent laws, rules, regulations, and procedures.
6. Ability to write legibly, organize files and keep accurate records.
7. Ability to use a personal computer to input, edit, extract, and format data and information.
8. Ability to produce, retrieve, and store word processing and email documents.
9. Ability to communicate effectively orally and in writing.
10. Ability to type rapidly and accurately using a computer keyboard.
11. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

14. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Performs a variety of clerical duties of a routine and recurring nature, and supports and assists the Office Manager of the school.

### **Responsible to**

Office Manager and Director of the Charter School

### **Major Job Responsibilities**

1. Prepares and translate a variety of letters, memos, forms, reports, arithmetical summaries, and other materials, typically using computer software.
2. Compiles, interprets, and codes data from various sources, entering data utilizing computer systems and programs.
3. Checks forms and records for completeness and accuracy.
4. Maintains files, records, and other information including sending and receiving records of individual students.
5. Input student data in Illuminate (student database), including enrollment/demographic data, student test scores and any other data necessary to maintain compliance.
6. Responds to employee and public inquiries by telephone and in person to provide or request information.
7. Orders, receives, and distributes office supplies.
8. Receives, sorts, and distributes incoming and outgoing correspondence.
9. Operates a variety of office equipment (e.g., computers, printers, copies, calculators, typewriters, facsimile machines, etc.).
10. Assists in preparing employee time reports and maintaining routine bookkeeping and payroll records or other tasks needed by administrator(s).
11. Monitors illness and vacation time for all employees, inputting information and generating reports on a semi-annual basis or as needed.
12. Oversees students waiting in the main office of the school when needed.
13. Provides minor first aid, arrange for care of ill or injured students, and, if authorized, dispenses prescribed oral medication in the absence of a School Nurse.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **COMPLIANCE ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

***Education:***

High school graduate or evidence of equivalent educational proficiency

Basic academic proficiency (must pass basic academic proficiency assessment with a minimum score of 70%)

Bilingual: English/Spanish skills *preferred*: speaking, reading, writing, translating (must pass the basic translation proficiency assessment with a minimum score of 70% to demonstrate bilingual skills)

***Experience:***

Job related experience *preferred*

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of English composition and basic arithmetic.
2. Knowledge of basic computer skills (word processing, spreadsheet, database, Internet, email).
3. Ability to understand, interpret, and apply pertinent laws, rules, regulations, and procedures related to state and federal compliance.
4. Ability to write legibly, organize files and keep accurate records.
5. Ability to communicate effectively orally and in writing.
6. Ability to type rapidly and accurately using a computer keyboard.
7. Ability to use a personal computer to input, edit, extract, and format data and information.
8. Ability to produce, retrieve, and store word processing and email documents.
9. Ability to use appropriate techniques in interactions in person and on the phone.
10. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
11. Mobility to traverse all areas of the work site.
12. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
13. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

**Job Purpose**

Under the direction of an assigned supervisor, provide support and assistance in the provision of categorical and compliance based programs; support all school-wide programs to ensure appropriate scheduling and notification of staff members.

**Responsible to**

Director of the Charter School

**Major Job Responsibilities**

1. Assists in organizing and planning of all state mandated testing, including, but not limited to:
  - California English Language Development Test (CELDT)
  - English Language Development Retell Assessment (ELDRA)
  - Language Assessment Scales (LAS and Pre-LAS)
  - California Assessment of Student Performance and Progress (CAASPP)
2. Assists the administrator in distribution and receipt of all parent notification regarding compliance with categorical programs.
3. Receives, manages, maintains, and disseminates information including, but not limited to, labels and parent notification letters between the school, agency or parents to ensure necessary compliance.
4. Assists the administrator in ensuring students are appropriately identified in the area of language classification.
5. Assists the administrator in ensuring all required informational letters are sent out to appropriate parties in advance of deadlines and are filed in the ELDRA folder for compliance.
6. Assists the administrator with inputting and maintaining student data in the school's information system.
7. Supports the overall function of the office:
  - Prepares, produces, duplicates and disseminates information in a variety of formats
  - Organizes responsibilities to determine priorities and meet established deadlines and setting priorities
  - Establishes, modifies, and maintains a wide variety of procedures, programs, records, and filing systems within area of responsibility
  - Performs a variety of simultaneous administrative secretarial/clerical support work with speed and accuracy
  - Operates a variety of office equipment including, but not limited to, computer, copy machine, fax machine, calculator, and other peripheral equipment
  - Utilizes a variety of accounting, work processing, graphic presentation, and data base software applications and programs.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **PLANT MANAGER (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

High school graduate or evidence of equivalent educational proficiency, preferably supplemented by additional courses in personnel management, supervision and related subjects

#### ***Experience:***

Prior successful experience as Fenton custodian *preferred*  
Experience in janitorial, custodial or building maintenance work

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of the principles, materials and methods of custodial work.
2. Knowledge of various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents.
3. Knowledge of safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment.
4. Knowledge of electrical systems in building and grounds operation.
5. Knowledge of fire and safety ordinances and regulations affecting school buildings.
6. Knowledge of pollution control regulations.
7. Knowledge of methods and materials used in minor maintenance of buildings and equipment.
8. Knowledge of principles of supervision.
9. Knowledge of basic personnel and payroll rules and procedures.
10. Knowledge of flag courtesy and care.
11. Ability to supervise, train, and evaluate custodial personnel.
12. Ability to make and adjust schedules.
13. Ability to recognize maintenance needs and initiate appropriate action.
14. Ability to maintain records and prepare concise reports.
15. Ability to use and care for operations equipment.
16. Ability to make minor repairs to facilities and equipment.
17. Ability to work harmoniously with school personnel and the public.
18. Ability to operate a computer and peripheral equipment.
19. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups.
20. Ability to work effectively with other personnel, parents and students.
21. Mobility to traverse all areas of the work site.
22. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
23. SPECIAL PHYSICAL REQUIREMENTS: Physical agility sufficient to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; ability to lift and carry items weighing up to fifty (50) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school; responsible to the school Director or other site administrator for the cleanliness and operation of the facility and to the Facilities Manager of the organization.

### **Responsible to**

Facilities Manager and Director of the Charter School

### **Major Job Responsibilities**

1. Supervises and participates in custodial work in cleaning rooms, toilets, halls, walks, stairways, auditorium/multi-purpose room, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
2. Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces.
3. Analyzes custodial needs and recommends priorities for the custodial program/
4. Prepares, adjusts, and assigns work schedules for regular and special cleaning, and the recycling program including school-vacation cleanups, and assures that facilities are unlocked and secured as necessary.
5. Assigns special custodial duties for various educational, social, and civic activities, and to meet emergencies, and arranges for proper equipment, heating, ventilating, and lighting.
6. Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
7. Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates corrective action, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
8. Maintains inspection records, reports needs for repairs to the site administrator and to the Facilities Manager, and may make minor repairs.
9. Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters.
10. Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks, and my assist in training new custodians.
11. Confers with school personnel, administrator(s), the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.
12. Orders, receives, checks and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.
13. Supervises and participates in watering lawns, scrubs, and trees, involving the operation of manual or automatic irrigation systems in accordance with instructions of the Facilities Manager.
14. Supervises the removal of weeds and debris from paved and unplanted areas.
15. Maintains records of shutoff valves and utility cutoffs, including fire sprinkler systems; checks and operates fire extinguishers.
16. Reviews and submits custodial time reports to the school administrator and Facilities Manager as requested.

### **Additional Job Responsibilities**

Performs other related duties as assigned.



## **CUSTODIAN (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

#### ***Education:***

High school graduate or evidence of equivalent educational proficiency  
Successful completion of a custodial training course approved by the school (*may be in progress*)

#### ***Experience:***

One year of documented paid experience in providing cleaning services in commercial and/or public facilities *preferred*

#### ***Other:***

Valid California Driver's License and the use of an insured automobile

### **Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of cleaning materials, such as soap, detergents, and solvents.
2. Knowledge of methods of cleaning floors, lavatories, and other areas of school buildings.
3. Knowledge of sterilization and sanitation methods used in custodial work.
4. Knowledge of general grounds maintenance practices, machinery and equipment.
5. Ability to understand and follow written and oral instructions.
6. Ability to recognize maintenance needs and make minor repairs to materials, fixtures, and equipment.
7. Ability to read water, gas and electric meters.
8. Ability to safely operate floor polishing and scrubbing machines, wall washing machines, steam shampooers, vacuum cleaners, lawn mowers, and other types of power machines.
9. Ability to work harmoniously with students, administrator(s), parent groups, teachers and others.
10. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups.
11. Ability to work effectively with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
14. SPECIAL PHYSICAL REQUIREMENTS: Physical agility sufficient to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; ability to safely lift and carry items weighing up to fifty (50) pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Maintains building and grounds in a clean, sanitary, and safe condition; responsible for cleaning and securing assigned areas.

### **Responsible to**

Plant Manager, Facilities Manager and Director of the Charter School

### **Major Job Responsibilities**

1. Sweeps, dusts, cleans, scrubs, seals, waxes, polishes, and mops floors in classrooms, kitchens, dining areas, bathrooms, offices and similar facilities.
2. Removes spots form floors, walls, woodwork, furniture, and fixtures.
3. Cleans, dusts and polishes woodwork, glass, furniture, air intake screens, and louvers, fixtures, and other installations.
4. Washes and scrubs lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains.
5. Operates equipment such as floor polishing and scrubbing machines, wall washing machines, steam shampooer, vacuums and power sweepers.
6. Services soap dispensers, towel boxes, and similar facilities.
7. Sweeps and hoses blacktops, sidewalks, and parkways.
8. Replaces or moves electrical plug fuses, light bulbs, chairs, desks, tables and classroom equipment.
9. Locks and unlocks doors, gates, windows, transoms, and storerooms.
10. Cleans, maintains, services, and makes minor adjustments to heaters.
11. Gathers and disposes of rubbish, paper, leaves and debris, and empties and washes refuse containers.
12. Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs to the Plant Manager.
13. Performs a variety of unscheduled custodial duties as requested by the school office, teachers and administrator(s).
14. Attends in-service training as directed.
15. Makes minor repairs to building hardware, plumbing, woodwork, building equipment and furniture.
16. May perform a variety of cleaning and other manual tasks in the cafeteria.
17. May raise, lower and store flags.

### **Additional Job Responsibilities**

Performs other related duties as assigned.

## **FAMILY CENTER DIRECTOR (NON-CERTIFICATED) JOB DESCRIPTION**

### **Qualifications**

***Education:***

High school graduate or equivalent

Associate Degree or completion of equivalent college semester or quarter units is *preferred*

Bilingual: English/Spanish skills: speaking, reading, writing, translating (must pass the basic translation proficiency assessment with a minimum score of 70% to demonstrate bilingual skills)

***Experience:***

Experience with the Charter School's local community *preferred*

***Other:***

Valid California Driver's License and the use of an insured automobile

One year of experience in a parent/community involvement program

Willingness to work evening and irregular hours if needed

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Knowledge of issues related to families from diverse socioeconomic, linguistic, and cultural backgrounds.
2. Knowledge of correct spelling, punctuation and grammar in English and Spanish.
3. Knowledge of applications of a variety of office machines such as computers, copier, scanner, facsimile machine, and multi-line telephone system.
4. Knowledge of pertinent school policies, procedures and instructional programs.
5. Knowledge of pertinent federal, state and local policies, rules and regulations and how they apply to the Family Center/Parent Center.
6. Knowledge of the school's organizational structure.
7. Knowledge of appropriate techniques and practices for communicating information in person and by telephone.
8. Knowledge of training methods and techniques.
9. Understanding of and sensitivity to diversity in the school community.
10. Ability to understand and interpret rules, policies and procedures.
11. Ability to facilitate discussion among individuals and groups.
12. Ability to write clearly, concisely, and accurately in a manner appropriate to the purpose and audience.
13. Ability to remain calm and pleasant under stressful situations.
14. Ability to work effectively and cooperatively with a diverse cultural community.
15. Ability to make oral presentations and communicate effectively, persuasively and tactfully the goals of the school.
16. Ability to exercise good judgment in communicating with parents, students, and teachers in sensitive situations.
17. Ability to accurately maintain manual and electronic files related to school activities.
18. Ability to prioritize and schedule classes, workshops and projects.

19. Ability to operate a personal computer.
20. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups.
21. Ability to work effectively with other personnel, parents and students.
22. Mobility to traverse all areas of the work site.
23. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
24. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

### **Job Purpose**

Assists administrator(s) with various parent/community involvement and educational activities such as parent orientations, parent training sessions, fundraising, development of school newsletter, interfacing with community organizations, interpreting for public meetings, and working on public relations efforts.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Organizes and schedules parent classes and workshops.
2. Attends council/committee meetings.
3. Provides assistance and acts as a resource for parents.
4. Maintains logs and records of information about parent workshops and classes.
5. Assists in organizing school volunteers and maintains volunteer logs.
6. Answers and directs parent calls or questions to the appropriate school personnel or outside agency.
7. May transport parents, staff or supplies to meetings and conferences.
8. Assists with school-wide fundraising efforts.
9. Attends community meetings, often representing the school(s).
10. Translates for parents, teachers and administrators.
11. Assists with the school newsletter as needed.

### **Additional Job Responsibilities**

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

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

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.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, 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.

## **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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

## **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.

## **CUSTODIAN OF RECORDS**

Assistant Business Manager, is the Custodian of Records, per California Department of Justice requirements, for the Fenton Charter Public Schools.

#### **ADDITIONAL HEALTH AND SAFETY PROCEDURES**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

FPC’s facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (“ADA”) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

In order to maintain a safe facility, FCPS will develop a school safety plan. It will be kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. FCPS will also ensure that its auxiliary services such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan. Additionally, FPC will maintain campus safety of students and employees by providing families with information about the administration of medication on campus and TB test requirements in the parent/student handbook, ensuring that all hired staff meet the TB test requirements, ensuring that earthquake and fire drills are conducted on campus, and training staff on how to handle terrorist threats.

FPC shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all FPC teachers and staff shall be mandated to report any suspected child abuse or abuse based on “reasonable suspicion”. “Reasonable suspicion” means that it is objectively reasonable for a person to contemplate a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For example, child abuse is brought to the attention of the mandated reporter from any spoken or written source, including but not limited to: the

alleged victim, a friend of the alleged victim, a colleague, or anonymous source or individual. “Reasonable suspicion” does not require proof or investigation by the reporting party. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities accordingly, if applicable. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

FPC shall function as a drug, alcohol, and tobacco free workplace.

## **HEALTH AND WELLNESS**

Fenton Charter Public Schools is committed to providing a school environment that promotes and protects children’s health, wellbeing, and the ability to learn by supporting healthy nutritional choices and physical activity. The FCPS Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for FCPS students.

To support this, Fenton Charter Public Schools is committed to:

- Engaging students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school’s nutrition and physical activity policies.
- Providing opportunities, support, and encouragement to all students in grades K-5 to be physically active on a regular basis.
- Insuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements.
- Insuring that a qualified child nutrition professional supervises the cafeteria staff so that students are provided with a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Accommodating the religious, ethnic, and cultural diversity of the student body in meal planning.
- Insuring that current documentation of food restrictions as ordered by a physician are implemented on a daily basis.
- Providing a clean, safe, and pleasant environment and adequate time schedule for students to eat.
- Providing nutrition education and physical education programs to foster lifelong habits of healthy eating and physical activity.

To achieve these policy goals, the organization is committed to implementing the following **FCPS Wellness Plan**:

### ***I. Governing Committees***

FPC’s four governing committees (Finance; Parent Advocacy; Instruction; and Personnel) will develop, implement, monitor, review, and revise as necessary school nutrition and physical activity policies as pertinent to each committee’s duties.



A School Wellness Team comprised of a qualified child nutrition professional, teachers, administrators, physical education staff, school nurse, cafeteria staff and school psychologist or other special education staff member will meet throughout the year to develop, revise, monitor and implement school nutrition and physical activity policies. Parents, community members, and other members of the public will be encouraged to participate in the School Wellness Team.

## ***II. Nutritional Quality of Foods and Beverages Sold and Served on Campus***

Fenton Charter Public Schools is committed to providing access to nutritious and appealing school meals so that all students will be ready, both physiologically and psychologically for the academic day.

### **School Meals**

Meals served through the National School Lunch Program will:

- Be appealing and attractive to children
- Be served in clean and pleasant settings
- Meet, at a minimum, nutrition requirements of the School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and the Child and Adult Care Food Program (“CACFP”)
- Offer a variety of fruits and vegetables
- Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives; and
- Ensure that all of the served grains are whole grain

### **Breakfast**

To ensure that all students have breakfast, either at home or at school, and in order to meet their nutritional needs and enhance their ability to learn, Fenton Charter Public Schools will:

- Operate a School Breakfast Program every morning Mondays through Fridays
- Offer multiple meal choices for breakfast throughout the week
- Encourage participation in the school breakfast program through incentives and parent notification
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means
- Offer a “Second Chance Breakfast” at recess for those students who did not eat breakfast that morning either at home or at school

Breakfast and lunch menus, which provide information regarding the nutritional content of meals and item selections, will be distributed to parents on a monthly basis.

### **After School Snacks\***

- Snacks are served on a daily basis by after school program and Fenton Charter Public Schools afterschool programs.

### **Meal Times and Scheduling**

- Breakfast will be served daily. A “Second Chance Breakfast” will be offered to those students who did not participate in the breakfast program prior to the beginning of the school day.
- Lunch will be scheduled after the recess break and will be within a 40-45-minute period.
- School bathrooms are open during the school day to provide students with ready access for hand washing prior to eating. School bathrooms are cleaned by the custodial staff between three to five times daily.
- Additionally, all classrooms are equipped with a sink. For the primary grades, the entire class will wash their hands together, either in the classroom or in the bathrooms as a class, prior to eating.
- All classrooms and offices are equipped with hand sanitizers. Teachers dispense hand sanitizers before the students leave the classrooms for lunch.
- Hand sanitizers are also available in the cafeteria area.
- Posters depicting proper hand washing and cough covering techniques are posted in every classroom and throughout the school.
- Filtered water is available at all water fountains throughout the campus.

### **Qualifications of School Food Service Staff**

Qualified nutrition professionals will supervise and administer the school meal programs. The cafeteria lead worker is ServSafe certified. As part of the charter schools’ responsibility to operate a food service program, we will provide continuing professional development for all cafeteria staff as needed. Monthly staff trainings will include basic food handler requirements, safe food preparation and team building. The County Health Office will facilitate a health inspection of the kitchen and food storage areas twice a year.

### **Sharing of Foods and Beverages**

Fenton Charter Public Schools prohibits students from sharing their foods and/or beverages with one another during meal or snack times, given concerns about allergies and other dietary restrictions.

### **Foods and Beverages Sold Individually** *(i.e. foods sold outside of reimbursable school meals such as through fundraisers, fundraisers, etc.)*

A qualified nutrition professional will oversee and provide guidelines for all food and beverages sales including fundraisers and rewards. Fenton Charter Public Schools will make every effort to insure that foods and beverages used for fundraisers and rewards meet at a minimum, nutrition requirements established by SB12 and SB965. All foods used for fundraising purposes that are sold during school hours and 30 minutes before and 30 minutes after school will be SB12 compliant. Fenton Charter Public Schools will encourage fundraising activities that promote

physical activity. All fundraising activities are approved and monitored by the School-Community Relations Council and the Parent Advocacy Committee.

### **Class Celebrations**

Parties involving healthy foods will be encouraged, and teachers will create a plan for classroom celebrations. Non-nutritious foods such as cupcakes and soda (soda not allowed to be served to K-12 students by anyone) will be strongly discouraged. All food brought into the school for classroom activities will be store bought and in the original and unopened package. A list of appropriate healthy snacks and/or alternative party ideas will be provided to parents upon request. Parents/guardians or other volunteers shall be encouraged to support FCPS nutrition education program by considering nutritional quality when selecting any snacks, which they may donate for occasional class celebrations. Class parties or celebrations shall be held within the last 30 minutes of school no more than once a month and non-nutritious foods will not be encouraged.

### ***III. Nutrition Education and Promotion***

Fenton Charter Public Schools is committed to teaching, encouraging, and supporting healthy eating by students. Fenton Charter Public Schools will provide nutrition education and engage in nutrition promotion that:

- Is offered at each grade level as a part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is integrated across within other content areas as appropriate
- Includes enjoyable, developmentally appropriate, culturally-relevant, participatory activities.
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health –enhancing nutrition practices.
- Emphasizes caloric balance between food intake and energy expenditure.
- Utilizes a multi-media approach
- Includes training for teachers and other staff.

### **Communicating with Parents**

Fenton Charter Public Schools will support parents' efforts to encourage healthy eating and daily physical activities. Parent workshops which focus on nutrition, physical fitness, and parenting will be offered through the Family Center. Classes will be offered specifically targeting those students with high Body Mass Indexes. These classes will involve the entire family as healthy eating choices and options are discussed and modeled. A list of healthy snack items will be provided for parents. Information regarding community resources such as children's sports teams will be distributed to parents. Community agencies focusing on health and nutrition will be invited to participate in Saturday workshops for parents and students.

### ***IV. Physical Activity Opportunities and Physical Education***

### **Integrating Physical Activity into the Classroom Setting**

In order for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education classes. Towards this end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television.
- opportunities for physical activities will be incorporated into other subject lessons; and

### **Physical Education Pre-K-6**

All students in grade Pre-K-6, including students with disabilities will receive physical education for a minimum for 100 minutes every ten days. Psychomotor teacher assistants will be employed to implement the physical education program under the supervision of the administrator(s). Psychomotor teacher assistants will implement the SPARK PE program. Pre- and post-test data aligned to the California State mandated Physical Fitness Test (“PFT”) will be collected and analyzed for fifth grade.

### **Daily Recess**

All students will have a 20-minute morning recess period scheduled by grade level to insure a safe and supervised playground.

### **Safe Routes to School**

Fenton Charter Public Schools, in conjunction with the Los Angeles Police Department have set up supervised drop-off lanes in the morning. These procedures are provided to parents on an annual basis. Campus security is stationed around the school in the morning and at dismissal to ensure students’ safety.

### **Physical Activity Opportunities Before and After School\***

Before school, the playground is open between 7:30 – 8:00 a.m.

After school, the playground is open from dismissal until 5:30 or 6:00 p.m., depending on the campus. Periods of physical activity with appropriate playground equipment are interspersed with quiet reading and homework time. Additionally, afterschool programs such as LA’s BEST and 21<sup>st</sup> Century Kids incorporate organized team sports and clubs.

### **Use of School Facilities Outside of School Hours**

School spaces and facilities will be available to students, staff, and community members, before, during, and after the school day, on weekends, and during school vacations according to the Weekly Bulletin of each school. These spaces and facilities are available to community agencies

and organizations offering physical activity and nutrition programs with prior school approval. School policies concerning safety will apply at all times.

## ***V. MONITORING AND POLICY REVIEW***

Each of the four governing councils/committees meets regularly to ensure compliance of this wellness plan. The plan will be reviewed every three years with the final document approved by the FCPS Board of Directors. Need to periodically monitor compliance with the policy and progress of meeting goals described within.

### **Nutrition Promotion and Communication**

FCPS aims to teach, encourage, and support healthy eating. Schools should promote nutrition at each grade level as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.

#### **Snacks Provided by School Staff**

The School Wellness Team will encourage the charter schools to use items other than non-nutritious food for fundraising purposes. School staff is directed to avoid the use of foods as a reward for students' academic performance, accomplishments, or classroom behavior. The objectives of these guidelines shall be to promote student health, reduce childhood obesity, support the health curriculum, make the school environment safe for those with allergies and other medical conditions, and promote optimal health.

The FCPS Board discourages the marketing and advertising of non-nutritious foods and beverages on school property through signage, vending machine fronts, logos, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

### **Nutrition Promotion and Communication**

FCPS aims to teach, encourage, and support healthy eating. Schools should promote nutrition at each grade level as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health. The Wellness Plan will be promoted and communicated to parents and community through the following channels:

- FCPS Website
- Fall Parent Orientation
- Parent Nights held during the school year

#### **Guidelines for Reimbursable Meals**

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. In order to maximize FCPS' ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition

programs, including the National School Lunch Program, to the extent possible.

### **Program Implementation and Evaluation**

The FCPS Board shall establish a plan for measuring implementation of the Plan. The Director of each school will designate at least one person at each school who is charged with operational responsibility for ensuring that the school site implements and complies with the FCPS Wellness Plan. The specific quality indicators that will be used to measure the implementation of the Plan CMO-wide shall include, but not be limited to: required state health and physical fitness assessments; nutrition and wellness education; an analysis of the nutritional content of meals served; student participation rates in school meal programs; sales of non-nutritious foods and beverages in fundraisers outside FCPS's meal programs; and feedback from food service personnel, school administrators, school staff, the Wellness team, parents/guardians, students, and other appropriate persons. The designee shall report to the FCPS Board at least every year on the implementation of this Plan and make recommendations for policy modifications, if any. The FCPS Wellness Team is also permitted to participate in the implementation, review and update of the policy.

### **Posting Requirements**

Each school shall post FCPS's Wellness Plan on its website and at each school site in the main school office for easy access and viewing by parents, students and community members.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(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 BALANCE**

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 racial and ethnic 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 balance matches that of the local area.

Prior to the beginning of each school year (and by May 1<sup>st</sup>), 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. 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 campus 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.

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. Additionally, postcards inviting community members to events and tours of the 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.



## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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 state law 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.

### **RESIDENCY**

If and to the extent that this Charter provides for any admission preference based on student residency, Charter School shall determine residency in compliance with Education Code section 48204 et seq.

### **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, 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, 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.

### **ADMISSION REQUIREMENTS**

Fenton Primary Center will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition.

The Charter School shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will adhere to all laws establishing minimum age requirements for public school attendance. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. The Charter School shall comply with Education Code Section 47605(d)(1).

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, e.g. birth certificate
6. Release of records
7. 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.

### **LOTTERY PREFERENCES AND PROCEDURES**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this 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. 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 Avenue Elementary School
2. Residents of the District
3. Siblings of currently enrolled students of the Charter School
4. Children of employees of FCPS (will not exceed 10% of students)
5. Students who are currently enrolled in FACS or FPC, or who reside in the FACS attendance area<sup>2</sup>
6. All other students

The enrollment period will be advertised in the northeast San Fernando Valley beginning on January 1st and ending on approximately April 1st 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 following procedures will be utilized for admission to the Charter School and in lottery, if needed:

- 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 March of each year.
- All forms must be received by 4:00 p.m. on the first Monday in April 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.
- A drawing will be held at 6:00 p.m. on the third Wednesday in April in the school auditorium, a time when interested parties may attend and observe.
- Names will be drawn until all names have been called.
- Names will be listed on a chart at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.
- When all open spaces have been filled, 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, the first on the waiting list unless declined by the parent.
- This process will continue until all forms have been drawn and all names listed on the chart.
- The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by the Charter School office staff.
- Parents of students on the waiting list will be informed as to the student's place on this list.

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<sup>2</sup> This preference is included solely to meet Charter School Facility Grant Program requirements (Education Code Section 47614.5). For as long as FPC remains eligible for this Grant based upon the demographics of its own student population, this preference will not be utilized during the public random drawing.

- Parents of students selected for enrollment will be informed by phone, mail, or email 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, their child will lose the spot 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 and communicated to the parent by the office staff by phone, mail, or email.)
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.
- Lottery procedures and timelines will be posted yearly in the main office beginning on March 1<sup>st</sup>.
- The office manager of the Charter School will maintain all forms for all students who participated in the lottery 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 given the option to keep their name 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(b)(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)(5)(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**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(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 Executive Director and Chief Financial 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 Executive Director, Chief Financial Officer, FCPS Directors, Business Manager and Assistant Business Managers 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 Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The Executive Director, Chief Financial Officer, 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.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

### **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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 and the MCD, 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 504 Plan?

Notwithstanding 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, 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 (PBIS). Our staff began this initiative in the fall of 2014, and will be reintroducing the system to all Fenton Primary Center students during the months of August and September.

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 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 school raffles and acknowledgement.

Other rewards include:

- Celebrations for students who do not receive behavioral referrals
- Class Dojo points
- The Golden Plunger award for the floor with the cleanest bathroom

- The Golden Spatula award for the class with the best cafeteria behavior
- FPC's Buzz-worthy Bees will be awarded to students who demonstrate positive behaviors that go above and beyond the school's expectations. This award will be announced weekly, and a picture of the recipients will be posted in the throughout the school.

### **Behavioral Infraction Notice**

While our school-wide PBIS approach emphasizes appropriate behaviors, some students may still violate school rules. In these situations, students will receive a behavioral infraction notice. In the instance that a student receives a behavioral infractions notice for a major infraction, the student will consequently receive a Behavior Room referral.

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.

### **Restorative Justice**

FPC implements Restorative Justice practices in conjunction with School-wide Positive Behavior Intervention and Support which both promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm.

### **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:

<b>Minor Behaviors*</b>	<b>Minor Responses*</b>
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

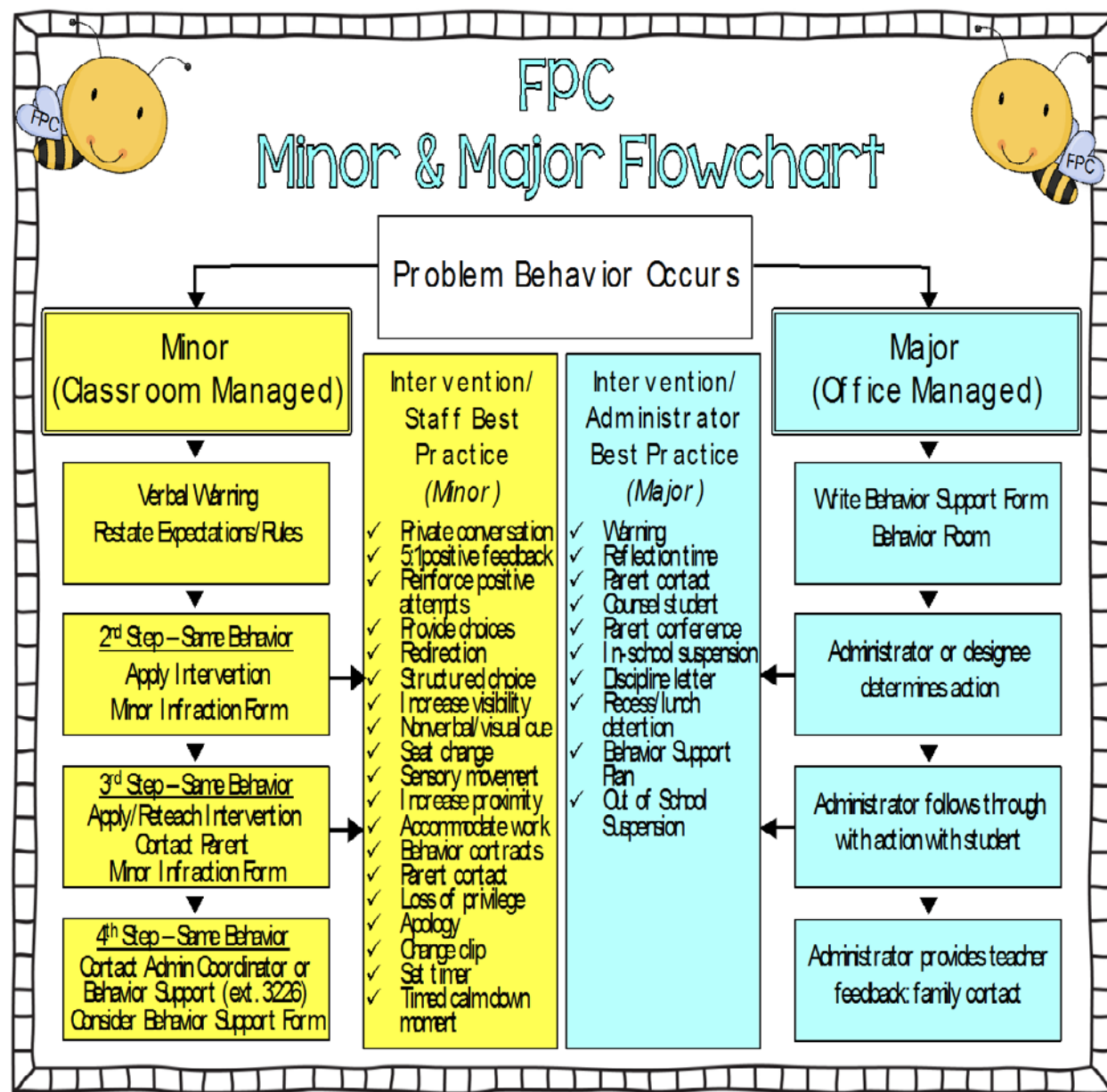
following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences. The following tables illustrate Tier II and Tier III behaviors, as well as possible responses.

<b>Tier II Behaviors*</b>	<b>Tier II Responses*</b>
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

<b>Tier III - Major Behaviors*</b>	<b>Major Behavior Response: May require immediate behavior referral and/or Incident Report</b>
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.

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



### IN-SCHOOL SUSPENSION

If deemed necessary, FPC will use In-School Suspension for Major behaviors and the Administrative Coordinator will oversee it. Teachers will assign work and the student will meet with the Administrative Coordinator. In most cases the parent is asked to participate. Sometimes it can be over the phone. The meeting is designed to help students learn appropriate ways to handle conflict or anger. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

### GROUNDS FOR OUT-OF-SCHOOL 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.

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. Grounds for Suspension and Expulsion of Students**

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 for any of the following acts when it is determined the pupil:

- 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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil other than the pupil who created the false profile.
  - iii. 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.
- v) A pupil 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 pupil 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).
- w) Possessed, sold, or otherwise furnished any knife 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. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.

- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil other than the pupil who created the false profile.

iii. 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.

v) A pupil 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 pupil 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).

w) Possessed, sold, or otherwise furnished any knife 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.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm or explosive unless, in the case of possession of any object of this type, the students 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 an 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 “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. Suspension Procedure (for in-school and out-of-school suspensions)**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee<sup>3</sup> 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.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. 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

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<sup>3</sup> Designee as used in this Policy includes other administrators at the Charter School, such as Assistant Director.

enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education 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 pending the results of an expulsion hearing. The student will have the opportunity to complete instructional activities missed due to his or her suspension. Regardless, 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 assignments 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 1<sup>st</sup> day of suspension.

#### **D. Authority to Expel**

A student may be expelled by an 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 an impartial Administrative Panel. The 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 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 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 hearing shall be held in closed session (complying with all pupil confidentiality rules under 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 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 Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

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 his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.



5. The 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her 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 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 his or her discretion to remove a person from the hearing whom he or she believes 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 person 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 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 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 pupil, 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 his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the 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 Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or 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 authorizer. 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 authorizer upon request.

## **K. Right to Appeal**

Parents/Guardians may appeal the expulsion decision of the 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 administrative panel's decision to expel shall be final.

## **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.

## **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(b)(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, per applicable legal and retirement plan requirements.

### **CERTIFICATED STAFF MEMBERS**

All full-time 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 Assistant Business Managers (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 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 Assistant Business 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 Assistant Business Managers 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 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(b)(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(b)(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(b)(5)(N).)*

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Fenton Primary Center  
c/o Richard Parra, Director  
11351 Dronfield Avenue  
Pacoima, CA 91331  
[See Element 14]

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.



- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **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(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the LAUSD Board of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 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, Charter School payroll records, 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 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.



## **Additional Provisions**

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 1<sup>st</sup> 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 30<sup>th</sup> 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 the Board of Education of the City of Los Angeles ("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 and \$1,000,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance 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."*

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.

#### **Internal Fiscal Controls**

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)



**ADDENDUM**  
**District Required Language for Independent Charter School**  
**Petitions (New and Renewal) and Material Revisions**

**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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

### **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.

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

### **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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

### **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.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

## **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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph*

*(3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)*

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

## **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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(b)(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 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 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(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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. 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.

### **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(b)(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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 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 AB 1432 (2014).

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.

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

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.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, 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.

### **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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

### **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.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(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 Requirements**

*"Admission requirements, if applicable."* (Ed. Code § 47605(b)(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 is open to 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 state law 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, 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, 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.

## **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(b)(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)(5)(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.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

### **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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the



completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 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 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 and the MCD, 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 504 Plan?

Notwithstanding 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, 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(b)(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, per 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(b)(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(b)(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(b)(5)(N).)*

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Charter School  
[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **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(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the LAUSD Board of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 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, Charter School payroll records, 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. 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 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**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 1<sup>st</sup> 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 30<sup>th</sup> 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 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 the Board of Education of the City of Los Angeles ("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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance 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."*

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.

### **Internal Fiscal Controls**

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)