



FENTON AVENUE CHARTER SCHOOL

Charter Renewal Petition

Submitted on July 25, 2016

AMENDMENT TO GRADE LEVELS SERVED

In September 2013, the Fenton Primary Center moved to its own site, and Fenton Avenue Charter School moved to a single-track calendar for the first time in over twenty years. The move of the kindergarten, first and second grade students to a separate site decreased traffic, increased safety, and allowed Fenton Avenue Charter School to fulfill its promise to the surrounding Lake View Terrace community: students would enjoy a full 184-day calendar and an instructional calendar aligned with neighboring schools.

The Fenton Primary Center, which serves transitional kindergarten through second grade, has enjoyed a robust beginning. The school is over subscribed, and there is a significant waiting list for Transitional Kindergarten (TK) students.

The Fenton Avenue site has the capacity to accommodate two classes of TK students (42 total students). Adding up to two classes of TK, and then having the students matriculate to kindergarten, joining the matriculating TK students at Fenton Primary Center would ensure that all families in the Lake View Terrace/Pacoima area who seek to enroll their TK children at the Fenton schools would be accommodated while maintaining an enrollment at Fenton Avenue that will not jeopardize the decreased traffic and increased safety realized with the separation of the grade levels and transition to a single-track calendar. Fenton Primary Center will also continue to enroll TK and all kindergarten, first and second grade students in the former attendance area of Fenton Avenue Charter School and following the requirements of the Primary Center's Certificate of Occupancy. Fenton Avenue will always serve as the "default" enrollment location when Fenton Primary is at capacity in TK. Located only eight tenths of a mile from Fenton Primary, it is a reasonable choice and logical solution to accommodate the needs of TK students in Lake View Terrace/Pacoima. This solution will continue as needed throughout the life of the charter.

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations	4
Element 1 – The Educational Program	7
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	124
Element 4 – Governance	143
Element 5 – Employee Qualifications	156
Element 6 – Health and Safety Procedures	211
Element 7 – Means to Achieve Racial and Ethnic Balance	221
Element 8 – Admission Requirements	223
Element 9 – Annual Financial Audits	227
Element 10 – Suspension and Expulsion Procedures	229
Element 11 – Employee Retirement Systems	251
Element 12 – Public School Attendance Alternatives	253
Element 13 – Rights of District Employees	254
Element 14 – Mandatory Dispute Resolution	255
Element 15 – Charter School Closure Procedures	257
Additional Provisions	264

Assurances, Affirmations, and Declarations

Fenton Avenue Charter School (also referred to herein as “FACS” 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

The Fenton Charter Public Schools

The history of the Fenton Charter Public Schools 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 petitions which had been approved by the state, along with the District's 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, SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School 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 FACS student demographics reflective of the surrounding area: 90.8 % Hispanic, 4.7% Black or African-American, 1.7% Filipino, 1.6% White, 0.7% Asian, 0.3% Native Hawaiian or Pacific Islander, and 0.3% Two or More Races, 12.3% 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, the Fenton Primary Center ("FPC"), a start-up charter school that was created to move FACS off the year round, multi-track calendar, was approved, and in 2013, the Fenton Primary Center 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 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.

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 school wide 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.

FACS meets the charter renewal criteria established in Education Code Section 47607(b)(2) and (3), due to its 2013 API statewide and similar schools rankings, which were 5 and 8, respectively. These measures are from the most recent API calculation.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In 2012-2013, FACS had three numerically significant student subgroups – Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners. Numerically significant student subgroup API performance data is demonstrated in the table below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	808	A (-5)	Yes
Socioeconomically Disadvantaged	Yes	806	A (-9)	Yes
English Learners	Yes	794	A (-9)	No
“A” means the student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed July 4, 2016.)				

The Charter School’s student subgroups have demonstrated API growth scores over 790 for the last three years. All subgroups have also scored high enough that they were not been assigned a growth target in 2013 and are noted to have met their growth target.

Thus, Fenton Avenue Charter School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Stacy Carroll Hutter, Director</i>
• The contact address for Charter School is:	<i>11828 Gain Street Lake View Terrace, CA 91342</i>
• The contact phone number for Charter School is:	<i>818-896-7482</i>
• The proposed address or target community of Charter School is:	<i>11828 Gain Street Lake View Terrace, CA 91342</i>
• This location is in LAUSD Board District:	<i>6</i>
• This location is in LAUSD Local District:	<i>Northeast</i>
• The grade configuration of Charter School is:	<i>Grades 3-5 in 2015-2016</i>
• The number of students in the first year will be:	<i>830</i>
• The grade level(s) of the students in the first year will be:	<i>TK, Grades 3-5</i>
• Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 14, 2017</i>
• 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.)	<i>832</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>

The bell schedule for the Charter School will be:

TIME	ACTIVITY
8:00	First Bell
8:05	Tardy Bell
8:00-2:00	Transitional Kindergarten
8:00-2:35	Grades 3-5
9:30-9:50	Recess for TK (TK yard)
9:55-10:15	Recess for Grade 3
10:20-10:40	Recess for Grade 4
10:45-11:05	Recess for Grade 5
10:50-11:35	Lunch for TK (TK yard)
11:00-11:45	Lunch for Grade 3
11:30-12:15	Lunch for Grade 4
12:00-12:45	Lunch for Grade 5
12:50	12:50-Psychomotor for TK & 5 th (twice a week)
1:45	Psychomotor for 3 rd & 4 th (twice a week)
2:00	End of Regular School Day for TK
2:35	End of Regular School Day for Grades 3-5
2:35 - 5:30	After School Program *
2:35 - 5:45	LA's Best After School Program *
4:00	Office Closes

- The term of this Charter shall be from:

July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR CHARTER SCHOOL

History of Fenton Avenue Charter School: 7th Charter in LAUSD; 30th Charter in the State

Fenton Avenue Charter School is located in the northeast San Fernando Valley in the city of Lake View Terrace. The school opened in 1958 as Fenton Avenue Elementary, a kindergarten through sixth grade elementary school built to accommodate 450 students. As the surrounding

neighborhood transitioned from a rural area overlooking Hansen Dam Lake, to a densely populated community with multiple families living in single dwellings, Fenton Avenue Elementary became a highly diverse, multi-track, year round school. Similar to many urban schools in the Los Angeles Unified School District, Fenton Avenue Elementary struggled with low student performance reflected by single-digit test scores, and aggravated by poor attendance, high student transiency, vandalism, overcrowding and low staff morale. Prior to converting to a charter school, Fenton Avenue Elementary was considered one of the worst elementary schools in the Los Angeles Unified School District.

With the passage of the Charter Schools Act, the Fenton Avenue Elementary school community recognized the opportunity that independent charter status offered, and in June 1993, Fenton Avenue Charter School became the Los Angeles Unified School District's seventh charter school and the thirtieth charter school in the state of California.

Since original charter approval and conversion, Fenton Avenue Charter School has continued to educate a student population that is clearly reflective of the surrounding community and, in accordance with Education Code Section 47605(d), has given enrollment priority to students living within Fenton Avenue Elementary School's former attendance area. As space is available, students from outside the attendance area have been enrolled, and a public random drawing is held to determine admission, if necessary.

Similar to all elementary schools in the area, sixth grade students have moved to the middle school. With the opening of the Fenton Primary Center, Fenton Avenue Charter School was serving students from second to fifth grades until 2011. For the 2011 charter renewal, FACS amended grade levels served to students in grades 3-5 and Fenton Primary Center now serves grades TK-2. On September 4, 2013 Fenton Primary Center moved to its new location in Pacoima, California and it opened its doors with a newly constructed, state-of-the-art building serving 794 transitional kindergarten ("TK") through 2nd grade students. This historic event was something FCPS families waited 20 years to accomplish. Fenton Avenue Charter School was able to move to a traditional calendar due to the extra space afforded on campus, with the construction of a new facility for Fenton Primary Center.

Fenton Avenue Charter School has changed little demographically since 1993 and the ethnic composition of the Charter School remains relatively constant: in 2014-15, the demographic breakdown was: 90.8 % Hispanic, 4.7% Black or African-American, 1.7% Filipino, 1.6% White, 0.7% Asian, 0.3% Native Hawaiian or Pacific Islander, and 0.3% Two or More Races. With FPC's move to Pacoima in 2013, the enrollment at Fenton Avenue Charter School has grown steadily. In 2015, the enrollment at Fenton Avenue Charter School was 750 students, compared to 653 in 2013, an increase of almost 100 students.

Factors which are often used to identify "at risk" populations continue to describe FACS students: 30.8% are English Learners, 83.9% qualify for free or reduced price meals, and 13.5 % are identified as having special needs. The Charter School continues to participate in a school-wide Title I program. In July 2007, Fenton Avenue Charter School welcomed the first residents of Hope Gardens, the Union Rescue Mission's interim housing complex for previously homeless families.

At capacity, the site will house more than one hundred families with Fenton Avenue Charter School serving as the school of residence.

Fenton Avenue Charter School has successfully met its major goals of moving from a 163-day year-round calendar to a 184-day traditional calendar by collaborating and working side-by-side with the Fenton Primary Center leadership team and staff. FACS and FPC recognize the importance of maintaining consistency for their shared families and matriculating 2nd grade students who choose to enroll at FACS.

The families of Lake View Terrace have eagerly awaited a traditional calendar with more than 170 days of school. The two schools, FACS and FPC, see themselves as a continuum – two schools serving one community with the same families and students. This focus on the school community has created two unique environments that stay connected, communicate and collaborate in an effort to meet the needs of their students and families. The families of Lake View Terrace requested a single-track calendar for almost 20 years. In preparation of changing our multi-track calendar to a single-track calendar, the school community explored possibilities for moving to a traditional calendar after nearly twenty years on a multi-track, year round schedule. Such a move, however, would require the displacement of one-third of the student body. A strategy for seamlessly making such a transition without disrupting the surrounding neighborhood was identified: create a separate primary center that would service the primary grade students only – one-half of the Charter School. In August 2013, the Fenton Primary Center opened its doors to almost 800 students and both schools began their first year on a traditional 184-day instructional calendar. Based on our specific record of performance, FACS has and will continue to meet the needs of the community it serves.

Part of FACS's mission is to work collaboratively with students and parents to model the highest standards for academic achievement. We know, children learn best when the significant adults in their lives - parents, teachers, family, and community members - work together to encourage and support them. In an effort to gather information about parent volunteerism, home-school communications and other related topics, a survey was created digitally, made available to parents in computer labs during parent orientation and also sent via email. The survey consisted of 12 multiple-choice questions and the parents also had the opportunity to write comments on the form. The survey was available in English and Spanish to ensure that all parents could understand and respond to the questions. In all, 195 parents responded to this survey. Fenton Avenue Charter School and Fenton Primary Center sent home the same survey to their parents, as the majority of families have children attending both schools.

Overall, the parent surveys indicate that 99.1% of parents overall strongly agree the Charter School promotes academic success. Parents at 99.7% agree the Charter School has the proper books and material to support their child's learning. In regards to respect, 100% of the parents surveyed feel the Charter School strongly encourages respect from children. Home-School Communication is a powerful tool for the Charter School and for the parents. Parents surveyed agree at 98% that they receive information regularly about how their child is doing in school. 86.3% stated they meet with the teacher to discuss their child's progress and 99.9% of Fenton Avenue Charter School's parents feel the Charter School makes them feel welcomed and heard.

Survey Topic	Strongly Agree/Agree
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<i>School promotes academic success</i>	99.10%
<i>Books and materials child uses help support his/her learning</i>	99.70%
<i>Encourages child and promotes Respect</i>	100%
<i>Homework helps develop child's academic skills</i>	96.9%
<i>Receive information regularly</i>	98.7%
<i>Meet with teacher to discuss child's progress</i>	86.30%
<i>The school makes me feel welcomed and heard.</i>	99.9%

The Fenton Primary Center, which serves transitional kindergarten through second grade, has enjoyed a robust beginning. The school is over subscribed, and there is a significant waiting list for Transitional Kindergarten (TK) students. With the needs of our community in mind, FACS will add Transitional Kindergarten to the grade level span to ensure all TK students in the Fenton attendance area have a TK option. The Fenton Avenue site has the capacity to accommodate two classes of TK students (42 total students). Adding up to two classes of TK, and then having the students matriculate to kindergarten, joining the matriculating TK students at Fenton Primary Center would ensure that all families in the Lake View Terrace/Pacoima area who seek to enroll their TK children at the Fenton schools would be accommodated while maintaining an enrollment at Fenton Avenue that will not jeopardize the decreased traffic and increased safety realized with the separation of the grade levels and transition to a single-track calendar.

Fenton Avenue Charter School has a highly qualified staff of dedicated educators who are truly devoted to the profession of educating students. The Fenton Avenue Charter School staff of 37 teachers and 10 certificated support specialists have collaborated in creating an environment conducive to enhancing the educational development of young children on a daily basis. The teachers work as a team with a focus on teacher leadership, as opposed to the instructional coach model to support instruction. The parents have been continuously involved in decision making, volunteering, and creating a positive relationship between school and community. All stakeholders participate in regular council meetings to review goals, data, and expectations.

School leadership has consistently reviewed, modified, and adopted new curriculum to improve student success. The Charter School has also fully implemented the Common Core State Standards (“CCSS”) in language arts and mathematics, with the addition of a new math series, *McGraw-Hill’s My Math* (TK, 3-5), in 2015 and *Benchmark Education’s Benchmark Advance* program (3-5), a CCSS aligned literacy program, in 2016. With the addition of Transitional Kindergarten (TK), the Charter School will implement the same CCSS aligned literacy program used by Fenton Primary Center’s TK and K students, *World of Wonders* and *Reading Wonders* published by McGraw Hill. The instructional program for transitional kindergarten is a modified kindergarten curriculum with emphasis on developmentally appropriate lessons, foundational language and literacy. Students are provided a standards-based curriculum, grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. We have fully implemented the Mutt-i-grees curriculum as part of our social and emotional learning. Three computer labs have been added to the Charter School, along with a Technology Integration Specialist teacher to implement technology integration for all students and prepare them to be college-and career-ready. Academic preparation is an essential part of readiness for middle school, high school, college, careers, and life in the 21st century.

Commitment

Members of the Fenton Avenue Charter School community have continued their active involvement in city, state and community groups, agencies and foundations, which have common goals for the reform and improvement of education and the improvement of our city and communities. Charter School personnel continue to share best practices and collaborate with the District for the good of all children. Charter School personnel continue to share their experience with developers and existing schools to insure the continuance of quality charter schools.

Significant Changes Since Last Renewal: Several changes have occurred in administration, organizational structure, charter petitions, and teaching staff since the last charter renewal:

- **Traditional Calendar:** Beginning the 2013-2014 school year, Fenton Avenue Charter School successfully met its major goal of moving from a 170-day year-round calendar to a 184-day traditional calendar. Working side-by-side with the Fenton Primary Center leadership team and staff, which opened a new state-of-the-art facility less than a mile away and began its journey as a fully independent charter school serving children in TK through 2nd grade, FACS was able to implement the long awaited traditional calendar. FACS is the continuum for FPC, serving all students in grades 3-5.
- **Leadership Team:** In March 2014, Fenton Avenue Charter School experienced a change in leadership with the appointment of Stacy Carroll Hutter as Director; Leticia Padilla Parra continued as the Assistant Director. Mrs. Hutter and Mrs. Padilla Parra each began their teaching careers at Fenton Avenue Charter School, in 1998 and 1999, respectively, before becoming administrators. In 2016, Jessi Tello, a teacher at FACS and FPC since 2007, joined the administrative team as Administrative Coordinator.

- **Technology Integration Specialist:** A certificated Technology Integration Specialist teacher was hired and three computer labs were added in 2014. Computers were added to the 5th Grade Science Lab and the Upper-Grade Science Specialist teacher continues to serve over 250 5th graders twice a week and provide resources for teachers in grades 3 and 4.
- **GATE Program:** A new Gifted and Talented Education (“GATE”) program was designed and implemented in 2014. **Student needs were met in three ways: Differentiation, Enrichment and Extension.**

1. Differentiation:

- Curriculum experiences for gifted learners are planned, implemented, and evaluated in order to maximize student potential. Teacher and GATE team work together to achieve this goal.
- Teachers of gifted/talented students “differentiate” the core curriculum through various means, including:
 - flexible groupings,
 - acceleration of content,
 - independent study, tiered assignments, learning centers, and use of above-grade-level resources.

2. Enrichment (Cluster Model):

Pull-out with Project-Based Learning (Technology and Science): The Technology Integration Specialist and Upper Grade Science Specialist teachers meet with students to provide instruction in a cluster model. Students are pulled out in vertical and grade level groupings to experience Project Based Learning in the Computer Lab and the Science Lab. The pull out program began in the Fall of 2014 with 62 3rd, 4th and 5th grade GATE students and continues today.

- **Technology:**

Young Entrepreneurs Project – 3rd/4th; 4th/5th met twice a month throughout the 2014-2015 school year; **Coding** – 3rd/4th; 4th/5th met twice a month throughout the 2015-2016 school year. Topics will change based on current trends and best practices.

The Instructional Technology Specialist began meeting with the GATE students in the Fall of 2014 to provide technology-based instruction with a Problem Based Learning emphasis. The teacher used the *Young Entrepreneurs Project*, which concluded in the Spring. Students developed a business plan, complete with a business logo, and then presented their plan to a team of judges. Over 30 teams presented in a “Shark Tank” type setting and 15 business plans were selected as the top proposals. All participants received a Young Entrepreneurs Project finalist t-shirt with the FACS GATE logo and the top business plans were presented with a certificate at the GATE parent meeting in May 2015. Based on parent and student response, the program was a huge success. In 2016, the GATE

students will design and code a video game. Students participated in a video game design project. Students created a 3-D world and programmed a “Frogger-like” video game. Students learned coding language and used it to bring their game to life. Students were also introduced to algorithmic problem solving.

- **Science:**

NASA & Engineering - In 2015 and 2016, the Upper Grade Science Specialist provided opportunities for students to engage in experiencing the engineering process. Students worked on an imaginative engineering challenge. The challenge demonstrated the problem solving that engineers tackle as they work to improve people’s lives and our society. Students worked in collaborative groups to design a spacecraft/lander model and to build a shock-absorbing system that would protect two “astronauts” (marshmallows) when they landed. Students brainstormed, designed, built, tested, evaluated, and redesigned their models. Students held a “How High Can You Go?” contest by testing their prototypes and eliminating all landers that bounced out their “astronauts.” In addition, students were involved with a NASA exploration of the geologic features of planet Earth and Mars by using “Planetary Comparisons Remote Sensing” images from the International Space Station and the Space Shuttle. Students worked with laptops and then observed geologic features on Mars. Students then drew images with descriptive words to describe what they saw. Students came up with conclusions and inferences about processes that shape the surface of the planet.

3. Extension: GATE students visited the Getty Museum in 2015 and the Glendale Community College Planetarium in 2016 for extension learning opportunities connected to art and science. Parents are invited to be a part of all extension opportunities.

- **College and Career Readiness - Technology Upgrade:** In an effort to prepare all students for college-and-career readiness, in 2015 FACS upgraded all classroom audio-visual equipment, which provides the most recent technology for students and teachers. The new projectors sit above a 4'X8' whiteboard mounted in the front of the classroom. This placement is ideal for classrooms, since it reduces the amount of shadow that results from standing in front of the image. Due to its close proximity to the whiteboard surface, the projector's ultra-short throw is less likely to be impacted by ambient light. This means the projected image will retain its vivid crisp qualities, even with the lights on. The new upgrade also includes two infrared microphones per classroom. Since Infrared is a line-of-sight technology, teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with one another. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer Elmo units with HDMI output for higher resolution and greater clarity have been installed. The new equipment will be housed on a metal Luxor AV mobile cart. Since the cart is equipped with casters, teachers

can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.

- **Positive Behavioral Interventions and Supports (“PBIS”):** Fenton Avenue Charter School has fully implemented the Positive Behavioral Interventions and Supports program and has aligned it to the school-wide expectations. The Charter School has focused on positive behaviors and minimized negative behaviors.

CUMULATIVE ENROLLMENT VS. DISCIPLINE REFERRALS

Year	Cumulative Enrollment	Suspensions	Percentage	Expulsions	Percentage
2012-2013	741	11	1.48%	0	0%
2013-2014	765	6	0.78%	0	0%
2014-2015	796	3	0.38%	0	0%
2015-2016	792	5	0.63%	0	0%

Special Education – Change to Inclusive Model: Fenton Avenue Charter School moved to an Inclusion model for Special Education in 2011. Prior to 2011, FACS used a traditional Resource and Special Day Class model. Students who received up to 50% of their instructional day in special education were serviced in a Resource program; students with 51% or more were serviced in a Special Day class program. The FACS Inclusive Model uses a push in and pull out model. To the greatest extent possible, students are included in all aspects of the school day with accommodations, modifications and supports, as outlined in their IEPs.

Components:

- Students with special needs spend most or all of their time with non-disabled students
- Push-in services
- Pull-out services
- General education/special education collaborative planning
- Increased aide support
- Moderate-to-Severe students are included to the maximum extent possible with support
- Moderate-to-Severe students use alternative curriculum when recommended by the IEP

- FACS has consulted with various experts to find the best implementation of inclusion. The firm Cross and Joftus provided teachers with methodologies, such as; Identifying Similarities and Differences, Think/Pair and Shares, Think Alouds, and Graphic Representations. These are research-based strategies that not only help ELL students, but also encourage differentiation for all student groups. Differentiation training by Cross and Joftus also helped teachers tap into the modalities of all learners. Fenton Avenue Charter School also trained all staff with ELD strategies using DataWorks Educational Research's Explicit Direct Instruction for English Learners, which specifically addresses the needs of English learners and provides strategies that are research based.
- **Special Education – Addition of Intensive Learning Center and Staff:** With the increase in special needs students (over 13%), FACS hired a fourth resource teacher and formed an Intensive Learning Center to meet the needs of the students and community.
- **Special Education – Awarded Program Development Grant for Behavioral Needs:** In 2015, FACS submitted and was awarded a program development grant, Behavioral, Emotional, & Social Training ("BEST") for a Shared Moderate-Severe Special Education program through Option 3 in an effort to better meet the needs of this subgroup (our special needs students) with behavioral struggles. Selected students have been selected (based on level of need) to receive an intensive program that includes:
 - *Social Skills Instruction-* Each student will receive small group instruction each week focused on specific social skills issues. Students practiced social motivation, social communication, social interpretation (reading social cues, body language), modeling, role-plays, and practiced on these skills in a small group setting. Programs include Skill Streaming, Social Thinking, and SMART Guidance.
 - *Individual/group counseling-*focused on specific issues to each child. Programs may include Skill Streaming, Social Thinking, and SMART Guidance.
 - *Self-regulation instruction-*direct instruction for students on recognizing triggers (things upsetting them), their body reactions, strategies for calming/coping themselves, how and when to apply these strategies. Small group work for students on working cooperatively with peers. Classroom support provided for an entire classroom using the ALERT program, (1 x per week, 7-week program). Parent component on what is self-regulation and how to support students at home. Programs to be used include ALERT, Challenge, Skill Streaming, and SMART Guidance.
 - *Intensive behavioral support through a team approach-*each student has a team of professionals working with them. Meetings are held weekly to discuss progress, make adjustments to programs, and update providers. Teachers of these students will receive consultation, training, and meet with the team 1-2 times per month to share in planning and progress monitoring. Data collection will be conducted by school psychologist, SPED staff, and assistants.
 - *Support Staff trained in ABA and PBIS strategies-*Aides participate in a full day training on ABA strategies and data collection from an outside agency

specializing in behavioral support in homes and schools. In Vivo follow up will now occur over a 4-5-week period to assist aides more individually in implementing the program developed for each child in the school environment. If the team determines more training is necessary, additional hours will be secured from STAR: ERA*ED.

- *Strong home-school collaboration*-A parent component has been developed to include up to five trainings for parents throughout the year. The workshops will focus on various topics relating to positive behavioral interventions, implementing behavior plans, self-regulation strategies, social emotional development, and other topics to support students and parents.
 - *Staff training*-All staff will be provided trainings on various topics such as positive behavioral interventions, implementing behavior plans, self-regulation strategies, social emotional development, and other various topics to support students.
- **English Language Development Supplemental Intervention Program – Rosetta Stone Foundations K-12 Pilot:** In 2016, students at CELDT Level 1 and 2 were selected to participate in an English Language Development (ELD) intervention program, Rosetta Stone Foundations K-12. Rosetta Stone K-12 is a research-based online program that promotes fluency in English and can be used in school and at home. Students and parents were trained on the use of the online program and 50+ licenses were provided for use at school and home. Targeted students were pulled-out for intervention in the computer lab over a four-week period. Parents were invited to a night meeting and were provided with training, a take-home instruction guide, their child’s login information, instructions for downloading the mobile app and accessing the program online. All parents participated in a lab session that simulated the intervention lessons their children will use. Teachers were trained on the use of Rosetta Stone Foundations K-12 in the classroom.
 - **Charter School of the Year:** In 2013, the California Charter Schools Association (“CCSA”) recognized Fenton Avenue Charter School with the “Hart Vision Charter School of the Year Award.” The Charter School’s three-year weighted API score is 809. The Charter School's emphasis on science and technology was enhanced in 2014 with the addition of three computer labs and a technology teacher. FACS maintains a thriving Gifted and Talented Education program which serves the predominately at-risk population.

FACS Accomplishments

Seven specific goals are identified for charter schools in the Legislative intent for the Charter Schools Act. Each goal is identified on the following pages. The accomplishments of Fenton Avenue Charter School from conversion to the present are listed under each goal.

1. Improve pupil learning:

- Consistent school-wide emphasis on state standards and alignment of all resources are reflected by the following:
 - Curriculum that is based on the Common Core State Standards
 - Instructional practices based on research and which are continuously refined

- Assessment practices that utilize research-based evaluation
- Grading procedures aligned to standards
- Instructional strategies based on research and consistently implemented across all grade levels
- Professional development activities determined by results of student assessment and aligned to Fenton Avenue Charter School's mission.
- Data-driven instruction
- Expanded technology tools are available for both students and teachers:
 - Over 400 computers networked throughout the FACS campus provide daily access to Internet-based software applications as well as other relevant, standards-aligned programs
 - Laptop computers on loan to all FACS teachers, connected to
 - Ultra-short throw interactive projectors sit above a 4'X8' whiteboard mounted in the front of the classroom.
 - Two Infrared microphones per classroom. Infrared is a line-of-sight technology, so teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms.
 - The pendant transmitter units work interchangeably with other. This allows teachers to take their transmitter from one classroom to another for team teaching.
 - Elmo units with HDMI output for higher resolution and greater clarity have been installed.
 - All new equipment is housed on a metal Luxor AV mobile cart. Teachers can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.
- Greater consistency in science, math and technology instruction with a focus on Common Core State Standards and Next Generation Science Standards ("NGSS") through the implementation of the following:
 - Upper Grade Science Specialist: Upper Grade Science Specialist for fifth grade
 - A Technology Integration Specialist provides instruction for grades 3 – 5
 - Implementation of Ironbox Multiplication Fluency Program in 2016:

Fluency in computation and knowledge of math facts are part of the NCTM Math Standards. As the explanation of the Number and Operations Standard states, "Knowing basic number combinations—the single-digit addition and multiplication pairs and their counterparts for subtraction and division—is essential. Equally essential is computational fluency—having and using efficient and accurate methods for computing (NCTM, 2003, p. 32)
- Students are held to high standards as reflected by consistent, clearly articulated, school-wide expectations:
 - *Homework Policy, Technology Code of Ethics, Textbook Agreement and Student Responsibility Code* are components of the *Home-school agreement* (and

have been developed and are revised yearly by the School-Community Relations Council)

- Regular communication with parents by the Charter School staff:
 - Parent Orientation meetings conducted at the beginning of every school year for all grade levels;
 - Twice yearly parent conferences to review student progress;
 - Common Core State Standards-based progress reports;
 - Periodic progress reports to report student progress toward mastery of CCSS;
 - Quarterly student awards assemblies to recognize positive citizenship aligned with
 - PBIS, achievement, work habits and attendance;
 - School website to communicate current school events, progress, activities and State and Federal events that impact the Charter School
 - Ironbox Multiplication Fluency
- Increased the level of parent participation and enhancing parenting skills to nurture and support student achievement continue to be emphasized:
 - Parent education classes are scheduled in the Fenton Family Center;
 - Partnerships with local community agencies
- Increased articulation within grade level teams and across grade levels:
 - Lead Teachers, who act as teacher leaders within the Charter School, are nominated and elected by their peers and approved by the FCPS Board of Directors;
 - Grade level meetings are scheduled during the regular day while students participate in a psychomotor program
- 2. **Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:**
 - Class size maintained at an average of twenty-four in third, fourth and fifth grades.
 - Upper-Grade Science Specialist instructs fifth grade students bi-weekly following the California State Science Content Standards, as they transition to the NGSS
 - Technology Integration Specialist instructs third, fourth and fifth grade students bi-weekly on a rotating schedule, following the Common Core State Standards
 - Visual and Performing Arts Program:
 - **Visual Arts:** Visual Arts is taught by the general education teacher weekly, aligning lessons to the California State Content Standards for the Visual and Performing Arts.
 - **Music Program:** A part-time music teacher provides weekly music instruction for all FACS students.
All third, fourth and fifth grade students learn to play a beginning wind instrument (recorder) and learn to read music.

Upper grade chorus is instructed weekly.

- Student and Parent Volunteer Program:
 - Former FACS students who are now in middle school and high school volunteer in classrooms to earn service hours.
 - Parents are encouraged to volunteer in the Family Center, classrooms and on field trips, but volunteering is not required
- Field Trips:
 - Community walking field trips to the library promote literacy and collaboration with FPC.
 - Walking field trips to FPC for 5th grade/kindergarten Study Buddy partnership.

3. Encourage the use of different and innovative teaching methods:

- All computers connected to the Charter School's network provide access to standards-aligned software as well as a DS3 line for Internet access.
- All classrooms and offices have *Voice Over Internet Protocol* ("VOIP") telephones with voice mail, and each room and office is connected to a school-wide intercom system.
- The Charter School's website is maintained by the FACS Director.
- FACS teachers have designed their own websites, which are linked to www.fentoncharter.net. Students and parents receive homework and Charter School updates through these sites.
- To support the continuous improvement and enhanced effectiveness, speed and efficiency of Fenton Avenue Charter School's infrastructure, since 1999, E-Rate projects totaling \$5,931,033.08 have been requested and granted by the Schools and Libraries Division, the Universal Service Administrative Company (USAC). USAC is an independent, not-for-profit corporation designated by the Federal Communications Commission (FCC) as the administrator of universal service for education.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:

- Teachers participate in local, state and national conferences, workshops, and seminars.
- All teachers are members of one of four advisory councils.
- Lead Teachers act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed. A yearly stipend of \$5,000 for each selected teacher recognizes the additional work and responsibility of the position.

- Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system. Student achievement data provides additional insight into teacher effectiveness and an earned increase-performance-based pay structure is utilized as one component within the revised teacher evaluation process.

5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

- Parent Orientation Meetings are held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students:
 - Standards brochures created for each grade level (English and Spanish) which outline Common Core State Standards in language arts and mathematics; California State standards in science and history/social science
 - The Home-school agreement clearly delineates the responsibilities of the home and the responsibilities of the Charter School
- Parent education opportunities through the Fenton Family Center and Special Education team.
- School-Community Relations Council evening meetings are held twice yearly to discuss future school plans and events.
- Middle school options and contact information for local charter middle schools, LAUSD Magnet programs and area middle schools are provided on the Fenton Charter Public Schools' website.

6. Hold the Charter School accountable for meeting measurable student outcomes, and provide the Charter School with a method to change from rule-based to performance-based accountability systems:

API Comparison:
FACS Outperformed LAUSD Similar Schools and the Resident Schools
Source: CSD Data Set (CDE)

	2013 Growth API
Fenton Avenue Charter School	808
LAUSD Similar Schools from CDE Median (CSD data set)	771
Resident Schools Median (CSD data set)	793

- LAUSD Similar Schools from CDE:

Academia Moderna
Aldama Elementary
Aragon Avenue Elementary
Brainard Elementary
Camino Nuevo Elementary No. 3
City Terrace Elementary
Eastman Avenue Elementary
Fullbright Avenue Elementary
Hawaiian Avenue Elementary
Hope Street Elementary
Huntington Park Elementary
Marvin Elementary
Meyler Street Elementary
Rowan Avenue Elementary
Stanford Avenue Elementary
Valerio Street Elementary

- Resident Schools Median (per LAUSD)

Sara Coughlin Elementary
Pacoima Charter Elementary
Hillery T. Broadous Elementary
Vaughn Next Century Learning Center
Brainard Elementary
Sylmar Leadership Academy
Herrick Avenue Elementary
Montague Charter Academy
Gridley Street Elementary
Sylmar Elementary
Morningside Elementary
Harding Street Elementary

- Received full six-year Western Association of Schools and Colleges (“WASC”) accreditation in 2015-2016.

7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools:

- Fenton Avenue Charter School continues to attract a large number of students from the local area.

Academic Performance Data

Title I

Fenton Avenue Charter School has participated in a “schoolwide” Title I program since 1993. Prior to 1993, Fenton Avenue Elementary was a “targeted assistance” Title I school. As a recognized “Provision 2” school for the federal free and reduced meals program, 85% of Fenton Avenue Charter School students qualify for the federal program.

As we enter the second charter renewal for Fenton Avenue Charter School as a Fenton Charter Public School, we enter a new era of school finance and accountability. The Local Control Funding Formula (“LCFF”), the Local Control and Accountability Plan (“LCAP”), Common Core State Standards, and the California Assessment of Student Performance and Progress (“CAASPP”) student assessments present new challenges for FACS. It is important for us to reflect and build upon all that has been accomplished during the last charter term, as we implement new reforms and programs implementation.

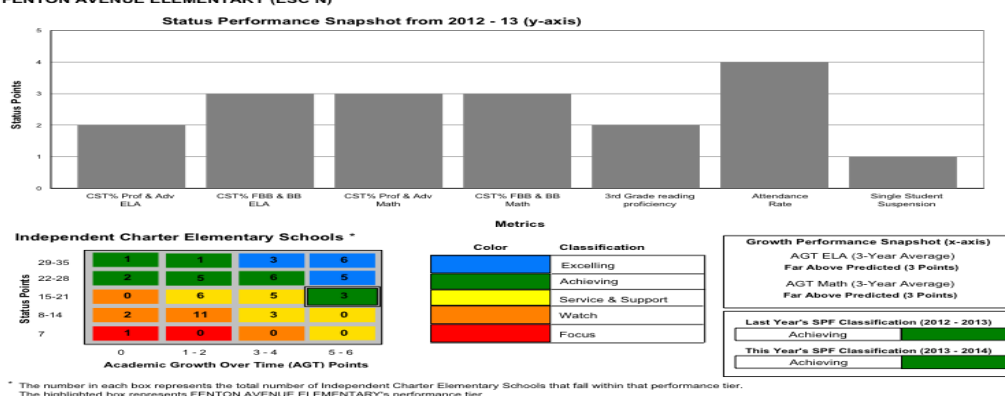
School Performance Framework

The LAUSD School Performance Framework (“SPF”) evaluates a school’s performance through student achievement over time. A school is classified under one of the following tiers: Focus; Watch; Service and Support; Achieving; and Excelling. Fenton Avenue Charter School’s Growth Performance Snapshot is “Far Above Predicted” in both ELA and Math for the 2013-2014 school year, which has earned the Charter School a ranking of “Achieving.”

The figures below contain student achievement at FACS for 2012-2013:

School Performance Framework

FENTON AVENUE ELEMENTARY (ESC N)



Academic Performance Index - Past Performance

At the onset of California's Accountability System in 1999, FACS's base API was 473. Since then, there has been consistent and steady growth in our API score with the exception of a 19-point drop in 2004-05. Analysis of the data indicates that Fenton Avenue Charter School realized a growth of 45 points from 2010-2013, with each significant student subgroup showing growth of over 40 points. Fenton Avenue Charter School has monitored academic progress, gathering evidence from assessments and using that evidence to inform instructional decisions for all subgroups. Analysis of the data indicates this is reflected in the API data. Fenton Avenue Charter School has a 3-Year Average API of 809 and a Similar Schools ranking of 8 in 2013. English Learners will continue to be the significant subgroup that will require targeted intervention. With the release of the 2015 CAASPP results, FACS again outperformed neighboring schools with similar demographics in ELA, Math and Science. Based on our specific record of performance, FACS has and will continue to meet the needs of the community it serves.

Fenton Avenue Charter School 3-Year Average API of 809

**Please note: the grade span for FACS changed from grades 2-5 in 2012 to grades 3-5 in 2013, therefore all data in 2012-2013 reflects grades 3-5 only.*

API SCORE	ACADEMIC PERFORMANCE INDEX DATA BY SIGNIFICANT STUDENT GROUP			
	Schoolwide	Hispanic	Socioeconomic Disadvantaged	English Learners
3-Year Average API	809	808	809	795
2012-2013 (Grades 3-5)	808	808	806	794
2011-2012 (Grades 2-5)	815	813	815	802
2010-2011 (Grades 2-5)	804	802	804	790

Fenton Avenue Charter School attained its API growth target in two of the three years both schoolwide and for all groups of pupils served by the Charter School.

API GROWTH TARGET	API DATA BY SIGNIFICANT STUDENT GROUP						
	Schoolwide	Hispanic		Socioeconomic Disadvantaged		English Learners	
	Growth	Growth	Met	Growth	Met	Growth	Met
2012-2013 (Grades 3-5)	-7	Yes	Yes	-9	Yes	-9	No
2011-2012 (Grades 2-5)	10	10	Yes	10	Yes	12	Yes
2010-2011 (Grades 2-5)	42	42	Yes	42	Yes	40	Yes

Fenton Avenue Charter School ranked in deciles 5 and 10, inclusive, on the prior year API.

SIMILAR SCHOOL RANKING	API DATA	
	School Ranking	Similar School Ranking
2012-2013 (Grades 3-5)	5	8
2011-2012 (Grades 2-5)	5	10
2010-2011 (Grades 2-5)	5	9

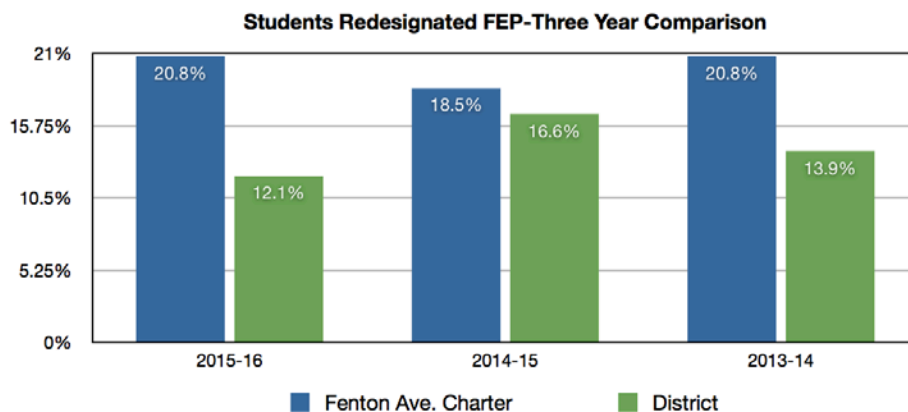
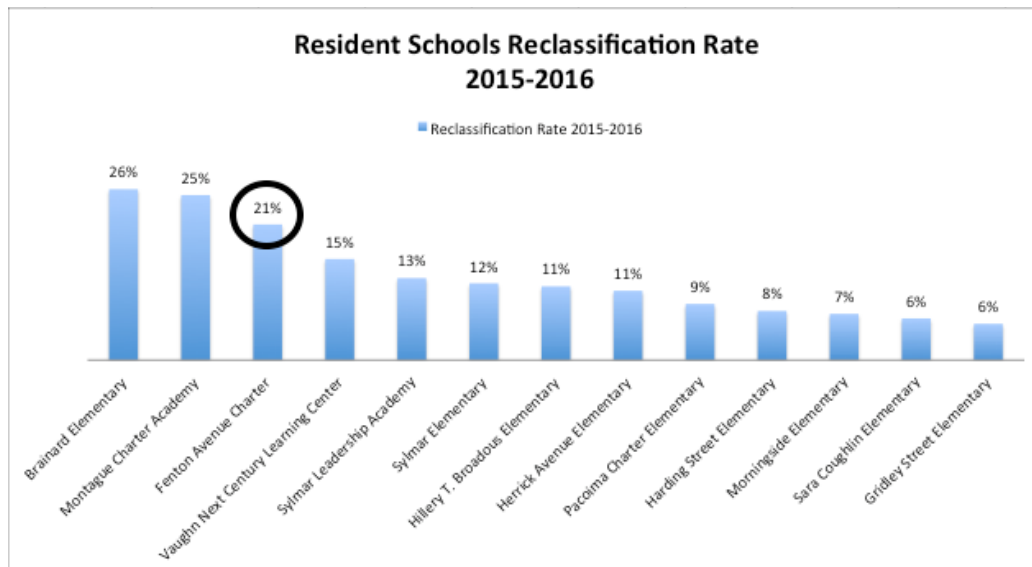
CELDT Results

**Please note: the grade span for FACS changed from grades 2-5 in 2012 to grades 3-5 in 2013, therefore all data in 2012-2013 reflects grades 3-5 only.*

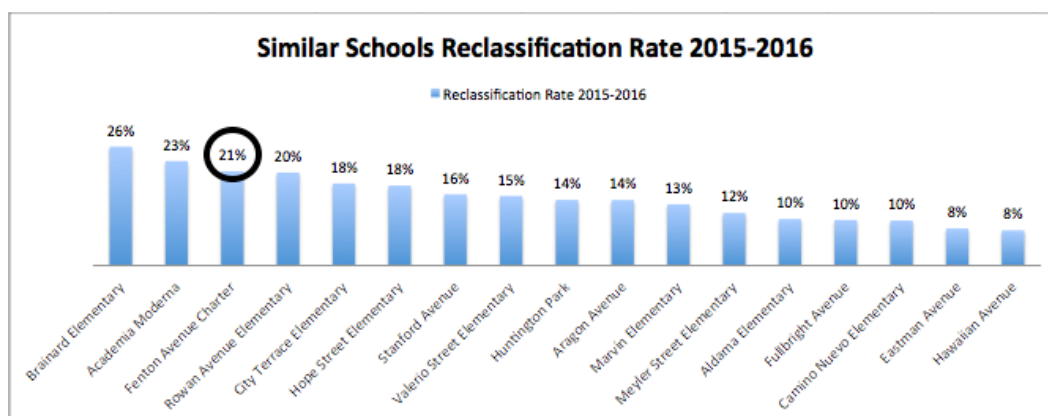
The success of the FACS English Learner Master Plan to increase achievement for EL students is evident in the AYP growth among the English learner subgroup. Analysis of the data reveals that FACS has shown a steady increase in EL student achievement as measured by Annual Measurable Achievement Objective (“AMAO”) Reports. AMAO 2-Percentage of ELs Attaining the English Proficient Level on the CELDT (Less than 5 Years Cohort) and AMAO 2 (5 Years or More Cohort) targets were met during the 2014-15, 2012-13, 2011-2012 and 2010-2011 school years. AMAO 1 was not met. AMAO 3 was met during the 2014-15 and 2010-11 school year.

FACS had an English learner reclassification rate of 18.5% in 2013 and 20.8% in 2014. This is higher than the reclassification rate for most Similar and Resident Schools and the District. As stipulated in the FACS charter petition, the Charter School’s English learner reclassification rate will meet or exceed the District’s reclassification rate for the majority of years of the charter renewal petition.

Students Redesignated FEP - Resident Schools 2015-2016 (LAUSD Data Set)



Students Redesignated FEP - Similar Schools 2015-2016 (LAUSD Data Set)



Fenton Avenue Charter RECLASSIFICATION OF ENGLISH LEARNERS

2015-16	2014-15 # EL	2015-16 # Reclassified	2015-16 Reclassification Rate
Fenton Avenue Charter	231	48	20.8%
LAUSD Similar Schools from CDE Median	239	36	14.5%
Resident Schools Median	238	25	0
District	164,349	19,952	12.1%

LAUSD Charter Schools Division Oversight Review Visits: FACS has consistently received the highest marks possible (4 - Accomplished) in the areas of Governance and Organizational Management and Operations. We have received scores of 4 (Accomplished) and 3 (Proficient) in Student Achievement. CSD consistently provides us with favorable reviews of our explicit direct instruction, use of graphic representation, student writing, the use of academic language, classroom environment, and our special education program.

	Governance	Finance	Academics	Organizational Management and Operations
2013 - 2014	4	3	3	4
2014 - 2015	4	3	4	4
2015 - 2016	4	3	3	4

2014-2015 – First CAASPP Results - District Schools & FACS

Fenton Avenue Charter School has a strategic plan to improve student achievement. Assembly Bill (“AB”) 484 was signed into California law on October 2, 2013. AB 484 establishes California's new student assessment system, now known as the California Assessment of Student Performance and Progress. The first CAASPP scores were released in September 2015, with FACS outperforming the majority of the 13 resident schools in both ELA and Mathematics when measuring the percentage of students that “Met or Exceeded” the standard schoolwide and when comparing the English Learners subgroup to resident schools. FACS Students with Disabilities (SWD) significantly outperformed our resident schools in ELA and Mathematics.

Although the Charter School outperformed the majority of its Resident Schools, FACS is not satisfied with the results, and is compelled to improve student achievement as measured by the CAASPP. Fenton Avenue Charter School has contracted with Northwest Evaluation Association (“NWEA”) and will begin implementation of the Measures of Academic Progress (“MAP”) online assessments in the fall of 2015. This will provide additional data for the purposes of planning instruction and monitoring student growth over time.

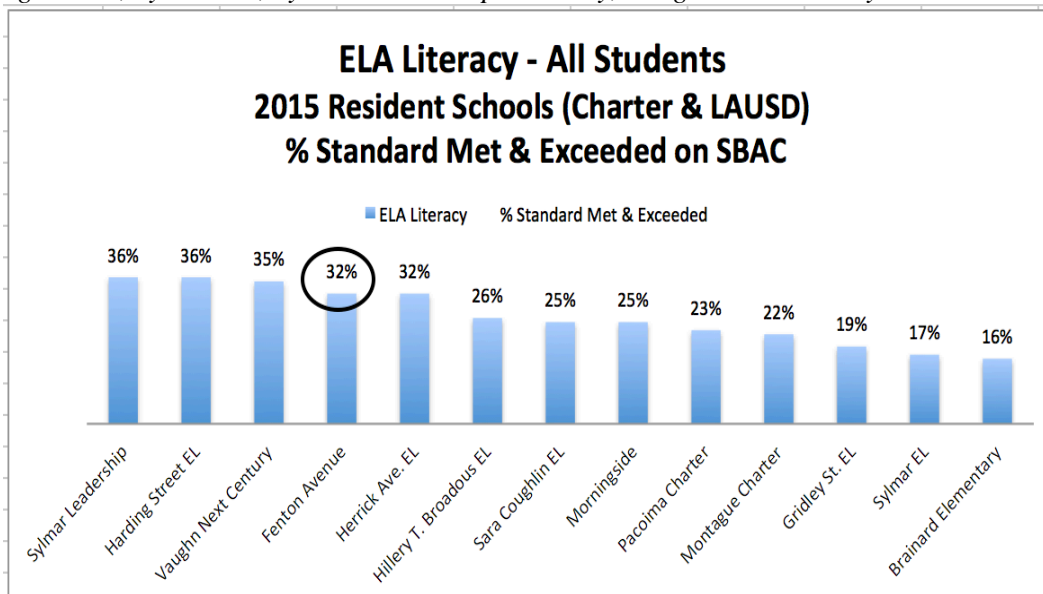
The data below compares the science scores of the District and FACS for three years, as well as the ELA and math scores of FACS compared to Resident schools: *Brainard Elementary, Gridley St. EL, Harding Street EL, Herrick Ave. EL, Hillery T. Broadous EL, Montague Charter*

Academy, Morningside Elementary, Pacoima Charter, Sara Coughlin EL, Sylmar EL, Sylmar Leadership Academy, Vaughn Next Century EL. We will continue to focus on where we can improve in terms of professional development and look for ways to help our students master the standards as they progress toward mastery of the standards and College and Career Readiness.

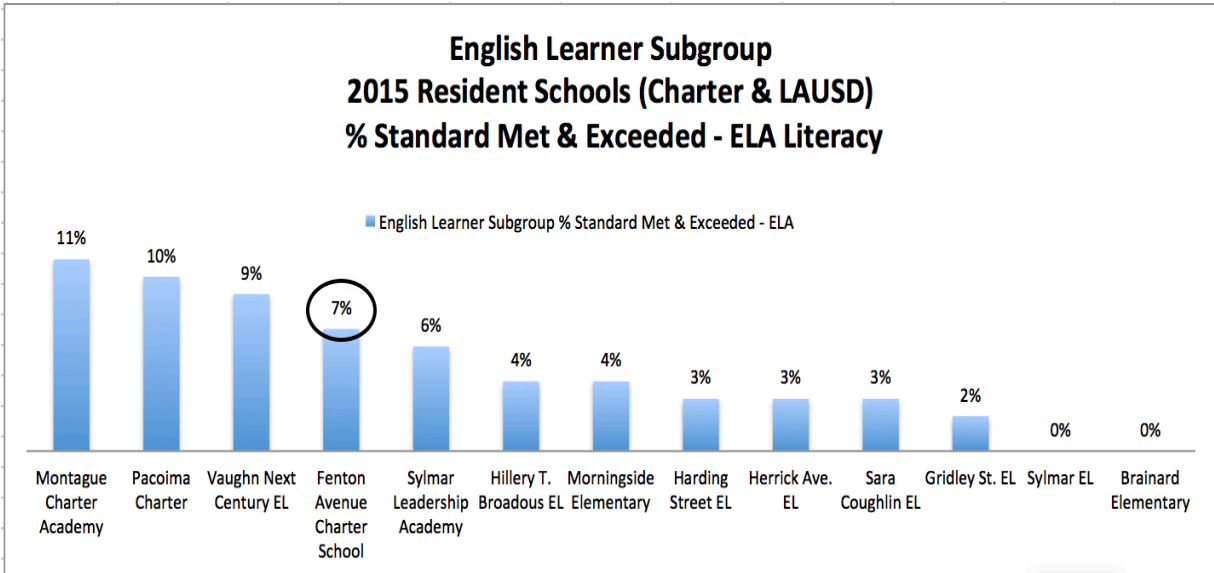
**Similar Schools ELA CAASPP 2015 Achievement Data – All Students
FACS and 12 LAUSD Resident Schools:**

Source: <http://caaspp.cde.ca.gov>

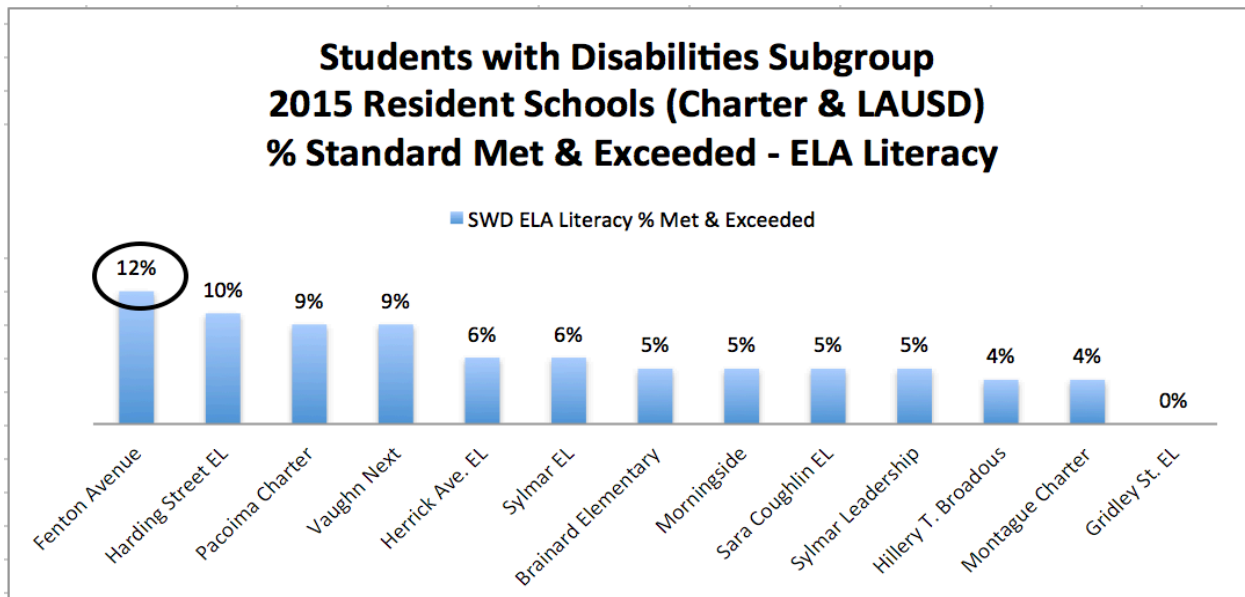
Brainard Elementary, Fenton Avenue Charter School, Gridley St. EL, Harding Street EL, Herrick Ave. EL, Hillery T. Broadous EL, Montague Charter Academy, Morningside Elementary, Pacoima Charter, Sara Coughlin EL, Sylmar EL, Sylmar Leadership Academy, Vaughn Next Century EL



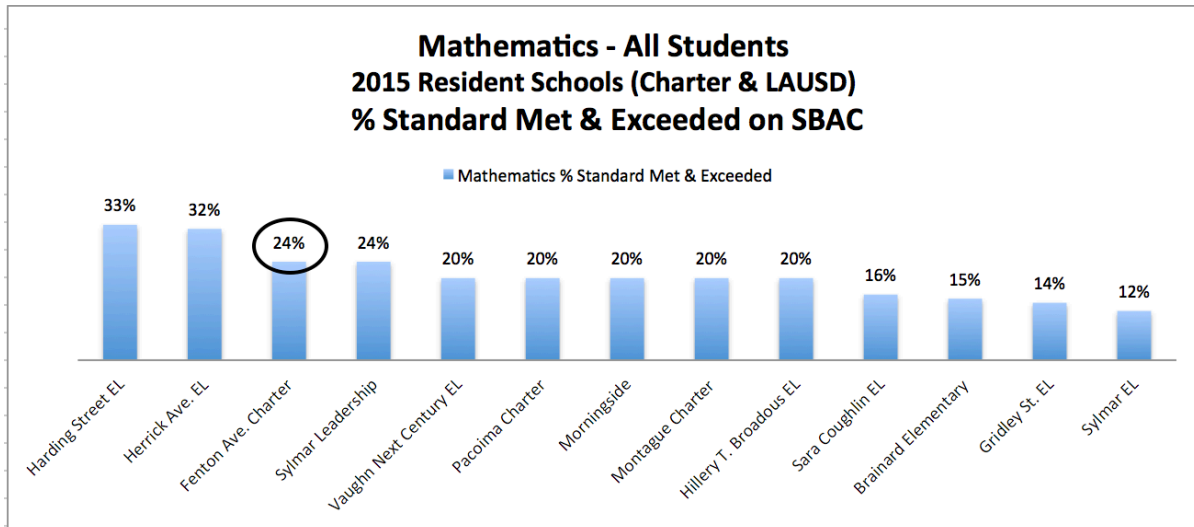
**ELA CAASPP 2015 Achievement Data - English Learner Subgroup
FACS and 12 LAUSD Resident Schools**



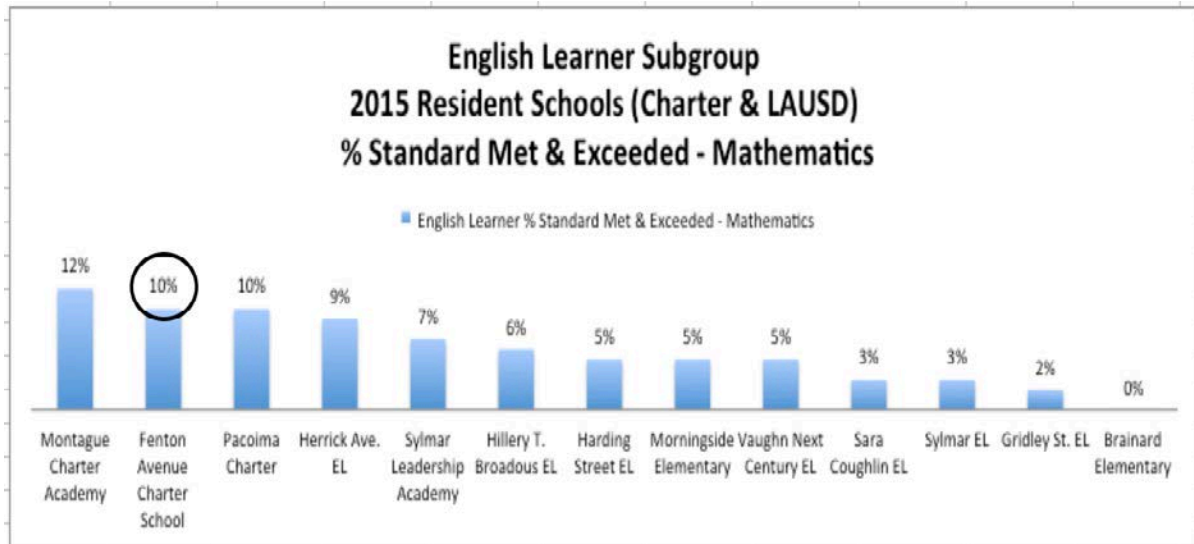
**ELA CAASPP 2015 Achievement Data - Students with Disabilities
FACS and 13 LAUSD Resident Schools**



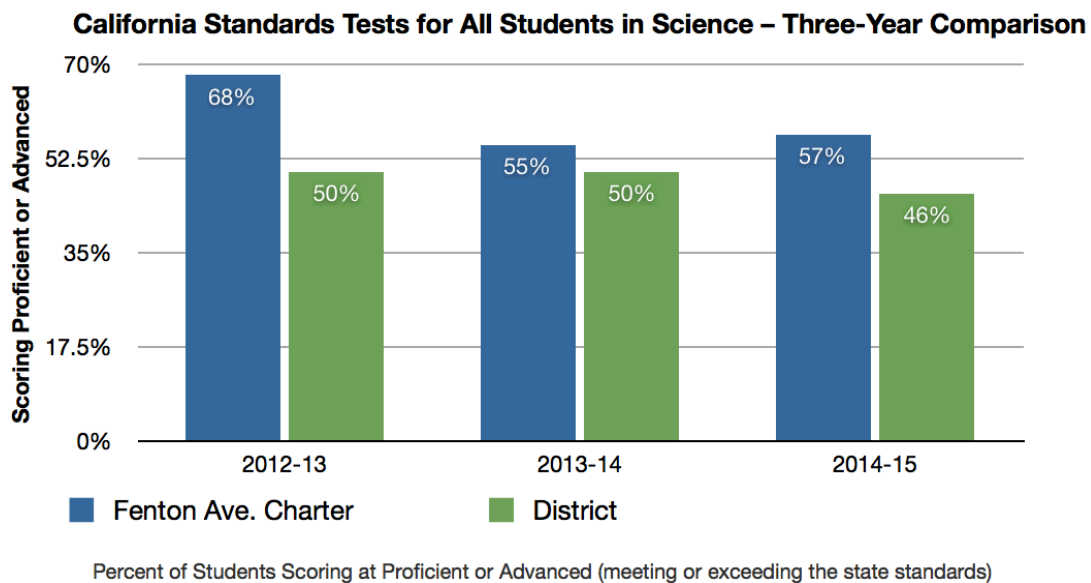
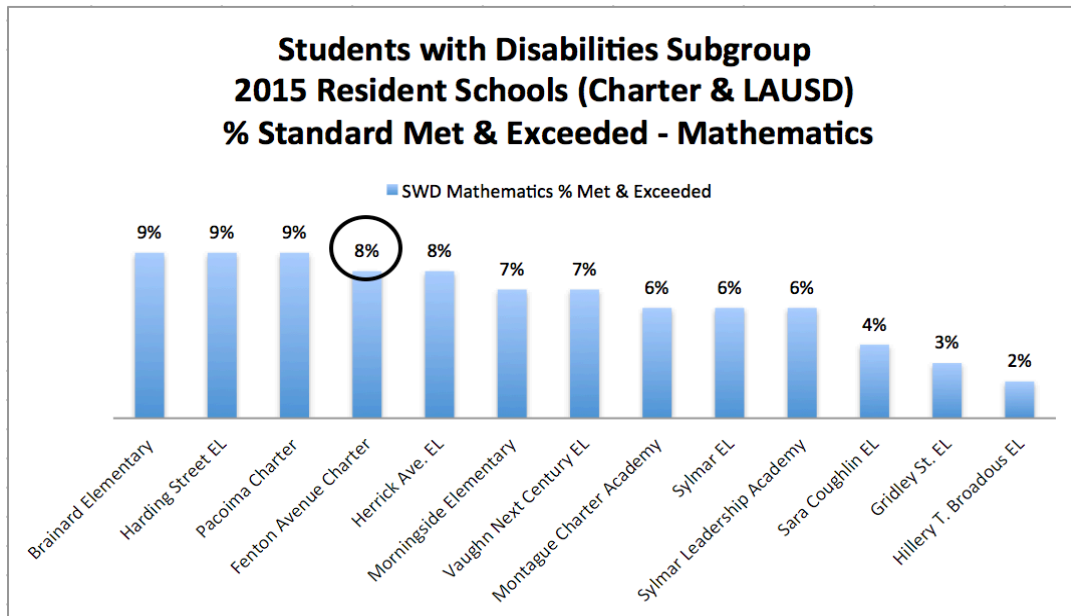
**Mathematics CAASPP 2015 Achievement Data – All Students
FACS and 12 LAUSD Resident Schools:**



Mathematics CAASPP 2015 Achievement Data – English Learner Subgroup
FACS and 12 LAUSD Resident Schools:



Mathematics CAASPP 2015 Achievement Data – Students with Disabilities Subgroup
FACS and 12 LAUSD Resident Schools:



Internal Academic Performance

Method of Measurement:

Student achievement data will be collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The percentage of students who score at Standard Exceeded or Standard Met on the *CAASPP* in language arts and mathematics will increase for the majority of the years covered by this charter term.

With the passage of Assembly Bill 484, Fenton Avenue Charter School monitors academic progress, gathering evidence from formative, summative and periodic assessments and using that evidence to inform instructional decisions for all subgroups. Both formative and summative assessments are used in the classroom. With the implementation of CCSS, FACS is collaborating to reexamine current assessing practices and has selected CCSS aligned assessment tools to guide instruction. FACS uses NWEA® MAP and publisher's benchmark assessments to track progress of subgroups, grade levels and classrooms and then identify those in need of support. State assessment data will be used to identify needs and target professional development along with data from the Charter School's database, Illuminate Student Information™, and iStation Online Intervention program. With CCSS in mind, FACS focuses on assessing content, practices and skills. Student data is monitored on Illuminate so progress and results can be analyzed for effectiveness. Collaboration and data dialogue are a focus as FACS monitors the academic progress of all students.

Progress and Monitoring of Subgroups:

- Illuminate Data & Assessment™ and NWEA® MAP Assessments allow FACS to monitor subgroups for every core content area. Illuminate allows the Charter School to monitor student progress daily in all content areas via assessment subgroup reports, which are available to all teachers. iStation Online Intervention allows FACS to monitor progress based on the tiers of intervention and adjust instruction accordingly. In 2014, internal data was analyzed after 12 weeks of instruction and students in the subgroups that require targeted intervention (Socioeconomically Disadvantaged and English Learner) were progressing.
- Students are monitored academically in multiple ways using formative, interim/benchmark and summative assessments. NWEA MAP, *Benchmark Advance* ELA/ELD and *My Math* mathematics assessment results are available on the Charter School's Illuminate database and monitored by the teachers and administration. When a need for intervention is identified, teachers can request a Coordination of Services Team ("COST") meeting. Students who struggle with meeting the expected goals, consistently not meeting standards, or entering school significantly below as other students in the same grade level are reviewed individually using COST meetings. These meetings are held 2-3 times a year, or as necessary, to support struggling students. The team will provide additional strategies and a timeline to follow-up. If there is a severe need, a Student Study Team ("SST") meeting is recommended to discuss student needs and address specific interventions that have been tried. The SST team meeting is held with the parent present to provide the team with additional information outside of the Charter School's academic focus. At SST meetings, Special Education and support staff participates to provide additional feedback. If a Special Education evaluation is necessary, a recommendation is made.

Assessments for All Subgroups:

- Since August 2015, FACS has been using the NWEA® MAP standardized and summative assessments online. This enables our teachers to make data-driven decisions to improve classroom instruction and it also allows our students to experience online assessments. Questions include innovative item types that require deeper thinking, such as selected response, including those with more than one correct answer, constructed response, and

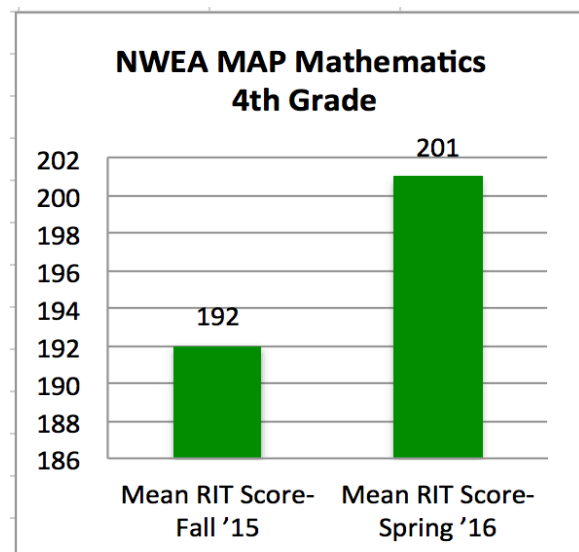
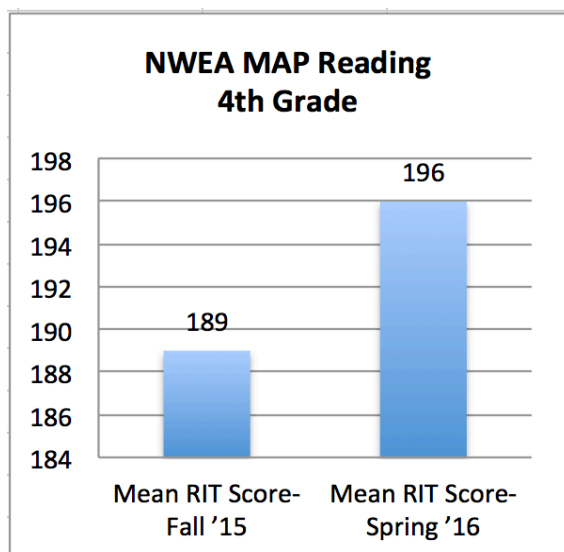
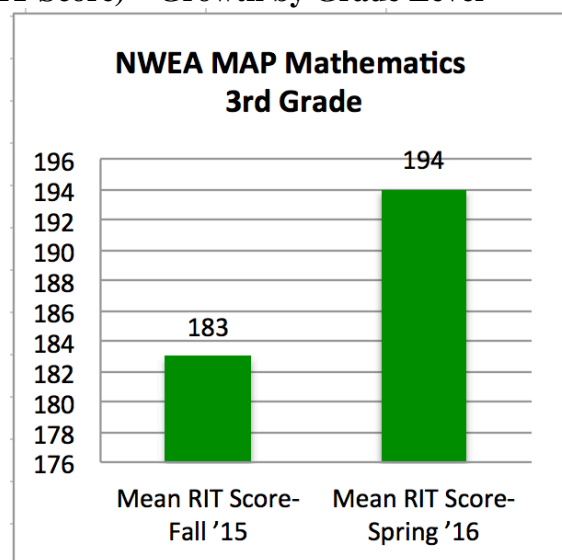
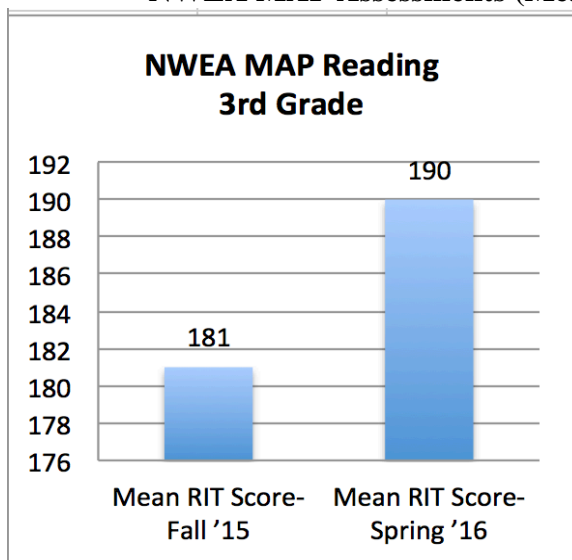
technology-enhanced items. Through Illuminate, FACS also has access to online Performance Tasks for ELA and math, aligned to CCSS.

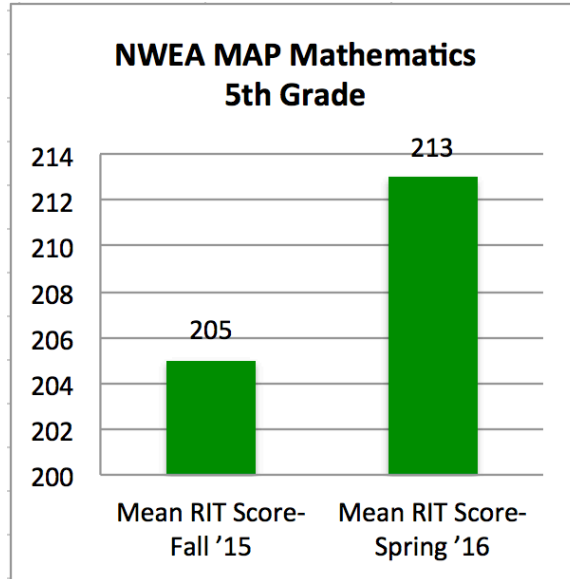
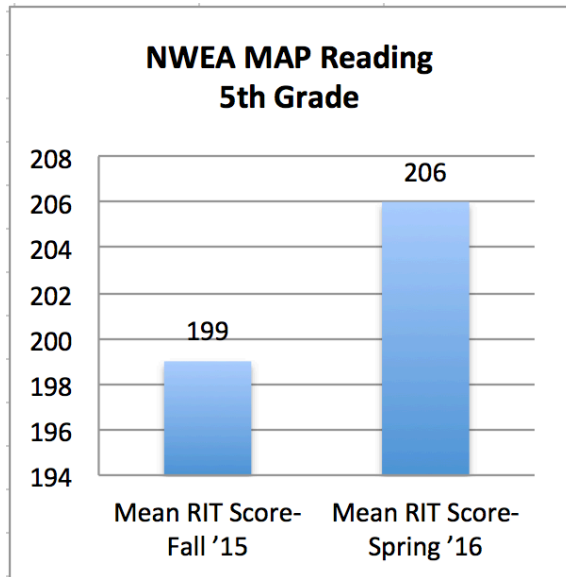
- FACS is adopting Benchmark Education, an ELA/ELD State adopted literacy program aligned to the CCSS in 2016. Prior to the adoption, FACS used bridge materials from the adopted publisher's item bank resources, which are aligned to the CCSS, to build appropriate assessments on Illuminate and supplementing with resources developed and gathered from professional development trainings and workshops.
- FACS will continue to use formative assessment for immediate instructional decisions, CCSS beginning and end-of-the-year standards based benchmark assessments to measure growth over time for language arts and mathematics. FACS is using the NWEA® MAP CCSS aligned beginning-of-year ("BOY"), end-of-year ("EOY"), and benchmark online assessments to measure growth over time.
- FACS will continuously monitor progress to identify students in need of intervention.
- FACS will continue to use alternative assessments such as the iStation Online Reading Intervention Program and the English Language Development Retell Assessment.
- FACS will continue to follow all state required assessments and analyze results to monitor the progress of all subgroups.
- Publishers' tests will be used to determine consistent and continuous student progress toward state content standards. Assessments will be conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.
- Teacher-developed assessments will contribute additional information to measure student progress. Anecdotal records and observation will provide the personalized, 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), teacher-designed assessments and rubrics aligned with the Content Standards of the State of California and the pacing schedules developed by the FACS staff members responsible for each of the above named curricular areas will determine levels of progress toward mastery of respective standards at each trimester reporting period used by FACS.
- Reports generated from ISIP™, iStation's Indicators of Progress, a sophisticated, web-delivered Computer Adaptive Testing ("CAT") system, provides Continuous Progress Monitoring ("CPM") by frequently assessing and reporting student ability in critical domains of reading throughout the academic years.

Internal Academic Performance

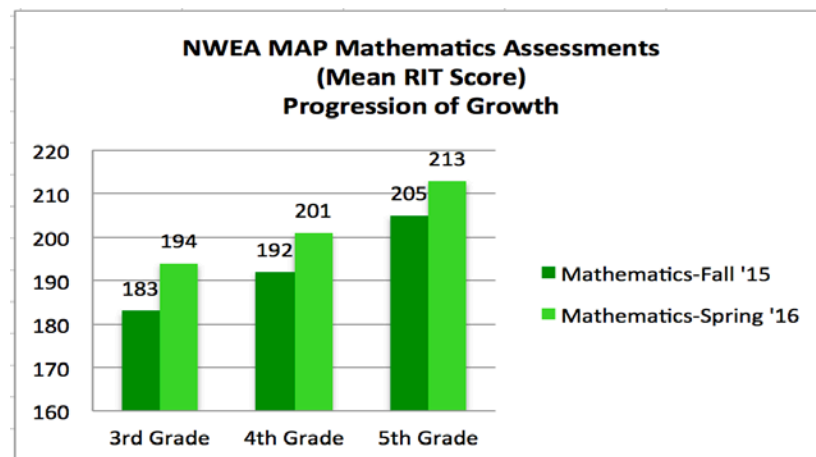
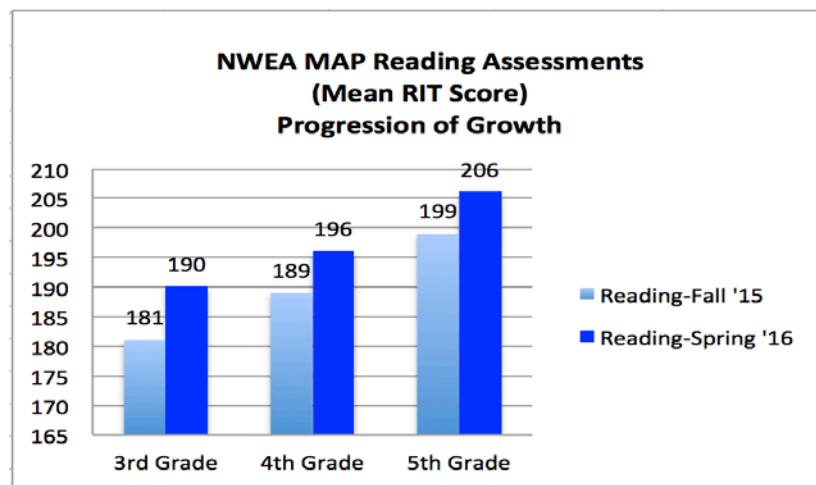
Local, or internal, assessments consist of weekly quizzes and informal monitoring of student progress. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress and to integrate intervention as necessary. In addition, Fenton Avenue Charter School conducts formal assessments at least three times a year to measure student progress. The assessments given three times a year are: Benchmark Advance, My Math benchmark/summative and NWEA Measures of Academic Progress® online assessments. Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth. A RIT score will vary from grade to grade as a student grows. The Charter School closely monitors student achievement data. The first year of NWEA MAP assessments shows growth across all grades in reading and math.

NWEA MAP Assessments (Mean RIT Score) – Growth by Grade Level





NWEA MAP Assessments (Mean RIT Score) – Progression of Growth

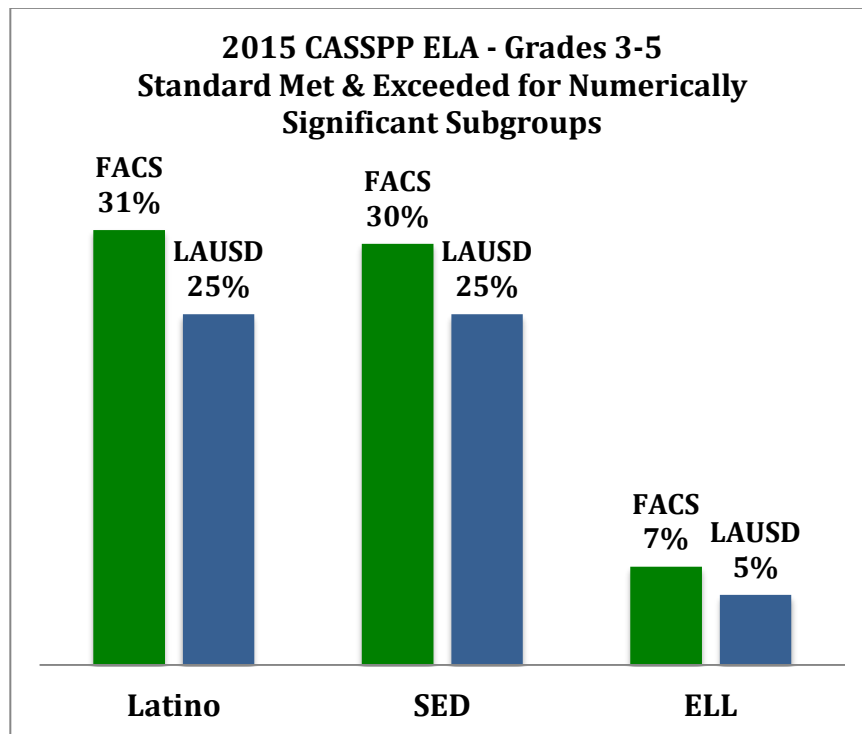


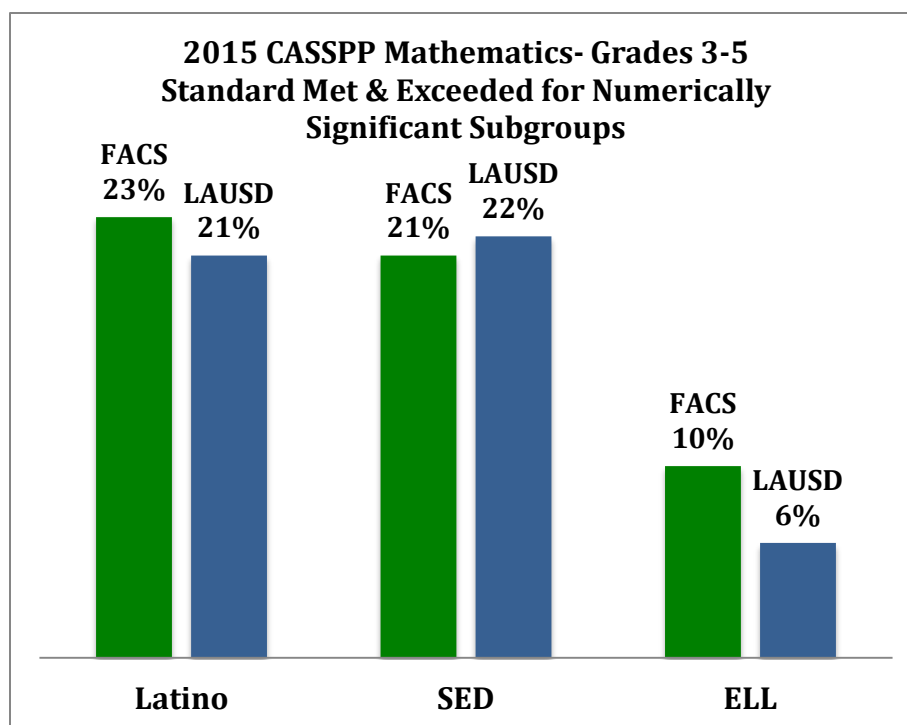
Intervention for All Subgroups:

Fenton Avenue Charter School provides a rigorous standards-based instructional program for students in third through fifth grade. Transitional kindergarten will join the grade-level span upon LAUSD Board approval. To ensure success for all students, the staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content of the Common Core State Standards and the intricacies of the English language. The instructional program of FACS consider the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The Charter School's instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress. Research suggests strategic instructional practices have increased student achievement among struggling readers, students of low socioeconomic status, racial minorities, and English Learners. A cohesive instructional program implements procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and instructional delivery based on outcomes of the intervention in place. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

CASSPP Scores for Numerically Significant Subgroups – ELA & Mathematics

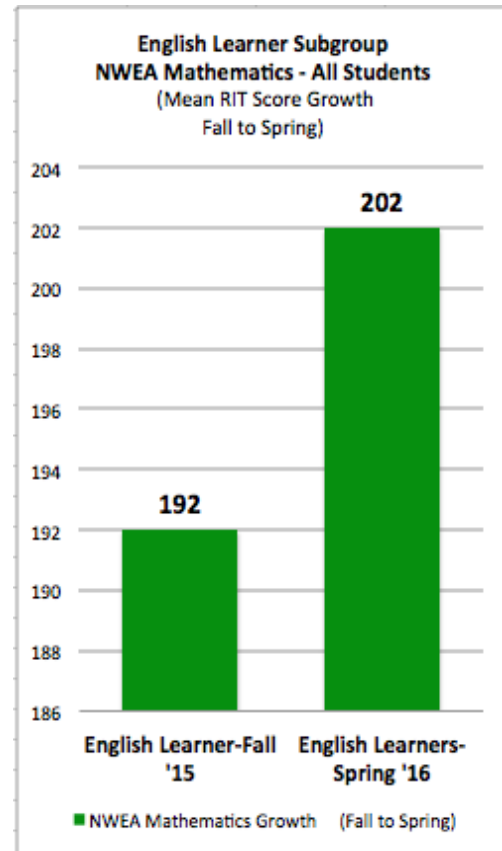
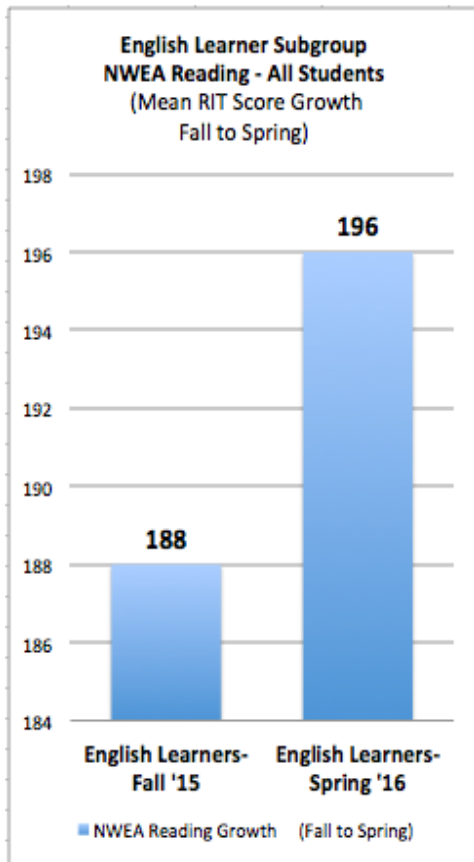
The following table illustrates the 2015 CASSPP Standard Met and Exceeded scores for Fenton Avenue Charter School's subgroups that are numerically significant: Latino students (**668** tested), Socio-economically disadvantaged (**620** tested), and English Language Learners (**181** tested). The table also compares those scores with the same subgroups in grades 3-5 for LAUSD.





Our numerically significant subgroups are not performing as well as the school as a whole, but all subgroups are outperforming their peers at the district level, except the SED subgroup in mathematics, which is 1% lower than the District. The following outlines the FACS intervention plan for increasing the number of students meeting or exceeding the standards on the CASSPP.

- With the implementation of the CAASPP and the Common Core State Standards, FACS has implemented the NWEA MAP online assessments. NWEA MAP Assessments measure students' progress in mathematics, reading, and language. Students will be assessed in the Fall and Spring.
- The Measures of Academic Progress® (MAP) creates a personalized assessment experience by adapting to each student's learning to precisely measure student progress and growth for each individual and each subgroup. Although English Learners underperformed on the 2015 CAASPP, internal data demonstrates this subgroup is showing growth in reading (+8) and mathematics (+10) when comparing MAP scores from the Fall 2015 administration to Spring 2016, as seen in the chart below:



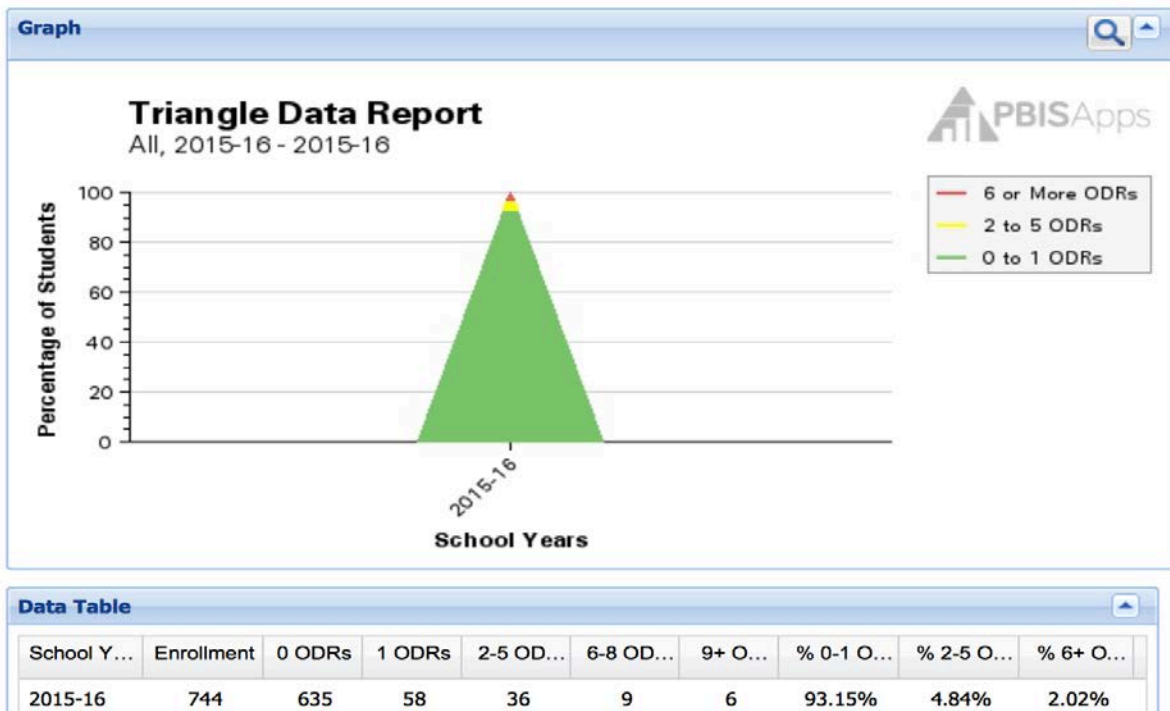
- FACS will implement a new state adopted ELA/ELD literacy curriculum, *Benchmark Advance*, to increase student achievement for our English language learners. Adopted by the state of California, this comprehensive program addresses the goals, context, and themes of the California Framework for ELA and ELD instruction, including Integrated and Designated ELD. *Benchmark Advance* was built specifically to meet California's unique challenges. One of the authors of *Benchmark Advance*, Silvia Dorta-Duque de Reyes, was part of the English Language Arts/English Language Development Curriculum Framework and Evaluation Criteria Committee (ELA/ELD CFCC), which developed the CA ELA/ELD Framework.
- FACS will continue to use formative assessment for immediate instructional decisions; CCSS beginning and end-of-the-year standards based benchmark assessments to measure growth over time for language arts and mathematics. FACS is using the NWEA® MAP CCSS aligned beginning-of-year (“BOY”), end-of-year (“EOY”), and benchmark online assessments to measure growth over time.
- FACS will continue to use alternative assessments such as the iStation Online Reading Intervention Program and the English Language Development Retell Assessment.

- Reports generated from ISIP™, iStation's Indicators of Progress, a sophisticated, web-delivered Computer Adaptive Testing ("CAT") system, provides Continuous Progress Monitoring ("CPM") by frequently assessing and reporting student ability in critical domains of reading throughout the academic years.

Intervention is driven by data and occurs primarily in the classroom through differentiated instruction. Grade levels collaborate and share resources and ideas for effective intervention. Teachers share aides, classrooms (departmentalized by content area – science and social studies, social-emotional program) and informally group students by need for specific content areas by grade level. FACS monitors and informs parents of student progress through the use of a Periodic Progress Report. This progress report informs parents of their child's progress toward meeting academic standards, as well as behavioral and social growth. Parents are notified of student progress through a Periodic Progress Report prior to receiving a formal Common Core State Standards Based Report Card. The Charter School will closely monitor student achievement data, targeting students and subgroups that require intervention.

Supplemental Data

Behavior Referrals: With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.



Key: ODR (Office Discipline Referral)
(Source: SWIS™ Data/Fenton Avenue Charter School)

In 2015-2016, 635 out of 744 students (88%) never needed to leave the classroom due to behavior concerns and 93.15% were referred for behavior support fewer than five times. The data shows that PBIS ensures students are demonstrating pro-social behavior with a sense of responsibility to their peers.

EXTRACURRICULAR ACTIVITIES*

Fenton Avenue Charter School funds three main extracurricular activities. The Fenton Chorus is a group of students selected and lead by a music instructor. The Fenton Chorus practices on Wednesday after school for 90 minutes. Fenton Avenue Charter School's LA's Best afterschool program allows 120 students to participate in organized extracurricular activities for 2.5 hours Monday through Friday.

FACS was also required to participate in Supplemental Education and Support ("SES") through the Program Improvement requirement in Elementary and Secondary Education Act ("ESEA"). Below is a graphic representation of the past three years:

2015-2016				
Grade	Chorus	LA's Best	SES Classes	TOTAL
3	11	40	23	74
4	13	40	19	72
5	18	40	0	58
TOTAL	42	120	42	220

Success of Innovative Features of the Education Program

Teacher Collaboration

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 big 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."

FCPS recognizes the critical role the teacher plays in determining a student's success or failure. Teachers of FACS will design learning experiences that are delivered in direct, whole group instruction, as well through individual and small group instruction, all implemented to meet the needs of our diverse student body. To ensure success for all students, the staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content and intricacies of the English language.

Our data demonstrates achievement on the CAASPP/CSTs and the progress of our ELD students, which exemplifies the impact our teachers have on our students and their learning. All Fenton Avenue Charter School staff collaborates to provide a "do whatever it takes" environment for all students. In order to provide an optimum learning environment, teachers must have time to collaborate. Grade levels meet to collaborate twice a week, special education providers have an

open door policy to allow teachers to discuss any needs or concerns and staff meetings are held weekly to ensure timely communication, provide professional development and allow for collaboration. The governance process at FACS also gives all teachers a “voice” and encourages feedback and input.

Common Core State Standards – New State Standards

Fenton Avenue Charter School has placed significant emphasis on the implementation of the Common Core State Standards. Lead teachers and teacher leaders reviewed, evaluated, and piloted a variety of state approved curriculums, which aligned with the Charter School’s vision and mission. Beginning in 2013, Fenton Avenue Charter School participated in grade level collaboration and numerous CCSS workshops through the California Department of Education, the LA County Office of Education and other trainers.

Targeted Instruction Proven to Increase Student Achievement

The instructional program of FACS considers the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The Charter School’s instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

1) Systematic Response

The Charter School will screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. FACS educators will universally screen all students during the first month of the school year utilizing NWEA MAP and publisher benchmarks in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

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

- FACS teachers and staff implement will implement data driven instructional practices to address the needs of the diverse learners. Examples include but are not limited to:
 - Coordination of Services Team. This team consists of at least one administrator and two general education teachers who will meet regularly to review formative and summative assessment data on students demonstrating deficiencies prior to an SST;
 - iStation’s Indicators of Progress, Computer Adaptive Testing that provides Continuous Progress Monitoring by frequently assessing and reporting student ability in critical domains of reading throughout the academic years;

- NWEA MAP CCSS aligned beginning-of-year, end-of-year, and benchmark online assessments to measure growth over time;

2) Time on Task

This refers to the amount of time FACS students will be engaged in a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

- Use of similarities and differences, think/pair shares, Thinking Maps, and metacognitive strategies will be core components of FACS instructional delivery.
- Increased articulation within grade level teams and across grade levels;
- Lead Teachers who act as teacher leaders, grade level chairs and mentor teachers are nominated and elected by their peers, and approved by the Board of Directors;
- Grade level meetings will be scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals;
- Professional development will be dedicated to effective teaching practices, progress monitoring, and tiered intervention to meet the needs of high achievers, students on grade level, students at risk, and the social emotional needs of all students;

3) Access to Resources

The autonomy and flexibility of FACS' charter school status has enabled the Charter School to provide its students with resources unique among most traditional public schools.

- A governance system involving all stakeholders (teachers, staff, parents and community) in the decision-making process;
- Students held to high standards as reflected by consistent, clearly articulated, school-wide expectations;
- Homework Policy, Technology Code of Ethics, Textbook Agreement and Student Responsibility Code are components of the Home-School Agreement (have been developed and revised yearly by the School-Community Relations Council)
- Social/emotional learning with a focus on state content standards through the implementation of the following:
 - **The Mutt-i-grees® Curriculum**
 - **PBIS**
- Upper Grade Science Specialist: A full-time certificated teacher for over 250 fifth grade students; instructional support for grades 3-4 (serves all 750 students);
- Technology Integration Specialist: A full-time certificated teacher whose sole focus is technology integration and mastery of the Common Core State Standards (serves all 750 students);
- Music Program: A full-time music instructor provides weekly music instruction for all grades; Upper Grade Chorus is instructed weekly (serves all 750 students);
- Class size maintained at an average of twenty-four in third, fourth and fifth grades; twenty in transitional kindergarten.
- Expanded technology tools: interactive whiteboard projectors, ELMO, voice amplification system;

- Computer labs for each grade level (3-5);
- A strong emphasis on technology targeting Dr. Ruben Puentedura's transformational level;
- All classrooms and offices have telephones with voice mail. The upgrade of the phone system to a VOIP system is part of E-Rate application;
- Regular communication with parents by the Charter School staff;
- Parent Orientation meetings will be conducted at the beginning of every school year for all grade levels;
- Twice yearly parent conferences to review student progress;
- Standards-based progress reports;
- Monthly progress reports to report student progress toward mastery of standards;
- Quarterly student awards assemblies to recognize positive citizenship, achievement, work habits, attendance and multiplication fluency;
- Parent Newsletter written by the Director to communicate current school events, progress, activities and State and Federal events that impact the Charter School;
- Twice yearly school-wide meetings to communicate the focus and direction of the Charter School;
- Every class at FACS will participate in a parent performance to nurture student confidence and foster parental involvement;
- Increasing the level of parent participation and enhancing parenting skills to nurture and support student achievement will continue to be emphasized:
 - Parent education classes will continue to be scheduled in the FACS Parent Center with oversight provided by full-time Family Center Director (budget permitting);
 - Partnerships with local community agencies;
- Parent Orientation Meetings will be held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students;
- Common Core State Standards brochures created for each grade level (English and Spanish) which outline state standards in language arts, mathematics, science and history/social science;
- The Home-School Agreement clearly delineates the responsibilities of the home and the responsibilities of the Charter School;
- Middle school options and contact information for local charter middle schools, LAUSD Magnet programs and area middle schools will be provided on the FACS website;
- Ironbox Multiplication Fluency Parent Night hosted for all families with an emphasis on the importance of automaticity.
- Access to BrainPOP account at home, which provides curriculum-based content geared specifically for elementary students. The site offers a growing library of movies and interactive features across six subjects: science, health, writing, reading, social studies, and math. The engaging resources meet students' different learning styles and abilities. The content includes short animated movies, leveled quizzes, activities, recommended grade-appropriate reading, writing and discussion prompts, and more. All content is aligned to and searchable by CCSS.

4) Results

- Student achievement data will provide additional insight into teacher effectiveness and will be utilized as one component within the revised teacher evaluation process;
- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of state data along with classroom summative and formative assessment data. Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and COST team meetings.
- Lead Teachers from FACS will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed. A yearly stipend of \$5,000 for each selected teacher recognizes the additional work and responsibility of the position;
- Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system.
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.
- Teachers will participate in local, state and national conferences, workshops and seminars.

Adoption of CA State Board Approved Curriculum

Common Core State Standards Implementation: FACS continues to provide the resources and professional development necessary to continue implementation of the Common Core State Standards. Parents continue to receive information on the CAASPP, the online state assessment that measures student mastery of the CCSS, during parent meetings. FACS holds professional development trainings for staff, dedicated to the CCSS, new English Language Development Standards, and the CAASPP. Teachers work in grade level teams to build our capacity and confidence as a school to monitor student progress by reviewing our current materials to ensure we prepare our students for the multi-dimensional elements of the CAASPP including the varying degrees of Depth of Knowledge (DOK1, DOK2, DOK3, DOK4) and question type (selected, constructed, extended, technology enhanced, and performance tasks).

Mathematics Adoption: In 2015, FACS invited three publishers to share their new state adopted math programs with our staff. The publishers included Pearson (*enVision*), Harcourt/Houghton Mifflin (*Math Expressions* and *Go Math*), and McGraw Hill (*My Math*). The Curriculum and Assessment Council and FACS staff selected *My Math* for the Mathematics adoption that was implemented during the 2015-2016 school year.

ELA/ELD Adoption: In 2016, FACS hosted three of the ELA/ELD publishers that were approved by CA State Board of Education for grades K-6 to present their materials to our staff. These publishers included 1) Houghton Mifflin Harcourt – California Journeys; 2) McGraw-Hill

– Wonders Reading; 3) Benchmark Education - Benchmark Advance. The Curriculum and Assessment Council and FACS staff selected Benchmark Advance as the 2016 English Language Arts/English Language Development program for grades 3 -5. For TK, the Charter School will implement the same CCSS aligned literacy program used by Fenton Primary Center’s TK and K students, *World of Wonders* and *Reading Wonders* published by McGraw Hill. The instructional program for transitional kindergarten is a modified kindergarten curriculum with emphasis on developmentally appropriate lessons, foundational language and literacy.

History of STEM Innovation at FACS (before it was called STEM)

Fenton Avenue Charter School has consistently promoted the importance of science, technology, engineering and math for over two decades, changing its emphasis in line with viable educational trends and best practices. With conversion to charter, FACS saw the importance of leveling the playing field by providing access to technology for all students. FACS had a 1:1 computer ratio and employed two certificated Science Specialists for grades 2-5 and a full-time certificated art teacher. Students were supported by instruction in three different science and art labs weekly and accessed technology in their classrooms. Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work. Selected FACS staff experienced a digital learning environment, modeled after the learning laboratory experienced, at three executive briefing sessions hosted at Apple Headquarters in Cupertino, California. FACS has a long history of technology innovation and focus on rigorous science instruction to better serve the student population. Allocating the resources necessary to support both areas throughout its twenty-three-year history, Fenton Charter Public Schools is committed to ensuring FACS has the infrastructure to meet the demands of the Common Core State Standards.

Today, we continue to integrate science, technology, engineering and math with the addition of three computer labs and a full-time certificated Technology Integration Specialist teacher. All 3rd through 5th grade classrooms have eight iMac desktop computers for a computer to student ratio of 1:3. TK classrooms will follow the same ratio, while exploring the use of more developmentally appropriate technology devices for our youngest students, and the science lab has a laptop cart. The technology integration program is to not only “level the playing field” by having the students learn basic word processing and keyboarding skills, but also to develop their critical thinking and problem solving skills through technology based projects. Students create projects on the computer using programs such as Pages, Keynote, and iMovie. These projects are aligned to the Common Core State Standards for language arts and/or mathematics. One example of a recent project is one in which the students manipulated given shapes on the computer to create a Tangram animal. The students had to first visualize which particular shape to use, then they had to figure out how to rotate that particular shape to make a desired image. They also had to use the angle measurements of the shapes to make sure they lined up properly with all of the other shapes in the puzzle. Next, they were able to digitally draw a background for their created Tangram animal. Additionally, students wrote a research report for their created animal.

The students also gain experience with building their basic computer programming skills. Through the use of a coding program, the students apply their sequential reasoning to manipulate characters to do a specified task. They then utilize what they have learned on the computer to work collaboratively in a group to program a live robot to run through a maze. The students need to

work together to figure out the speed, distance, and turn radius for each of the robot's moves as it maneuvers through the maze. Students gain real world experience of on the spot problem solving to complete a task.

These technology-based projects engage the students in a meaningful way to think critically about a problem to find its solution. Students learn to build perseverance as they reevaluate their creations to see how they can improve upon them. All of these skills are necessary for the students as they build their academic resume to compete globally in the technologically advanced 21st century.

Science	
Upper Grade Science Specialist Teacher/Science Lab	FACS 5 th grade students engage in hands-on standards-based lessons twice a week in the science lab. The teacher is a National Board Certified Teacher ("NBCT") with a Master's degree in STEM and a NASA certificate from Columbia Teacher's College. The Upper Grade Science Specialist supports instruction for all teachers in grades 3 and 4, with lessons and resources. Fourth graders transition to a lab setting with the Upper Grade Science Specialist during the last month of school.
Discovery Cube Partnership	In 2015-2016, the Discovery Cube LA Science Center provided a fun, hands-on, technology based science/engineering program for girls at Fenton Avenue Charter School - Future Scientists & Engineers of America ("FSEA"). The program was taught by a science educator from our local science center, Discovery Cube LA, and was held in the 5 th grade technology studio at FACS. FSEA is a national after-school program that promotes technology, science, and engineering in grades 4-12. The FACS after-school program served 20 girls for eight weeks. The Future Scientists & Engineers of America Afterschool Program for Girls concluded with a Binary Code project where the students had to decipher binary code in order to advance to the next clue.
Technology	
Technology Integration Specialist Teacher/3 Computer Labs	Three computer labs have been added along with a Technology Integration Specialist teacher to implement technology integration for all students and prepare them to be college-and career-ready. Academic preparation is an essential part of readiness for middle school, high school, college, careers, and life in the 21st century. A laptop cart was added to the 5 th Grade Science Lab and each classroom has eight computers for project-based learning.

Apple Learning Tours	The FACS Technology Integration teacher attends Apple Learning Tours to explore software that will provide students with a dynamic learning experience.
Engineering	
Discovery Cube Partnership	In 2015-2016, the Discovery Cube LA Science Center provided a hands-on, technology based science/engineering program for girls at Fenton Avenue Charter School - FSEA. The program was taught by a science educator from our local science center, Discovery Cube LA, and was held in the 5 th grade technology studio at FACS. FSEA is a national after-school program that promotes technology, science, and engineering in grades 4-12. The FACS after-school program served 20 girls for eight weeks. The Future Scientists & Engineers of America Afterschool Program for Girls concluded with a Binary Code project where the students had to decipher binary code in order to advance to the next clue.
5 th Grade Science Lab	Upper Grade Science Specialist teacher engages students in hands-on NASA-based lessons with a focus on engineering.
Technology Integration Specialist Teacher/3 Computer Labs	In the computer lab, the students gain experience with building their basic programming skills. Through the use of a coding program, the students apply their sequential reasoning to manipulate characters to do a specified task. They then utilize what they have learned on the computer to work collaboratively in a group to program a live robot to run through a maze. The students need to work together to figure out the speed, distance, and turn radius for each of the robot's moves as it maneuvers through the maze. Students gain real world experience of on the spot problem solving to complete a task. Yearly projects change with trend and best practices.
Arts	
Music Instructor & Recorder Lessons	A music instructor instructs all FACS students weekly and they learn to play recorder.
Art in the Classroom & Computer Lab	Art instruction and engineering are consistently integrated into math, science and technology. All disciplines blend art with content instruction, when appropriate.
Mathematics	
Math Integration	Math instruction and engineering are consistently integrated into art, science and technology. All disciplines blend content instruction, when appropriate.
Pi Day 3/14	FACS celebrates Pi Day with math activities and explorations that include the entire staff, from the cafeteria to taking attendance.
Dr. Randy Palisoc Parent Math Night	In 2015, Dr. Randy Palisoc provided our parents with an engaging session on building math fluency. Dr. Palisoc engaged the parents with strategies their children would be experiencing in the classroom. Dr. Palisoc surprised the parents with their own free copies of the student workbook, <i>10 Powerful Steps to Multiplication</i> .

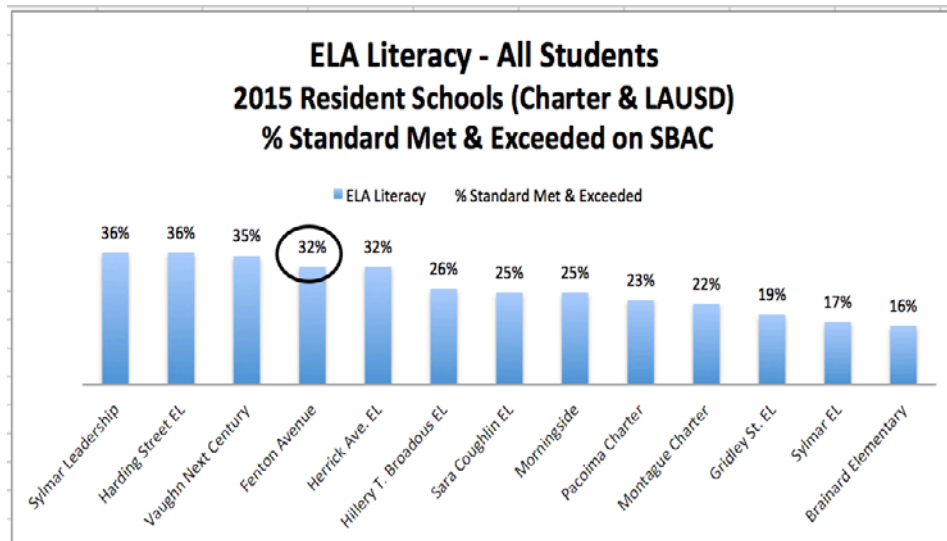
Success of School's Educational Program in Meeting the Needs of All Students

Fenton Avenue Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. FACS is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps FACS continuously plan, monitor, and improve academic programs. The staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher

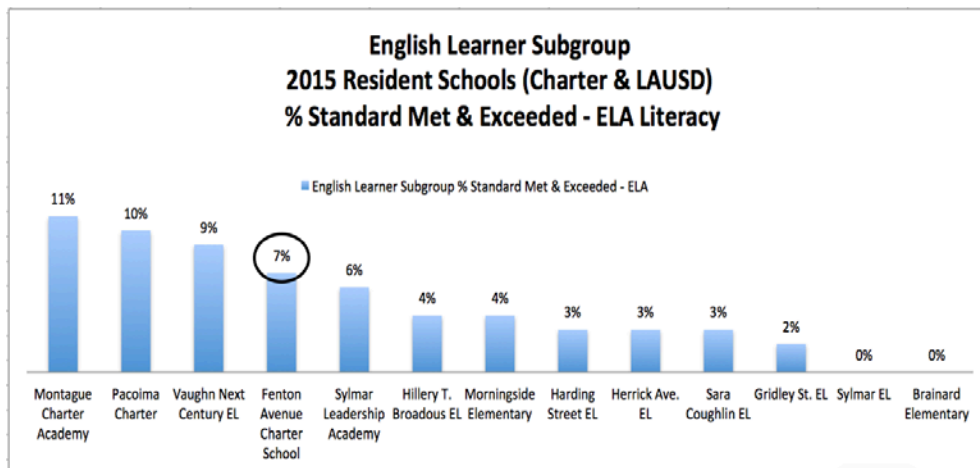
assessments, student work samples, and the NWEA MAP assessment. Assessments are used to:

- Identify students' and subgroup progress toward achieving standards.
- Identify students and subgroups who need additional instruction or intervention.
- Prescribe a re-teaching or intervention focus for individual students.
- Identify professional development needs and target school resources.

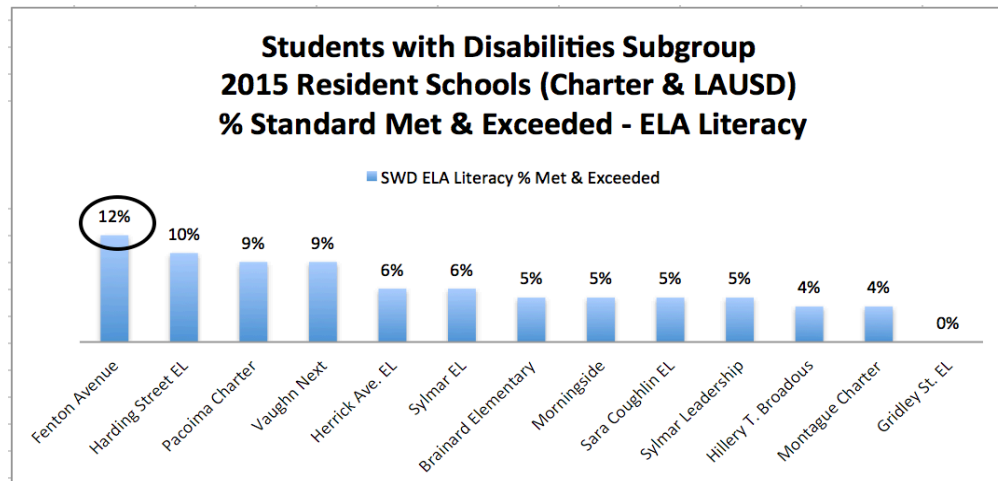
Comparison of 2015 ELA CAASPP Data between FACS with 12 LAUSD Resident Schools:



Comparison of 2015 English Learner Subgroup ELA CAASPP Data between FACS with 13 LAUSD Resident Schools:



**Comparison of 2015 Students with Disabilities Subgroup ELA CAASPP Data
between FACS with 13 LAUSD Resident Schools - Fenton Charter outperforms all resident
schools:**



Fenton Avenue Charter School’s educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. 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 Education Specialists, school counselor, school psychologist, speech pathologist, Technology Integration Specialist teacher and Upper Grade Science Specialist teacher, classroom teachers and administrators.

When the Charter School adopts curriculum the teaching staff spend many hours reviewing and piloting the curriculum in classrooms to assure the students will benefit from its components. 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 differentiation, 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, and the CDE have recognized the positive culture at Fenton Avenue Charter School.

STUDENT POPULATION TO BE SERVED

Since initial charter approval, the Fenton Avenue Charter School community has implemented innovative ideas and strategies, and invested considerable human and fiscal resources to improve the quality and effectiveness of the instructional program. Akin to the goal of the Los Angeles Unified School District, our goal is to improve the education of all our students. Unfortunately, research has shown schools in the poorest areas have historically struggled with educational attainment. Students with disabilities are dually impacted by their socioeconomic status and challenges processing new information. FACS educators do not see servicing the needs of students at risk of academic failure as a burden, but as a necessity.

Prior to becoming a charter school in 1993, Fenton Avenue Elementary was considered one of the lowest performing and most challenging elementary schools in the Los Angeles Unified School District. Charter school status has provided FACS with the leverage to tackle poor attendance, high student transiency, vandalism, overcrowding, low staff morale, lack of parental involvement, and low student performance. Since original charter approval and conversion, Fenton Avenue Charter School is one of the highest performing schools in the North East San Fernando Valley. FACS continues to outperform neighboring schools that have a higher rate of parental education and lower percentages of students who are eligible for Free and Reduced Price Meals.

Enrollment at FACS continues to increase yearly. The 2015-16 enrollment of FACS was as follows: 3rd grade – 237 students; 4th grade – 275 students; and 5th grade – 234 students. Even serving only three grade levels, there are over 745 students on campus daily. Since the move of FPC to its own site, enrollment has increased from 653 students to 746, a 14% increase in three years. Fenton Avenue Charter School has changed little demographically since 1993 and the ethnic composition of the Charter School remains relatively constant. FACS's enrollment and demographic student subgroup data for 2014-2015 consists of 30.8% English Learner, 90.8% Hispanic or Latino, 83.9% Socioeconomically Disadvantaged, 8.9% Gifted and Talented and 13.5% identified students with disabilities.

Fenton Avenue Charter School will serve Transitional Kindergarten and grades three through five with approximately 250 - 264 students in grades 3-5 and up to 42 in Transitional Kindergarten. As per California charter school law, enrollment will be open to all students residing in the state of California, but admission preference will continue to be given to students residing in Fenton Avenue Elementary School's former attendance area. The demographics of the Charter School will remain relatively the same as those described in the introductory description of the current school.

ENROLLMENT ROLL-OUT PLAN					
GRADE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TK*	40	40	40	40	40
3	264	264	264	264	264
4	264	264	264	264	264
5	264	264	264	264	264
TOTAL	832	832	832	832	832

**Pending LAUSD Board approval of material amendment.*

Fenton Avenue Charter School has changed little demographically since 1993 and the ethnic composition of the Charter School remains relatively constant:

Year	American Indian or Alaska Native (Percent)	Asian (Percent)	Black or African American (Percent)	Filipino (Percent)	Hispanic or Latino (Percent)	Native Hawaiian or Pacific Islander (Percent)	Two or More Races (Percent)	White (not Hispanic) (Percent)	Total Enroll.
2010-11	2 (0.2%)	7 (0.7%)	60 (6.4%)	13 (1.4%)	849 (90%)	1 (0.1%)	2 (0.2%)	9 (1%)	943* *Gr. 2-5
2011-12	1 (0.1%)	7 (0.7%)	60 (6.2%)	20 (2.1%)	864 (89.9%)	0 (0%)	4 (0.4%)	5 (0.5%)	961* *Gr. 2-5
2012-13 *Amended Grade Levels Served	1 (0.2%)	8 (1.2%)	46 (7%)	16 (2.5%)	574 (87.9%)	0 (0%)	0 (0%)	8 (1.2%)	653* Gr. 3-5
2013-14	0 (0%)	7 (1%)	39 (5.4%)	16 (2.2%)	645 (89.3%)	2 (0.3%)	3 (0.4%)	10 (1.4%)	722 Gr. 3-5
2014-15	1 (0.1%)	4 (0.5%)	35 (4.7%)	13 (1.7%)	681 (90.8%)	2 (0.3%)	2 (0.3%)	12 (1.6%)	750 Gr. 3-5

Source: <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

The appeal of FACS rests in the Charter School's ability to serve a wide range of students. FACS has a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. FACS educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. First, the Charter School addresses the social and emotional needs of all students. Second, FACS's gifted and high achieving students are provided with

depth and complexity to differentiate instruction and accelerate learning. Third, FACS students who are on grade level and approaching proficiency are being targeted in the critical instructional areas that will propel them for advancement in all areas. Finally, students struggling with basic skills are being targeted for support by a wide range of experts including FACS administrators, Education Specialists, school counselor, school psychologist, speech pathologist and our classroom teachers.

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.

Below is an overview of a variety of local, state, and federal reviews that FACS has received to ensure we are meeting the needs of our various subgroups. We are pleased to share that all of our visits have demonstrated our ability to meet the needs of all our students.

OVERSIGHT VISITS:

- **WASC Self-Study Visit** (November 2-4, 2015) (Six-Year Accreditation Status)
- **LAUSD Oversight Visits** (April 4, 2014, November 14, 2014; January 21, 2016)

Areas of Challenge and Plans for Improvement

Shifting to New Standards and a New State Accountability System

“California officials are at a turning point as they begin a lengthy process of replacing the Academic Performance Index with a new system of measuring school and district performance and what the transformation might look like.” - John Fensterwald, EdSource

As Fenton Avenue Charter School reflects on areas of challenge and plans for improvement, the shift to new standards and a new state accountability system are our focus. Academically speaking, Fenton Avenue Charter School’s biggest challenge is making sure all of its students are reaching the level of academic proficiency required by the State. Of course, this is the challenge for all California public schools and not just for FACS. The best way to meet our students’ needs academically and the needs of our struggling subgroups is to continue implementing a sound instructional program. FACS will continue to look at how it is serving the needs of all its students and that all subgroups continue to improve. Our past results show that FACS’s instructional program, which is based on research and effective teaching practices, has had a positive impact on student achievement. Classroom and school practices will be grounded in state standards and curricular frameworks. The Charter School will identify students’ level of college and career readiness, increase the individual capacity of teachers and school leaders and drive continuous improvement. We will encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities in an effort to ensure all of our students are working toward mastery of the Common Core State Standards.

Even though we believe that our subgroups will meet achievement goals, we feel that the needs of the SWD and EL subgroups needs to be addressed, as the CASSPP is not as high as other subgroups.

The following outlines our plan for increasing the number of students in subgroups and overall meeting or exceeding the standards on the 2017 CASSPP:

Professional Development

FACS professional will contract with LACOE and with consultants skilled in the area of Language Development, Explicit Direct Instruction for English language learners and strategic data analysis. Administration, Instructional Specialist teachers, and Lead Teachers will attend trainings around the state and bring the best of the best to train staff onsite.

Personnel

FACS is committed to employing the following staff during the length of the 2017-2022 charter petition to ensure the academic success of the students we serves.

Instructional Specialist Teachers: FACS has employed two highly qualified teachers to serve students in grades 3-5 on the implementation of the Common Core State Standards and integration of technology and science. In addition to providing direct services to students, these specialists provide teachers with training to implement technology and instructional practices to prepare our students with the skills and strategies to thrive on the CAASPP.

Lead Teachers: FACS is committed to providing support in the area of ELD with lead teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. FACS will have lead teachers with a track record of success in working with English language learners at each grade level. These mentor teachers will receive a stipend and provide ongoing support to assist our teachers with the implementation of effective practices they are currently using.

Curriculum

Mathematics:

FACS has adopted a new state adopted Math curriculum, McGraw Hill's *My Math*, in 2015-2016 to ensure our students received the most current and state of art Common Core aligned curriculum. Classroom and Instructional Technology Specialist are working with an adaptive testing experience for mathematics to ensure students success on the CAASPP.

ELA:

FACS will implement a new state adopted ELA curriculum, *Benchmark Advance* (Benchmark Education), in 2016-2017 to propel our students for even greater success. Unlike the other ELA publishers adopted by the state of California, Benchmark Advance was designed and created after the blueprints of the CAASPP were released. FACS will implement a new state adopted ELA/ELD literacy curriculum, *Benchmark Advance*, to increase student achievement for our English language learners. Adopted by the state of California, this comprehensive program addresses the goals, context, and themes of the California Framework for ELA and ELD instruction, including Integrated and Designated ELD. *Benchmark Advance* was built specifically to meet California's unique challenges. One of the authors of *Benchmark Advance*, Silvia Dorta-Duque de Reyes, was part of the English Language Arts/English Language Development Curriculum Framework and Evaluation Criteria Committee (ELA/ELD CFCC), which developed the CA EAL/ELD Framework. *Benchmark Advance* designed their program with a clear focus on literacy as described in the CA ELA/ELD Framework. Students will take weekly and unit assessments online that mirror the CAASPP assessments. FACS will contract *Benchmark Advance* for lesson observations and consultation.

Technology:

All 3-5 classrooms currently have new iMac Desktop computers. This provides FACS students with a well equipped digital learning environment to work on a variety of platforms for success on the CAASPP.

GOALS AND PHILOSOPHY

Mission and Vision

The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community.

All members of Fenton Avenue Charter School community are responsible for the school-wide vision:

- The **students** of Fenton Avenue Charter School will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards.
- The **students, parents** and **employees** of Fenton Avenue Charter School 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 Fenton Avenue Charter School will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The **Fenton Avenue Charter School community** will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the Charter School.
- The **Fenton Avenue Charter School 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.

An Educated Person of the 21st Century

The human contributors of the 21st century will be those who learn to be self-directing and accountable. FACS believes that educated persons in the 21st century will work cooperatively to achieve innovative answers to difficult questions for the benefit of society. They will have an acute awareness of global perspective and responsibility, and be able to look at themselves and others in a variety of ways. They will have a sophisticated knowledge of literature, mathematics, history, science, technology, and the arts, and they will have mastered the skills and developed the values required to become contributing members of a democratic society. All of these skills and attributes are taught at the Charter School.

FACS has defined academic standards and college and career-readiness standards for each subject area. The Common Core State Standards will continue to define the skills, knowledge and abilities students will be expected to master TK and in third through fifth grades. Current state adopted textbooks and materials, and other supplementary resources, will establish the scope and sequence for each of the curricular areas.

FACS continues to grow and expand its technology program. Since its inception, the Charter School's focus was providing a "level playing field" for all of its students in the area of technology. FACS was one of the first technology charters in the state. FACS focuses on technology as evidence by the mission.

Technology Accomplishments – 2011-2016:

- A full-time certificated Technology Integration Instructional Specialist was hired and the FACS Technology Integration program began in 2014 for all 3-5 students.
- Students have dedicated computer lab time twice a week.
- Every classroom increased the total number of iMac desktop computers from five or six to eight computers per classroom in 2015.
- Three computer labs to enhance learning at the higher levels of Depth of Knowledge demanded by the Common Core State Standards, were created in 2014. Each lab has 28 Mac desktop or laptop computers.
- In an effort to prepare all students for college-and-career readiness, in 2015, FACS upgraded all classroom audio-visual equipment, which provides the most recent technology for students and teachers. The new projectors sit above a 4'X8' whiteboard mounted in the front of the classroom. This placement is ideal for classrooms, since it reduces the amount of shadow that results from standing in front of the image. Due to its close proximity to the whiteboard surface, the projector's ultra-short throw is less likely to be impacted by ambient light. This means the projected image will retain its vivid crisp qualities, even with the lights on. The new upgrade also includes two Infrared microphones per classroom. Since Infrared is a line-of-sight technology, teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with other. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer Elmo units with HDMI output for higher resolution and greater clarity have been installed. The new equipment will be housed on a metal Luxor AV mobile cart. Since the cart is equipped with casters, teachers can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.
- FACS now leases computers directly from Apple Computers. This provides students and staff with the most current hardware and software.
- FACS leases its printers from Ricoh.
- FACS has an onsite technology team and technology committee, so that needs and repairs are addressed immediately and there is no lapse in the instructional program.
- All classrooms have a wireless voice amplification system: wireless microphone for teacher and for individual student use.
- FACS has a vibrant new website that is updated and maintained for parent, student and teacher use across both school sites.
- FACS has changed its overall school software program from *Data Director* to *Illuminate*. This was to improve the overall functionality of the Charter School and allow us to disseminate the data of all five schools.

- FACS installed a new state of the art VoIP phone system. This phone system is able to automatically contact parents about School-wide events.

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

2nd Edition

Charlotte Danielson, 2007

Some of the most significant factors contributing to the needs of FACS’s students are poverty and violence; one or both have affected the majority of our children. Fenton Avenue Charter School sees this as a call to action. Jeffrey Duncan-Andrade, Ph.D. refers to them as the “Roses in Concrete.”

“Our country is at risk of losing an entire generation of young people in urban centers who feel trapped in “the concrete”—a vicious cycle of poverty, violence, hopelessness and despair. Rather than continually investing in models that try to save the “deserving few” who can escape from these communities, we need solutions that can help the vast majority overcome these toxic conditions to become the responsible and productive adults that will eliminate those conditions. By creating a sustainable community, centered around a school that gives students and families love, security, nourishment, care, and education, we can create a

model of success and revitalization that reverses decades of disinvestment.”

Dr. Jeffrey Duncan-Andrade
<http://rosesinconcrete.org>

The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community. Research on brain development reveals five learning systems: emotional, social, cognitive, physical and reflective. These learning systems are equally influenced by a child’s genetic make-up and the personal experiences and learning opportunities provided by the home and school. Although all systems are key to successful learning, the emotional system is of primary significance. In a classroom lacking emotional security and personal relevance, effective learning will not flourish.

These factors influence the Charter School’s belief that learning best occurs in an environment that fosters the development of the five systems of the brain and that maintains a genuine atmosphere of emotional security.

FACS strives to create an environment where learning is meaningful to students so that it may be retained and applied throughout their lives. An essential factor involved in this is motivation. Maslow’s motivation theory indicates that if students are unmotivated in one way or another, it is likely that little learning will take place, or that knowledge will not be retained. This theory has a great impact on FACS’s educational structure and development of the proposed program. In order to maximize the effectiveness of school-wide and individual classroom teaching programs, we must consider student needs and their hierarchical order. The development of this program notes that the consideration of students’ potential physiological, safety, and belongingness deficiencies is a top priority so that students have the capability of reaching their highest levels of potential.

Daniel Goleman supports this view, defining emotional intelligence as “...a different way of being smart” (*Emotional Intelligence*, 1995). Brain studies reveal that memory is coded to specific events and linked to emotional situations that determine what is retained and learned.

“Without question, emotions are linked to attitude, motivation, persistence, perseverance, and self-worth. Thus emotion drives personal qualities that dramatically affect a student’s success or failure at school.”

Barbara K. Given

Teaching to the Brain’s Natural Learning Systems, 2002

These factors influence Fenton Avenue Charter School’s belief that learning best occurs in an environment that fosters the development of all five systems of the brain and that maintains a genuine atmosphere of emotional security. Additionally, Fenton Avenue Charter School recognizes the importance of fostering a strong home-school connection and will continue to collaborate with parents to create a harmonious social learning environment. Research indicates that when parents, teachers and students maintain positive attitudes towards school and a genuine respect for one another, the student’s potential for academic and lifelong success are enhanced.

“Increasingly, competence in recognizing and managing emotions and social relationships is seen as a key ability for success in the workplace and for effective

leadership. School and parents play an essential role in preparing knowledgeable, responsible, caring adults.”

Maurice J. Elias, et al.

Promoting Social and Emotional Learning, 1997

To promote a school-wide atmosphere in which “learning best occurs,” PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School’s discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement.

Over the past five years, FCPS schools have maintained a strong relationship with Yale University’s School of the 21st Century to implement 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 and emotional skills and is unique in its bridging of humane education and Social and Emotional Learning. The notion underlying SEL is that being socially and emotionally competent leads to school success; just as we teach academic subjects, we can teach social and emotional skills. In a series of easily implemented lessons, children learn critical skills that will help them in school, at home, and later on in the workplace and in their interactions with people and, of course, with animals.

1) Social/Emotional Needs – Abraham Maslow’s hierarchy of needs suggest physiological and safety needs must be met before higher-level needs are satisfied. Given FACS’s demographics, a significant percentage of the student population requires explicit attention paid to their social/emotional needs. One example of this need are the services FACS provides to the residents of Hope Gardens, the Union Rescue Mission’s interim housing complex for homeless mothers and their children, sending FACS and FPC over one hundred students. FACS’s autonomy and fiscal control enable the Charter School to employ a full-time school counselor to meet the specific social/emotional needs of attending children.

In order for students to achieve academically, they must feel they are in a safe learning environment. FACS teachers individualize instruction to support the social, emotional, physical, and academic needs of all students. FACS maintains a full-time school counselor and a full-time school psychologist. FACS is implementing Tier II of the PBIS framework and was awarded a Program Development Grant for behavioral needs, the Behavioral, Emotional, & Social Training program. BEST is a Shared Moderate-Severe Special Education program through LAUSD Charter Operated Program Option 3 and was developed in an effort to better meet the needs of our special needs students with behavioral struggles. Finally, FACS’s Mutt-i-grees program, out of Yale University, helps create a safe learning environment by helping children become more kind, caring and compassionate to their friends, families and animals.

2) High Achieving – Enrichment is provided to a variety of students in a variety of formats. FACS has a strong focus on infusing technology into the delivery of instruction. The Charter School maintains a ratio of one computer to every three students. All students have an upper grade science teacher, music teacher, Technology Integration Specialist and three computer labs. FACS also has a thriving GATE program. High achieving students are provided with engaging lessons daily filled with depth and complexity to differentiate their instruction.

3) On Grade Level – Fenton Avenue Charter School provides children with a high quality educational program. This all begins with exceptional teachers who have wholly committed themselves to the success of their children, and have left the traditional comforts and security provided by traditional public schools to work at FACS. Teachers routinely use data, research, and standards-based curriculum to help children achieve. Teachers meet biweekly with one another at their grade level and across grade levels to share best practices with one another. Strategic plans are rooted in frequent assessments to monitor student achievement and provide targeted instruction.

4) At Risk – FACS provides children with prevention and intervention strategies. Teaching strategies are rooted in a systematic approach to respond to student need. The Charter School uses a variety of assessments to monitor and inform instructional decisions that are based on providing students with the fundamental skills they need to be successful, which include but are not limited to, ISIP™, iStation's Indicators of Progress, web-delivered Computer Adaptive Testing system, which provides Continuous Progress Monitoring by frequently assessing and reporting student ability in critical domains of reading throughout the academic years. Students identified with special needs range from autism, specific learning disability, speech and language impairment, hearing impaired, visually impaired, developmentally delayed, and other health impairments. The special education staff of FACS currently includes four Education Specialist teachers, a full-time school psychologist, a full-time language and speech pathologist, adaptive physical education, and an occupational therapist.

Positive Behavioral Interventions and Supports

In 2014, Fenton Avenue Charter School 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 in academic achievement and performance
- Decrease in classroom disruptions and office discipline referrals
- Improve school climate and safety

Fenton Avenue Charter School 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.

School Goals

The goals of Fenton Avenue Charter School 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 goals also place specific emphasis on the

development of early literacy and strong English language development. All goals are supported by extensive research on brain development and mastery of early reading skills (Maurice J. Elias, et al, 1997; National Reading Panel, 2000 and National Research Council, 1998).

The Charter School's goals have also been carefully developed to align with the WASC schoolwide learner outcomes. It is critical for the Charter School to align all of its goals from a variety of plans (Charter, LCAP, LEA, Title III, and WASC) focused on the original vision of the Charter School. Fenton Avenue Charter School has followed its plans and goals from the initial charter in 1993 to the current renewal. During this time the Charter School's focus has been to provide a quality education to primary age students with a focus on improving literacy while also considering the social and emotional level of primary age students. With this, the Charter School's underlying goals have always considered the performance of all critical subgroups. Most importantly, the Charter School focuses on the development of the English learner population and the developmental needs of the students it serves.

Schoolwide Learner Outcomes

The *Schoolwide Learner Outcomes* (“SLO”) identify the skills, knowledge and competencies expected of all students enrolled in the Fenton Charter Public Schools. The SLOs are aligned with the specific goals set forth in the Fenton Avenue Charter School 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 think critically and reflectively about their academic success, accepting personal responsibility for improvement.**

SLO 1: Every Fenton Avenue Charter School student will be an academic achiever with the following:

- Able to read and comprehend, and effectively communicate ideas, opinions and information orally and in writing.
- Able to demonstrate mathematical, logical and reasoning skills and the ability to 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 Avenue Charter School student will be a self-directed learner with the following:

- Able to 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 Avenue Charter School student will be an effective communicator with the following:

- Develop their English language to help them acquire the fundamental reading skills necessary to become academically competent.
- Able to 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 Avenue Charter School student will be a responsible citizen with the following:

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

LCFF table template:

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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"> -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. - Increase teacher salaries to attract and recruit qualified and experienced teachers. - Ensure verification of proper credentials prior to start of employment. 	100%	100%	100%	100%	100%	100%
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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.	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
<p style="text-align: center;">FACILITIES MAINTENANCE</p> <p style="text-align: center;">STATE PRIORITY #1: BASIC SERVICES</p>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual SARC and Site Inspection List					
		Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	<ul style="list-style-type: none"> - School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing. - Continue risk management site inspections of campus by property and liability carrier. - Correct all areas identified in need of repair or replacement. - Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. - Add to number of personnel on maintenance team. 	>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
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

School will 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"> - Fully implement the Common Core State Standards in ELA and Math across all grades. - Continue professional development activities initiated focused on CCSS. - Increase student technology access with state of the art computer in every classroom to increase student access to critical thinking tasks and differentiated instruction, with a student to computer ratio of 3:1. 	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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	<ul style="list-style-type: none"> - Increase Professional development and materials specifically relating to EL support, a Technology Integration Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant) - Augmentation of ELA curriculum with EL integration. 	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
STATEWIDE ASSESSMENTS							
STATE PRIORITY #2 AND #3							
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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.	<ul style="list-style-type: none"> - 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, annual Handbook and an annual calendar of meetings and events. - 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. - Parents will be strongly encouraged to attend twice a year parent-teacher conferences. - Parent workshops will be created throughout the school year - All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the FACS advisory councils and to attend meetings. 	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
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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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

- 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, Science and Technology Specialists, Gifted testing, 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, COST/SST meetings, and other assessments and protocols and provide tech-based intervention (e.g., iStation and NWEA MAP).	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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.	Provide well qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. <ul style="list-style-type: none"> • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments. 	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.	Meet or exceed the target API, or equivalent, as mandated by the CA State Board of Education.
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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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Not Applicable to Fenton Avenue Charter School – FACS serves grades TK, 3-5

ENGLISH LEARNER ADEQUATE PROGRESS RATE

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: CELDT or other available external assessments; ELD Folders.					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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"> - Implement the FACS English Learner Master Plan. - Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. - Provide new teacher assistance and support, specifically relating to ELs. - Continue professional development activities 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 ELD instruction. - Re-designated ELs will continue to be supported via a multi-tiered system based on student progress. - 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). 	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 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.
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: CELDT Scores					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year by grade	<ul style="list-style-type: none"> - Implement the FACS English Learner Master Plan. - Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. - Provide New teacher assistance and support (BTSA), specifically relating to 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 direct ELD instruction 4 days/week. - 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). 	Met or exceeded the District's EL reclassification rate by grade	Met or exceeded the District's EL reclassification rate by grade	Met or exceeded the District's EL reclassification rate by grade	Met or exceeded the District's EL reclassification rate by grade	Met or exceeded the District's EL reclassification rate by grade	Met or exceeded the District's EL reclassification 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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Not Applicable to Fenton Avenue Charter School – FACS serves grades TK, 3-5

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Not Applicable to Fenton Avenue Charter School – FACS serves grades TK, 3-5

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will continue to maintain a high ADA rate.	School will continue to maintain a high ADA rate of >95%.	95% or greater ADA	95% or greater ADA	96% or greater ADA	96% or greater ADA	96% or greater ADA	96% 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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

School will continue to maintain a high ADA rate.	<ul style="list-style-type: none"> - 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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Not Applicable to Fenton Avenue Charter School – FACS serves grades TK, 3-5							
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Not Applicable to Fenton Avenue Charter School – FACS serves grades TK, 3-5							
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

School will continue to maintain a low \leq 1% suspension rate.	- School will continue to implement social-emotional curriculum (Mutt-i-grees) and PBIS Training. - Behavior Intervention Assistant, Counselor, Administrative Coordinator will support teachers.	Suspension rate will be maintained at \leq 1%	Suspension rate will be maintained at \leq 1%	Suspension rate will be maintained at \leq 1%	Suspension rate will be maintained at \leq 1%	Suspension rate will be maintained at \leq 1%	Suspension rate will be maintained at \leq 1%
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STUDENT EXPULSION 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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will continue to maintain a low \leq 1% expulsion rate.	- School will continue to implement social-emotional curriculum (Mutt-i-grees) and PBIS Training. - Behavior Intervention Assistant, Counselor, Administrative Coordinator will support teachers.	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%

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]

STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Surveys					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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"> - Continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. - After School* Program - Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) - Technology for Family Center - Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. - Continue to host community-building events and culminating celebrations. - Campus security 	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.
BROAD COURSE OF STUDY							
STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Surveys					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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"> - 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. - Provide students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. - Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100 minutes per week) - At least one field trip per student per grade. 	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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	- Increased 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.”

FACS recognizes the critical role the teacher plays in determining a student’s success or failure. Teachers of FACS will design learning experiences that are delivered in direct, whole group instruction, as well through individual and small group instruction, all implemented to meet the needs of our diverse student body.

CURRICULUM AND INSTRUCTION

Core Curriculum

The Content Standards for California Public Schools will continue to define the skills, knowledge and abilities students are expected to master from kindergarten through fifth grades. The core subjects at Fenton Avenue Charter School 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. FACS is implementing the CCSS, which were adopted in 2010 and modified in 2013.

English-Language Arts Core Curriculum:

Benchmark Advance will be adopted in the fall of 2016 as the school wide CCSS aligned literacy and language arts series for grades 3-5. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. The Benchmark Education, integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension skills and strategies, English language development and mainstreaming strategies, integrated and designated ELD lessons, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. Benchmark Advance is on the approved Language Arts adoption list from the California Department of Education. With the addition of Transitional Kindergarten (TK), the Charter School will implement the same CCSS aligned literacy program used by Fenton Primary Center’s TK and K students, *World of Wonders* and *Reading Wonders* published by McGraw Hill. The instructional program for transitional kindergarten is a modified kindergarten curriculum with emphasis on developmentally appropriate lessons, foundational language and literacy.

English Language Development Core Curriculum:

The ELD curriculum in the Benchmark Education program includes a comprehensive teacher's edition with daily integrated and designated lessons for small and whole group instruction. Resources available for small group instruction include the Progress Monitoring Assessment, Language Transfers Handbook, and My New Words Picture Word Book. Curriculum for whole group instruction includes Visual Vocabulary and Interactive Question-Response lessons to bridge gaps in language acquisition. In addition, the curriculum includes ELD Student Practice Books, Decodable Readers, and Sheltered Leveled Readers. Standards-based direct instruction lessons are delineated in the ELD curriculum. There are a variety of formative and summative assessments to monitor student growth. Strategies critical in the acquisition of *academic language*, an essential component of academic success, are interwoven in the program.

Mathematics Core Curriculum:

My Math, published by McGraw Hill Education, as 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 Curriculum:

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

- Transitional Kindergarten: *Learning and Working Now and Long Ago*
- Grade Three: *Continuity and Change*
- Grade Four: *California: A Changing State*
- Grade Five: *United States History and Geography: Making a New Nation*

This series weaves historical and social sciences' analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the *History-Social Science Framework*.

Scholastic News is used across all grade levels to supplement social studies, ELA and science. Created by Scholastic, Scholastic News does not just present the news, but reflects the interests and educational needs of students. It is an excellent primary resource for teaching current events and informational literacy skills. It also has an online complement to the print editions of Scholastic News.

In addition to Scholastic News, FACS emphasizes the use of historical literature (fiction and non-fiction), Internet research, character education, and community resources to teach the history-social science standards. Furthermore, students develop in the following three categories: 1) knowledge and cultural understanding - the incorporation of learning from history and the other humanities, geography, and the social sciences; 2) democratic understanding and civic values, and the rights and responsibilities; 3) and skills attainment and social participation, including the critical thinking and participation skills essential to the development of good citizens.

Science Core Curriculum:

The Scott Foresman publication, *California Science*, will serve as the core program for K-6 with selected materials from *FOSS* (Full Option Science System), *GEMS* (Great Explorations in Math and Science), *Project AIMS* (Activities to Integrate Math and Science) and the *Environmental Education Initiative Curriculum* integrated as needed to create a balanced science curriculum which fulfills the scope and sequence of the state framework. *FOSS* and *GEMS* are research-based programs developed by the Lawrence Hall of Science at the University of California at Berkeley.

**FOSS is aligned to kindergarten through 5th grade California Science Standards and NGSS.*

**GEMS is aligned to the sixth grade California Science Standards and NGSS.*

Teachers will utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings. These develop and promote the social learning context needed by students to support English language development. Students will communicate using scientific language and vocabulary, and by reflecting in their inquiry journals. Students will construct meaning by explaining and justifying their thinking using evidence based explanations.

A key component of the success of FACS science program has been the commitment to have a full time Upper-Grade Science Specialist. The Upper Grade Upper-Grade Science Specialist serves students in grades 5 and provides instructional support for teachers in grades 3 and 4. An Upper Grade Upper-Grade Science Specialist (5th grade) has developed a comprehensive science program based on the Science Content Standards for California Public Schools and will transition to the new NGSS standards within the state advised guidelines. The specialist will continue to instruct each of her assigned 5th grade classes twice a week, and classroom teachers will supplement and support the program with regular classroom review and ongoing articulation with the specialist.

The Upper Grade Science Specialist at Fenton Avenue Charter School also supports all classroom teachers in grades 3-4 with resources, curriculum advisement and materials. All teachers in

grades TK-4 (FPC and FACS) teach science in the classroom; 4th grade begins a lab program with the Upper-Grade Science Specialist in May of each school year. In May of each year, the Upper-Grade Science Specialist concludes the 5th grade lab program and serves FACS's 4th grade classrooms for the remainder of the year.

The Upper-Grade Science Specialist has developed grade-specific units of study to address the content of the elementary standards: physical sciences, life sciences, and earth sciences. The "Investigation and Experimentation" strand informs the specialist's expectations for increasing levels of understanding of concepts and content as students' progress from one grade level to the next. Fenton Charter Public Schools have designed and implemented a remarkable program to provide students with a rigorous science program. In 2005, only 13% of FCPS students were proficient in Science. FCPS students increased by 64% over seven years, resulting in well over 50-60% of fifth grade students scoring proficient in science between 2012 and 2015.

The overarching goal of the FACS science program will be to promote scientific literacy for our students through an inquiry-based approach. Students will become familiar with the natural world, its diversity and interdependence. They will use scientific knowledge and processing skills for personal and social purposes, and understand that science, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

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

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

3 rd Grade	<ul style="list-style-type: none"> •Reading: Literature Informational Text •Foundational Skills •Writing •Listening and Speaking •Language 	Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations-Fractions Measurement and Data Geometry	<i>Continuity and Change</i>	Physical, Life, and Earth Sciences Investigation and Experimentation
4 th Grade	<ul style="list-style-type: none"> •Reading: Literature Informational Text •Foundational Skills •Writing •Listening and Speaking •Language 	Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations-Fractions Measurement and Data Geometry	<i>California: A Changing State</i>	Physical, Life, and Earth Sciences Investigation and Experimentation
5 th Grade	<ul style="list-style-type: none"> •Reading: Literature Informational Text •Foundational Skills •Writing •Listening and Speaking •Language 	Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations-Fractions Measurement and Data Geometry	<i>United States History and Geography: Making a New Nation</i>	Physical, Life, and Earth Sciences Investigation and Experimentation

Visual and Performing Arts (non-core):

Fenton Avenue Charter School'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.
- Producing art every day is a customary instructional activity.
- Age appropriate projects, which incorporate correct use of materials, introduction of various art techniques and media are explored extensively at these grade levels.

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

Reflecting Fenton Avenue Charter School'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. All 5th graders participate yearly in the California Physical Fitness Test, *FITNESSGRAM*.

Technology (non-core)

Fenton Avenue Charter School is committed to the vision of the original multimedia director of the 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 Fenton Avenue Charter School has made accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. The Fenton Avenue Charter School staff has explored how best to integrate technology use in the classroom and have 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, Fenton Avenue Charter School adopted Dr. Ruben R. Puentedura’s model for enhancing technology integration. The model identifies a hierarchy of technology integration, which moves technology use from *enhancement* to *transformation*. To move from the lowest to the highest level of integration, technology utilization is viewed in four stages:

TRANSFORMATION		
<i>Redefinition</i>	Technology allows for creation of new tasks previously inconceivable.	Tools are used for the visualization of narrative and structural aspects of text such as the use of <i>QR Technology</i> , <i>PowerPoint</i> or <i>Keynote</i> , and <i>Garage Band</i> to record and then present a visual representation of a student's reading fluency.
<i>Modification</i>	Technology allows for significant task redesign.	Textual, visual and audio tools for construction of shared knowledge such as the use of a video camera to record a dialogue between students as they describe an experiment and their collective findings.
<i>Augmentation</i>	Technology acts as a direct tool substitute, with functional improvement.	iStation provides adaptive instruction in regards to their level of mastery for Language Arts.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional change.	We also use BrainPOP to deliver follow-up lessons or review of taught material.
ENHANCEMENT		

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work. Furthermore, the Charter School's rich technology will build confidence in all children and prepare them to be college and career ready.

Other Areas of Study

As stated previously, 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 and emotional skills and is unique in its bridging of humane education and the emerging field of Social and Emotional Learning (SEL). In a series of easily implemented lessons, children learn critical skills that will help them in school, at home, and later on in the workplace and in their interactions with people and, of course, with animals. Students learn to develop self and social awareness, communicate effectively, manage emotions, and display empathy.

Instructional Methods

Thinking Maps™

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

Explicit Direct Instruction

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

Specially Designed Academic Instruction in English

Specially designed academic instruction in English (SDAIE) is a teaching approach intended for teaching various academic content (such as social studies, science or literature) using the English language to students who are still learning English.

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 Practices in the Classroom

Response to Intervention is a multi-tier 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 in the classroom, and progress monitoring helps teachers adapt the strategies used to support student achievement.

With a significant 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, all critical for the mastery of the challenging requirements of CCSS and other Academic Content Standards.

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

Building Background Knowledge for Academic Achievement
Robert Marzano, 2004

The Common Core State Standards will continue to define the skills, knowledge and abilities students are expected to master. The core subjects at Fenton Avenue Charter School 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.

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 2nd and December 2nd. 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 Avenue Charter School will have two TK classrooms with a capacity of 20 students in each classroom. The TK program will follow a full day schedule from 8:00 a.m. to 2:00 p.m. daily for 184 days. Transitional Kindergarten students will have a separate morning recess and lunch schedule.

FACS will continue to offer TK as long as the state funds this program in the same manner, and at least the same level, that it has been funded up to now, through apportionment based upon average daily attendance.

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*TM lessons, which follow the resiliency model and promote compassion and critical life skills. This is the foundation of the transitional kindergarten classroom management.

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

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

Fenton Avenue Charter School 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 Avenue Charter School'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

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.

8

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



Master Schedule 2017-2018

Grades	Grades 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	Yes	168	295	11	220	5	190	0	0	184	36000	52930	16930
3	Yes	168	330	11	240	5	190	0	0	184	50400	59030	8630
4	Yes	168	330	11	240	5	190	0	0	184	54000	59030	5030
5	Yes	168	330	11	240	5	190	0	0	184	54000	59030	5030

Daily Schedule

TIME	ACTIVITY
8:00	First Bell
8:05	Tardy Bell
8:00-2:00	Transitional Kinder
8:00-2:35	Grades 3-5
9:30-9:50	Recess for TK (TK yards)
9:55-10:15	Recess for Grade 3
10:20-10:40	Recess for Grade 4
10:45-11:05	Recess for Grade 5
10:50-11:35	Lunch for TK (TK yards)
11:00-11:45	Lunch for Grade 3
11:30-12:15	Lunch for Grade 4
12:00-12:45	Lunch for Grade 5
12:50	12:50-Psychomotor for TK & 5 th , twice a week
1:45	Psychomotor for 3 rd & 4 th , twice a week
2:00	End of Regular School Day for TK
2:35	End of Regular School Day for Grades 3-5
2:35 - 5:30	After School* Program
2:35 - 5:45	LA's Best After School* Program
4:00	Office Closes

Daily Schedule by Grade Level

Grade	Daily Schedule	Number of Instructional Minutes Per Day	Number of School Days	TOTAL Minutes
TK	8:00 (start of day) – 2:00 (end of day) 9:30 – 9:50 – Recess (20 minutes) 10:50 – 11:35 – Lunch (45 minutes)	295 minutes	184 days	52,930
3 rd Grade	8:00 (start of day) – 2:35 (end of day) 9:55 – 10:15 – Recess (20 minutes) 11:00 – 11:45 – Lunch (45 minutes)	330 minutes	184 days	59,030
4 th Grade	8:00 (start of day) – 2:35 (end of day) 10:20 – 10:40 – Recess (20 minutes) 11:30 – 12:15 – Lunch (45 minutes)	330 minutes	184 days	59,030
5 th Grade	8:00 (start of day) – 2:35 (end of day) 10:45 – 11:05 – Recess (20 minutes) 12:00 – 12:45 – Lunch (45 minutes)	330 minutes	184 days	59,030

Annual instructional minutes required by State of California:

TK/Kindergarten – 36,000

Grade 3 – 50,400

Grades 4 and 5 – 54,000

Instructional Minutes

Transitional Kindergarten (8:00 a.m. – 2:00 p.m.)

Time	Grade	Subject	Instructional Minutes
8:00– 9:30	TK	English Language Arts	90 minutes
9:30 - 9:50	TK	Recess	20 minutes
9:50 - 10:50	TK	English Language Arts	60 minutes
10:50 - 11:35	TK	Lunch	45 minutes
11:35 - 12:45	TK	Mathematics	70 minutes
12:50-1:40	TK	Psychomotor	50 minutes/ Twice Weekly
1:40 – 2:00	TK	ELD/Social Studies/Science	20 minutes

Grades 3-5 (8:00 a.m. – 2:35 p.m.)*

Time*	Grade	Subject	Instructional Minutes
8:00 – 9:55	3 rd	English Language Arts	90 minutes
8:00 – 10:40	4 th	English Language Arts	115 minutes
8:00 - 10:45	5 th	English Language Arts	140 minutes
9:55 – 10:15	3 rd	Recess	20 minutes
10:20 - 10:40	4 th	Recess	20 minutes
10:45 – 11:05	5 th	Recess	20 minutes
10:15- 11:00	3 rd	Mathematics	70 minutes
10:40- 11:30	4 th	Mathematics	75 minutes
11:05- 12:00	5 th	Mathematics	80 minutes
11:00 - 11:45	3 rd	Lunch	45 minutes
11:30 - 12:15	4 th	Lunch	45 minutes
12:00 - 12:45	5 th	Lunch	45 minutes
11:45 - 12:25	3 rd	ELD	40 minutes

12:15 – 12:50	4 th	ELD	40 minutes
12:45 - 1:25	5 th	ELD	40 minutes
11:45 - 12:25	3 rd	ELA	40 minutes
12:15 – 12:50	4 th	ELA	40 minutes
12:45 - 1:25	5 th	ELA	40 minutes
12:25 - 2:35	3 rd	Science/History-Social Science/Art/Music/Technology/Psychomotor/ Music/Art	130 minutes
12:50 - 2:35	4 th	Science/History-Social Science/Art/Music/Technology/Psychomotor/ Music/Art	105 minutes
1:25 – 2:35	5 th	Science/History-Social Science/Art/Music/Technology/Psychomotor/ Music/Art	70 minutes

**Time – All subjects may be taught at times other than what is listed to accommodate specialists' schedules.*

<u>Transitional Kindergarten (TK)</u>
8:00 a.m. – 2:00 p.m.
<u>6 hours per day = (less recess – 20 minutes; less lunch – 45 minutes) = 295 minutes per day</u>
<u>295 minutes per day X 184 days (184 days -11 shortened days & 5 minimum days) = 52,930 minutes per year</u>
<u>Third Grade</u>
8:00 a.m. – 2:35 p.m.
6 hours, 35 minutes per day = 395 minutes (less recess – 20 minutes; less lunch – 45 minutes) = 330 minutes per day
330 minutes per day X 184 days (184 days -11 shortened days & 5 minimum days) = 59,030 minutes per year
<u>Fourth Grade</u>
8:00 a.m. – 2:35 p.m.
6 hours, 35 minutes per day = 395 minutes (less recess – 20 minutes; less lunch – 45 minutes) = 330 minutes per day
330 minutes per day X 184 days (184 days -11 shortened days & 5 minimum days) = 59,030 minutes per year
<u>Fifth Grade</u>
8:00 a.m. – 2:35 p.m.
6 hours, 35 minutes per day = 395 minutes (less recess – 20 minutes; less lunch – 45 minutes) = 330 minutes per day
330 minutes per day X 184 days (184 days -11 shortened days & 5 minimum days) = 59,030 minutes per year

The following schedule above creates a calendar that provides 52,930 annual instructional minutes, compared to the State-required 36,000 minutes for TK/K and 59,030 annual instructional minutes, compared to the State-required 50,400 minutes for grade 3 and 54,000 for grades 4 and 5.

PROFESSIONAL DEVELOPMENT

Teacher Recruitment

Fenton Avenue Charter School 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 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, participate 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 Avenue Charter School. 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 Avenue Charter School selects its own staff and makes recommendations to Fenton Charter Public Schools Board who is deemed the exclusive public employer of its employees for the purposes of the Educational Employment Relations Act ("EERA"). 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. 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 focuses on the mission of the Charter School. FACS's mission statement defines the vision and direction of the Charter School:

The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community.

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 FACS's affiliate schools makes the most efficient use of resources and staff development activities. The Curriculum and Assessment council, an advisory council of the Charter School, reports to the FCPS Board of Directors, and makes recommendations on the focus of professional development activities.

The focus of professional development is aligned with the mission of the Charter School - professional collaboration aligned with Common Core State Standards-based instructional strategies, English language development, technology and STEM.

Fenton Avenue Charter School – Professional Development:

- Place significant emphasis on meaningful professional development opportunities for the implementation of the Common Core State Standards.
- Schedule professional development activities on Wednesdays and implement all programs and school-wide initiatives with ongoing support from publishers and consultants.
- Utilize a “trainer-of-trainers” model to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.
- Schedule seven full days of professional development for all certificated staff yearly, and coordinate activities with FCPS schools to make the most efficient use of resources.
- Lead Teachers at each grade level will serve as mentors and grade level chairpersons to ensure consistency and support for all teachers throughout the Charter School.
- Lead Teachers will participate in state and federal-level conferences and workshops, and disseminate information to their colleagues. They will serve as peer instructors, sharing the strategies they have learned with their grade level team following the “trainer-of-trainers” model.
- Selected FACS staff will participate in state and federal-level ELD conferences to learn best practices from experts in the field of English language development, continually seeking new and effective instructional strategies based on scientific research.
- The Curriculum and Instruction Council will determine the focus of the seven days after careful analysis of student academic results from the previous year, and areas of interest and need articulated by staff.

Examples of staff development activities conducted during the 2014-2015 and 2015-2016 school years include:

- Common Core State Standards– Mathematics Implementation
- Common Core State Standards– English Language Arts Implementation
- Common Core State Standards– Writing Implementation
- Technology Integration
 - Selected staff members participated in a full day of professional development with Apple in conjunction with the other FCPS schools to discuss technology integration
- New Math Adoption and Implementation
 - Workshops on implementation of new math adoption, *McGraw Hill My Math*
- Illuminate Education – Digital Report Cards, Gradebooks and Data
- New Mathematics Series Pilot and Textbook Adoption
- English Language Development and the new ELD Standards
- Workshops on data analysis, best practices, and the implementation of the new English Language Development standards.
- Technology Integration
- Thinking Maps
- Mutt-i-grees Social Emotional Curriculum

- EDI – Explicit Direct Instruction & ELD
- CAASPP Assessment – Standards mapping and alignment
- Special Education – Best Practices & BEST Program
- Rosetta Stone Foundations K-12
- Ironbox Math Fluency – Dr. Randy Palisoc
- PBIS – Transition Year; Tier 1 Implementation
- Jeff Duncan Andrade – Student Trauma and elements of effective teaching in schools serving vulnerable children
- Margaret Wilson, the author of *The Language of Learning: Teaching Students Core Thinking, Listening, & Speaking Skills*. She spoke to the FCPS staff about using our language to foster cooperative behavior, academic success and to foster deeper student conversation, learning, and engagement.
- Grade Level Specific Conferences and Trainings
- Continued Connection to Charter School Movement
 - Attendance at California Charter Schools Association Annual Conference by selected members of the governance team (Board of Directors)

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

The Charter School is required to timely identify potential English Learners (“EL”) and provide them with an effective English language acquisition program that affords meaningful access to the 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 will either adopt and implement LAUSD’s English Learner Master Plan *or* implement Charter School’s own English Learner Master Plan.

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

Charter School shall ensure that it will 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.

Fenton Avenue Charter School will meet all applicable legal requirements for English Learners 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 Avenue Charter School's EL Master Plan:

1. How students who are English Learners will have their needs identified?

Fenton Avenue Charter School serves students in grades 3-5 and approximately 28% of the student population is designated as an English Learner¹. Anticipating a consistent population of English Learners, Fenton Avenue Charter School will continue to commit the resources necessary to insure that all EL students learn to listen, speak, read and write English. FACS will meet all applicable legal requirements for the English Learner population, such as annual notification to parents, student identification and placement, program options, English Language Development using the new California English Language Development (ELD) Standards and core content instruction aligned to CCSS, rigorous instruction that is designed to meet their linguistic and academic needs, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. FACS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

FACS 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 California English Language Development Test (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 and guide English Learners based on the specific rubrics used in scoring the assessment and aligned to the new California English Language Development ("ELD") Standards. ELDRA will be given in October and in February. Individual ELD Portfolios will be maintained for each identified student. The portfolio will hold yearly CELDT scores along with ELDRA results and writing samples.

FACS will phase in the new California English Language Development Standards in conjunction with the state's timeline. FACS began transitioning during the 2014-2015 school year by building resources and providing professional development. During the 2015-2016 school year, continued professional development and alignment of curriculum and assessment will continue as Fenton Avenue Charter School awaits the introduction of the English Language Proficiency Assessments for California ("ELPAC"), the assessment that will replace the CELDT.

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-checking CALPADS.
- *Initial Assessment:* Students whose home language is other than English are assessed using the CELDT within 30 calendar days after first enrolled,¹ or within 60 calendar days after the date of enrollment in a California school.

¹ 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.

Fenton Avenue Charter School Charter Renewal Petition

- *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 (“RFEP”).
- CELDT results are received and distributed by the end of January to help facilitate instruction during the second half of the school year.
- The ELD component of the *Treasures* language arts program is, and will continue to be, implemented in all classrooms with enhancements such as Thinking Maps, Retelling and Picture Walks. *Treasures ELD* promotes effective strategies for English language acquisition and provides an avenue to identify English Learners’ progress and meet their needs.
- English Language Retell Assessments aligned to the new California English Language Development Standards are given twice a year (beginning and middle) by teachers and progress is reported on the EL folder in the cumulative record.

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

With 28% of the student population identified as English Learners, FACS 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 Teachers 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 (“EDI”) strategies will be implemented across the curriculum.
- English Language Development blocks of 40 minutes are provided for all students who are identified by the CELDT as English Learners 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.
- Isolated 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 translation for parent conferences.
- Upper-Grade Science Specialist provides the use of SDAIE strategies and scaffolding for differentiated instruction in the 5th grade science program.

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

ELD Instruction will be implemented through explicit direct instruction on language acquisition and by using Specially Designed Academic Instruction in English (“SDAIE”) strategies to scaffold

instruction to ensure students are able to access core curriculum. Students will be provided with SDAIE to access core curriculum in all subject areas. FACS 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 3-5. 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. Given our high number of English Learners, this is a part of our daily teaching practice. Too often English Learners are not provided with enough academic talking time in class. If our students are not provided with enough time to engage in academic language, we will find it very difficult to increase their English Language Proficiency.

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. FACS 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.

Ongoing professional development will be provided for all language arts and English language development programs.

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

4. 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 Curriculum and Assessment Council, an advisory council 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 and Assistant Director will monitor the progress of English Learners in conjunction with the grade level Lead Teachers, who are active members of the Curriculum and Assessment Council. They 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 council 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). Currently, FACS uses the LAUSD survey and enrollment forms.

CELDT/ELPAC Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment² and at least annually thereafter 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. In addition to analyzing overall CELDT scores from year to year, we will track each grade level to see the progression specifically. We want to ensure that the students are progressing toward the early advanced/advanced and that we are meeting the needs of our English Language Learners.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the 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:

Reclassification criteria:

1. The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report Card marks of 3 or 4 in English Language Arts (ELA) in Reading, Writing, Listening, and Speaking.
3. Parent consultation and approval.

² 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.

Fenton Avenue Charter School Charter Renewal Petition

4. The student has demonstrated basic grade-level skills in English on a research-based publisher benchmark assessment with scores of 3 or 4 (proficient).

Strategies for English Learner Instruction and Intervention

With a double-digit percentage of the student population identified as English Learners, FACS 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.
- Rosetta Stone Foundations K-12 is provided for students in all grades who are scoring at a CELDT 1 or 2 level for use in the classroom and at home.
- Multiple computers in all classrooms provide access to a variety of resources.
- The ELD component of the *Benchmark Education* literacy program in all classrooms promotes effective strategies for English language acquisition.
- The part-time music teacher services all grades and provides a different avenue for English language acquisition.
- The Fenton Family Center 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.
- Monitoring students who for two years who have reclassified

RFEP Monitoring Process (minimum of two years):

- Complete **Monitoring Academic Progress – Reclassified Fluent English Proficient (RFEP)** form each semester and place in EL Folder in Cumulative record.
- RFEP students are expected to meet or exceed state grade-level content standards
- Regularly gather and review data to monitor RFEP students' progress
- Notify parents of ongoing progress after reclassification
- Run the roster when grades are available, at least once a semester
- Discuss with the leadership team possible intervention programs for identified RFEP students
- Discuss action steps for those students not meeting benchmarks and those whose parents request support services

- Reclassification letters and Annual Title III letters
- Suggested intervention
- Implementation of intervention
- Notification to teachers and parents regarding intervention
- Annual monitoring of interventions program effectiveness
- Provide appropriate and additional education services when needed and annually evaluate effectiveness of such services (help with homework, support in math, etc.)

Long Term English Learners (LTEL) Monitoring:

- Monitor each LTEL's:

Language status

Test results

Goals for meeting grade level standards

Progress towards reclassification

- Meet with students and parents twice a year to review:

Language status

Program placement

Test results

Goals for attaining reclassification criteria and accelerate academic progress targets

- Maintain documentation of the individual conferences and meetings

GIFTED AND TALENTED AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

How FACS will identify students for GATE eligibility

Fenton Avenue Charter School uses LAUSD consideration criteria and referral processes to identify students who may potentially be classified as gifted. Once students have been initially screened and referred by teachers, staff, or parents, applications are completed and a fee-for-service process is utilized through LAUSD. All assessments, recommendations, and identification is made by LAUSD personnel using supporting documents submitted by FACS in conjunction with assessment results from tests administered by their staff. Students can be found eligible in the following areas:

- *Intellectual Ability*
- *High Achievement Ability*
- *Specific Academic Ability*
- *Creative Ability*
- *Leadership Ability*
- *Visual Arts Ability*
- *Performing Arts Ability*

Progress Monitoring of Students:

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

The FACS Program Design consists of a Cluster Model and Enrichment:

- **Cluster** – Grouping students within the regular classroom for instruction by the regular classroom teacher. Teachers provide a differentiated curriculum so that students attain optimal levels of learning.
- **Enrichment** – Supplemental educational activities conducted within the regular classroom but provided by someone other than the regular classroom teacher.
- **Extension Learning Opportunities – Art and Science:** Extension learning opportunities (field trips, JPL Engineer visit)

FACS's goals for Gifted and Talented Students:

- Increase complexity
- Deepen understanding
- Ignite curiosity
- Guide thinking
- Expose new solutions
- Encourage reflection
- Heighten critical thinking

FACS will support the gifted child as follows:

- Provide Depth and Complexity
- Differentiate Instruction
- Project based learning
- Technology Integration
- Science, Technology, and Music Specialists
- Student leadership

Fenton Avenue Charter School's GATE program was designed and implemented to meet student needs in three ways:

1. Differentiated Learning Opportunities:

Teacher and GATE Team work together to provide appropriate differentiation for each student (Ongoing).

2. Pull-out with Project-Based Learning– Enrichment:

Technology Integration Specialist and Upper-Grade Science Specialist teachers meet with students to provide instruction in a cluster model. Students will be pulled out in vertical and grade level groupings to experience Problem Based Learning in the Computer Lab and the Science Lab.

- **Technology:**

The Instructional Technology Specialist will meet with the GATE students during the Fall or Spring semester to provide technology-based instruction with a Problem Based Learning emphasis. Topics will change based on current trends and best practices.

- **Science: NASA & Engineering**

The Upper Grade Science Specialist will provide Inquiry Based Exploration with a focus on engineering and NASA based projects.

3. Extension Learning Opportunities – Art and Science: GATE students will visit museums of interest for extension learning opportunities.

FACS continues to maintain a GATE link on its school website to help keep parents informed about the GATE program and activities. FACS has also held multiple informational meetings for parents. These informational meetings are either held in the mornings, as a breakfast, or in the evenings. They provide an overview to the GATE program, student identification, strategies and suggested activities for parents. Also, the staff has received several trainings on differentiated instruction and what that looks like for the gifted or highly intellectual student (see the Staff Development Calendars.)

Fenton Avenue Charter School will work diligently to implement a variety of strategies to identify and support gifted and talented students:

- Multiple computers in all classrooms
- School psychologist to identify students for program
- Individualized assistance and support from paraprofessionals
- Team teaching to support differentiated instruction
- Supplementary enrichment materials for core subjects
- Allow for leadership opportunities by participating in various school functions

High achieving students will be identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including internal benchmark assessments and the CAASPP.

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

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

Progress Monitoring of Students:

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

“Exceptionally gifted students are those for whom the education system must make exceptions. The social and academic environments that form the core of students’ everyday experiences play a critical role in their social and emotional adjustment as well as their ultimate productivity and life satisfaction.”

Cheryl Miller Thurston, et al.

Social and Emotional Development of Gifted Children, 2002

STUDENTS ACHIEVING BELOW GRADE LEVEL

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

- Paraprofessionals provide individualized assistance
- Parent workshops to support home-school activities and communication
- Multiple computers in all classrooms
- Parent and student volunteers
- Small group and individualized instruction in all classrooms
- Behavioral and Academic Student Study Teams
- *iStation* assessment to identify specific standards in need of remediation
- Supplementary materials aligned with core programs for use in intersession and after school* programs
- Coordination of Services Team meets individually with teachers regarding meeting the needs of students struggling with academics and/or behavior
- *NWEA Map* assessments

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

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

Progress Monitoring of Students:

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

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Fenton Avenue Charter School adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, the *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 3-5; and up to 21 in TK
- 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 inside the classroom is provided for students who are struggling
- The services of an elementary counselor, school psychologist and speech and language pathologist
- 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 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
- Technology, science 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 Avenue Charter School 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 Charter School has access to direct certification from the state for students who are currently receiving government assistance. Finally, families who are homeless or living in a shelter and are willing to fill out a verification form, will be considered as socio-economically disadvantaged. The Charter School currently partners with Hope Gardens, a homeless shelter provided by Union Rescue Mission.

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 Hathaway Sycamores for additional mental health support for students and families
- Full-time nurse and nurse's aide to provide parents with additional support
- Full-time Administrative Coordinator who guides implementation of PBIS

- Full-time Behavior Assistant who supports the implementation of PBIS

Fenton Avenue Charter School will identify socio-economically disadvantaged students using Illuminate, CALPADS, and Los Angeles County databases. Illuminate will desegregate academic data with student information data to create reports on academic progress for the subgroup and individual. CALPADS can verify enrollment and program code history.

The Charter School evaluates the effectiveness of its education program for Socio-Economically Disadvantaged/Low Income Students by:

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

Progress Monitoring of Students:

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

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.

STUDENTS IN OTHER SUBGROUPS

Most of Fenton Avenue Charter School'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. FACS applies the same instructional program components, services, and supports to foster and homeless youth, as was described above under EL, socioeconomically disadvantaged, and academically high or low achieving, as fits the particular student's situation.

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 price 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 at FACS or FPC.

In order to ensure proper program identification, FACS updates its database during parent conferences and when notified of a change by the parent or guardian.

Progress Monitoring of Students:

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

“A TYPICAL DAY”

A typical day at Fenton Avenue Charter School is well organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program. Throughout the typical day, Fenton Avenue Charter School also utilizes Explicit Direct Instruction by DataWorks as a key instructional strategy. Explicit Direct Instruction allows the teacher to constantly monitor understanding and make sure students are deriving meaning from instruction. Students are cognitively engaged throughout the learning encounter. They have opportunities throughout the lesson to self-monitor and direct their own learning and participation.

An EDI lesson always includes specific lesson design components and lesson delivery strategies. It always includes continuous student engagement through Pair Share interactions and by using Checking for Understanding activities to verify that students are learning during the lesson. Student Pair-Share activities are an integral part of their TAPPLE mnemonic:

Teach first
Ask a question
Pause and pair-share
Pick a non-volunteer
Listen to the response
Effective feedback

During Explicit Direct Instruction, teachers have a great deal of responsibility to monitor student needs and provide the kind of scaffolding most appropriate throughout the learning process. However, students have responsibility too. They must realize that they will be expected to perform the task by themselves, and they should then work toward achieving that goal.

Key Instructional Methods**Thinking Maps™**

Throughout a typical day, the use of Thinking Maps is evident and observable. Fenton Avenue Charter School 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 Avenue Charter School teachers are providing students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers.

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

Throughout the typical day, the integration of science, technology, engineering and math with the addition of three computer labs and a full-time certificated Technology Integration Specialist teacher can be observed and is evident. All 3rd through 5th grade classrooms have eight iMac desktop computers for a computer to student ratio of 1:3. TK classrooms will follow the same ratio, while exploring the use of more developmentally appropriate technology devices for our youngest students, and the science lab has a laptop cart. The technology integration program is to not only “level the playing field” by having the students learn basic word processing and keyboarding skills, but also to develop their critical thinking and problem solving skills through technology based projects. Students create projects on the computer using programs such as Pages, Keynote, and iMovie. These projects are aligned to the Common Core State Standards for language arts and/or mathematics.

Throughout the typical day, classrooms engage in social/emotional learning with a focus on state content standards through the implementation of the following:

- **The Mutt-i-grees® Curriculum**
- **PBIS**

Instructional Innovative Practice

Mutt-i-grees Program and supporting and promoting social and emotional learning (“SEL”):

Over the past five years, FCPS schools have maintained a strong relationship with Yale University’s School of the 21st Century to implement 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 and emotional skills and is unique in its bridging of humane education and Social and Emotional Learning. The notion underlying SEL is that being socially and emotionally competent leads to school success; just as we teach academic subjects, we can teach social and emotional skills. In a series of easily implemented lessons, children learn critical skills that will help them in school, at home, and later on in the workplace and in their interactions with people and, of course, with animals.

5:30 a.m. Custodian and School Food Service Vendor 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.

The School Food Service Vendor begins preparing breakfast for the approximately 600 students who will eat breakfast daily. He/she checks on the delivery of fresh milk, fruits and vegetables, and insures that all students receive a nutritious meal for breakfast and lunch daily. He/she will also begin preparing for the staff (coffee, breakfast items and lunch).

6:00 a.m. Administrators, teachers and other certificated staff begin to arrive.
First cafeteria worker arrives to assist with breakfast.

Administrators and teachers will be available for conferences as early as 5:30 a.m. to accommodate parents' work schedules. Teachers' scheduled hours are 7:50 a.m. to 2:45 p.m. and administrators' hours are 7:00 a.m. to 4:30 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.

6:30 a.m. Campus Security and Crossing Guards arrive.

Campus security will check the perimeter of the Charter School. He/she will prepare for the drop-off of students and patrol the front of the Charter School. Crossing guards set-up cones for drop-off locations and crosswalks. Throughout the day, this team will be visible to students and staff, assisting with students, safety and security.

Flags will be raised and the eating area will be prepared for students.

7:00 a.m. Office Assistant, school nurse's aide (full-time) and school nurse (part-time) arrive, food service vendor's staff arrive, supervision aides and cafeteria clerk arrive to oversee breakfast service and supervise playground.

Council meetings (Budget, Curriculum and Assessment, School Community Relations, and/or Human Resource and Personnel) begin, and end at the start of the school day.

The Cafeteria Gate is opened and students will enter for breakfast. Students will be offered three choices for breakfast and all students eat for free.

Academic Student Study Team meetings will be scheduled with Fenton Avenue Charter School staff as needed. The FACS school psychologist, counselor, speech and language pathologist, Education Specialist teacher, and the FACS administrators will meet with selected teachers to discuss concerns regarding specific students and their academic progress and/or attend IEP meetings.

Throughout the day, the support staff from FACS (school psychologist, school counselor, speech and language pathologist, and Education Specialist teacher) will be scheduled to assist staff with student behavior concerns and problems.

7:30 a.m. Office manager arrives and assists parents and teachers.

7:55 a.m. Breakfast service ends and cafeteria gate is closed.

8:00 a.m. Bell rings for the start of the school day and the Main Gate is locked. Student Study Team meeting ends. Students line up at marked areas on the yard (room numbers are painted on the playground). This line-up area is also where students line-up in an emergency (fire drill, earthquake drill, etc.). Teachers will pick up classes from the yard and walk students to classrooms. Administrator will check grounds to insure that all students are in classes and accounted for. Paraprofessionals arrive and clock in.

8:10 a.m. Attendance taken on Illuminate database.

The Office Manager and Office Assistant begin issuing “tardy slips” to students who have arrived late through the Main Office, documenting reasons for late arrival. After all students have been checked in, the Attendance Officer will begin calling parents of absent students and entering attendance in the FACS database.

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

FACS’s School Psychologist, Elementary Counselor and Speech and Language Pathologist begin working with selected students and/or conducting assessments as contracted by FACS.

The Education Specialist Teacher will begin his/her program for selected students as needed: pull-out and collaboration.

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

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

Fenton Avenue Charter School teachers carefully plan their daily schedules to incorporate science, technology and music specialists throughout the day and throughout the week. They accomplish this while also insuring the full implementation of the language arts, mathematics, social science, science, ELD, technology and the Mutt-i-grees™ Curriculum.

9:30 a.m. TK Recess

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

“Second Chance” breakfast will be served to students who missed breakfast before school.

9:50 a.m. Bell rings for end of TK recess.

9:55 a.m. 3rd grade recess

Third grade will follow the same pattern as the first recess. “Second Chance” breakfast will be served to students who missed breakfast before school.

10:15 a.m. End of 3rd grade recess.

Teachers will pick up classes and instruction continues.

10:20 a.m. 4th grade recess

Fourth grade will follow the same pattern as the first recess. “Second Chance” breakfast will be served to students who missed breakfast before school.

10:40 a.m. End of 4th grade recess.

Teachers will pick up classes and instruction continues.

10:45 a.m. 5th grade recess

Fifth grade will follow the same pattern as the first recess. “Second Chance” breakfast will be served to students who missed breakfast before school.

10:50 a.m. Lunch for transitional kindergarten students.

11:35 a.m. End of transitional kindergarten lunch.

11:05 a.m. End of 5th grade recess.

Teachers will pick up classes and instruction continues.

11:05 a.m. Morning paraprofessionals leave for the day (selected assistants remain to service students with special needs).

11:00 a.m. Lunch for third grade students. Custodian arrives.

11:45 a.m. End of third grade lunch.

There will be three choices for lunch, and the eating area will be supervised by supervision aides (all aides will wear fluorescent green vests to insure they are easily identified by students).

Teachers will pick-up students and return to classrooms to work on social science, science, ELD, technology and the Mutt-i-grees™ Curriculum, or work with art or music specialists depending on schedule).

11:30 p.m. Lunch for fourth grade students.

12:15 p.m. End of fourth grade lunch.

12:00 p.m. Lunch for fifth grade students.

12:45 p.m. End of fifth grade lunch.

Teachers will pick-up students and return to classrooms to work on social science, science, ELD, the Mutt-i-grees™ Curriculum, or work with art or music specialists depending on schedule).

12:50 p.m. Psychomotor schedule begins for TK and 5th grade (twice a week)

1:45 p.m. Psychomotor schedule begins for 3rd and 4th grade (twice a week)

Teachers will pick-up students and return to classrooms to work on social science, science, ELD, the Mutt-i-grees™ Curriculum, or work with art or music specialists depending on schedule).

2:00 p.m. End of regular school day for TK.

2:35 p.m. End of regular school day for 3-5.

Campus security and teachers oversee dismissal.

Teachers walk classes to assigned gates for dismissal (each grade level is assigned a different dismissal gate to alleviate congestion and create a safer environment). Students who remain for after school* programs walk to assigned meeting areas:

- Afterschool Playground
- LA's Best Afterschool Program

4:00 p.m. Office Manager leaves for the day.

3:30 p.m. Office Assistant leaves for the day.

5:30 p.m. FACS's afterschool program ends.
Parents check students out at assigned gates.

5:45 p.m. LA's Best Afterschool Program ends.
Parents check students out at assigned gates.

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

8:30 p.m. Custodian leaves for the day.

WASC ACCREDITATION

Fenton Avenue Charter School submitted an “Initial Visit Application” to the *Accrediting Commission for Schools (“ACS”) of the Western Association of Schools and Colleges* in the fall of 2006. At the winter 2007 meeting of the Commission, the Charter School was granted interim accreditation through June 30, 2010. In 2010, WASC accredited Fenton Avenue Charter School and Fenton Primary Center a 6-year accreditation. In 2013, WASC visited for the mid-term review and the Charter School was granted accreditation for the following three years. In 2016, ACS WASC Commissioners determined Fenton Avenue Charter School met the ACS WASC criteria for accreditation again. This accreditation status was based on all of the information provided by the Charter School, including the self-study report, and the satisfactory completion of the on-site accreditation visit. It was the decision of the Commission to grant Six-Year Accreditation Status through June 30, 2022.

* Charter authorization is for TK, 3-5 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 FACS has met its established goals:

Charter Goal 1: Students will strive to master the rigorous academic content of the Common Core State Standards, Next Generation Science Standards and the California 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: The Charter School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

Method of Measurement:

Fenton Avenue Charter School will utilize formative and summative assessment data to monitor student achievement. Student achievement data will be collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The Charter School will closely monitor the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced price lunch
- Total enrollment

Publishers' tests will be used to determine consistent and continuous student progress toward state content standards. Assessments will be conducted based on the recommended schedule of each adopted program, but the general timeframe will call for regular and end-of-unit assessments for each state adoption.

With the implementation of CCSS, FACS has selected CCSS aligned assessment tools to guide instruction. FACS uses publisher's benchmark assessments to track progress of subgroups, grade levels and classrooms and then identify those in need of support. State assessment data will be

used to identify needs and target professional development along with data from the Charter School's database, Illuminate Student Information™, NWEA® MAP Assessments online standardized, summative and formative assessments online, which enables our teachers to make data-driven decisions to improve classroom. Questions are aligned to CCSS and include innovative item types that require deeper thinking, such as selected response, including those with more than one correct answer, constructed response, and technology-enhanced items.

Teacher-developed assessments will contribute additional information to measure student progress, while anecdotal records and observation will provide the personalized, 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), teacher-designed assessments aligned with the Content Standards of the State of California and the Common Core State Standards and the pacing schedules developed by Fenton Avenue Charter School staff members responsible for each of the above named curricular areas will determine levels of progress toward mastery of respective standards at each trimester reporting period.

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

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

Method of Measurement:

Fenton Avenue Charter School will share a full-time attendance officer with the other Fenton Charter Public Schools, who will monitor student attendance and assist with communication with parents to ensure punctual and consistent attendance. Administrators, teachers, and the Charter School community will review attendance and communicate with families struggling with regular and punctual attendance. FACS will continue to have various incentives for students who are in attendance 100% of the time monthly, full semester, and yearly. These incentives include, but are not limited to, pencils, awards, and medals.

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.

Method of Measurement:

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.

FACS's ***reclassification rate*** will meet or exceed the District's reclassification rate 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 FACS ELD Portfolio twice a year for all English Learners and the first two years for students who reclassify.

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

LCAP Goal 6: The Charter 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: The Charter School will continue to maintain a low $\leq 1\%$ suspension rate.

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

LCAP Goal 14: The Charter 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.

Method of Measurement:

The number of ***referrals*** for disruptive classroom behavior and negative playground interactions will decrease yearly. Data on student behavior will be maintained through Fenton Avenue Charter School's Illuminate Education database and the PBIS SWIS data collection program, a web-based computer application for data entry and report generation. FACS has implemented PBIS. Yale University's Mutt-i-grees End-of-the-Year Survey will be administered annually to all students.

The California Department of Education's Healthy Kids Survey will be administered to all 5th grade students. The survey measures attitudes, behaviors, and experiences related to school and learning.

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 – Teachers, Student Access to instructional materials, and Facilities in good repair	<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 > 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 > 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 > 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 > 90% of items in compliance or good standing. Target: More than 90% of items in compliance.</p>

<p>#2 – Implementation of Academic Content standards as adopted by the state</p>	<p>Charter Goal 1: Students will strive to master the rigorous academic content of the Common Core State Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.</p> <p><i>LCAP Goal 2:</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 CCSS-aligned 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</p>	<p>All students will have access to standards-aligned Instructional materials. Target: 100% using SARC.</p> <p>Implement the 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 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 CCSS in ELA and Math across all grades. Target: 100%</p>
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	youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.			
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<p>#3 – Parent Involvement (Engagement)</p>	<p><i>Charter Goal 4:</i> Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.</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 resources that support families and enhance the school community.</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 councils. At least one parent or local community member will be elected to the FCPS board of directors.</p> <p>Parents’ sense of connectedness to school. Target 75% using school climate survey.</p> <p>Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.</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 councils. At least one parent or local community member will be elected to the FCPS board of directors.</p> <p>Parents’ sense of connectedness to school. Target 80% using school climate survey.</p> <p>Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.</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 councils. At least one parent or local community member will be elected to the FCPS board of directors.</p> <p>Parents’ sense of connectedness to school. Target 85% using school climate survey.</p> <p>Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.</p>
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<p>#4 – Student Achievement (Performance)</p>	<p><i>Charter Goal 1:</i> Students will strive to master the rigorous academic content of the Common Core State Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p>
	<p><i>Charter Goal 3:</i> Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.</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>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>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><i>LCAP Goal 5:</i> 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p>	<p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education.</p>	<p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education.</p>	<p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education.</p>
	<p><i>LCAP Goal 7:</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 meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English</p>	<p>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>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade</p>	<p>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>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade</p>	<p>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>EL reclassification rate will meet or exceed the District's reclassification rate when comparing grade</p>

	<p>Language Arts/Literacy and Mathematics.</p> <p><i>LCAP Goal 8:</i> School will meet the annual API Growth Target, or equivalent for a K-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 AMAOs.</p>	levels. Target to exceed by 1%	levels. Target to exceed by 3%	levels. Target to exceed by 5%
#5 – Student Engagement (Attendance)	<p><i>Charter Goal 2:</i> Students will build a foundation for a responsible work ethic by regular and punctual attendance.</p> <p><i>LCAP Goal 11:</i> School will continue to maintain a high ADA rate.</p>	The Charter School will continue to maintain a high ADA rate of >95%.	The Charter School will continue to maintain a high ADA rate of >95%.	The Charter School will continue to maintain a high ADA rate of >95%.

<p>#6 – School Climate (Suspension and Expulsion Rates, Safety, Surveys)</p>	<p>Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.</p> <p>Charter Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.</p> <p>LCAP Goal 12: School will continue to maintain a low $\leq 1\%$ suspension rate.</p> <p>LCAP Goal 13: School will continue to maintain a low $< 1\%$ annual pupil expulsion rate.</p>	<p>Suspension rate will be maintained at $\leq 1\%$ of student population</p> <p>Expulsion rate will be maintained at $\leq 1\%$ of student population</p>	<p>Suspension rate will be maintained at $\leq 1\%$ of student population</p> <p>Expulsion rate will be maintained at $\leq 0.75\%$ of student population</p>	<p>Suspension rate will be maintained at $\leq 1\%$ of student population</p> <p>Expulsion rate will be maintained at $\leq 0.5\%$ of student population</p>
<p>#7 – Course Access</p>	<p>Fenton Avenue Charter School is a school for third through fifth grade with an age range of 7 to 11 year olds. The courses offered are standard elementary school courses with the following core subjects: language arts with English language development, mathematics, social studies, and science. The non-core subjects taught are visual arts and physical education.</p>			

#8 – Other Student 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 Charter School’s charter.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students. Target 40 hours of enrichment beyond school hours. (School budget permitting)</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>
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Measuring Student Academic Performance and Growth

Fenton Avenue Charter School uses a variety of assessments to measure student academic performance and growth. Below is a table that describes the core subjects taught, assessments used for the subject, guiding documents and reports created with each assessment, and the audience and purpose for the assessment:

Subject	Assessments	Reports	Audience and Purpose
Language Arts	<ul style="list-style-type: none"> - Publisher's Assessments – <i>Benchmark Education</i> - iStation - Online - NWEA® MAP – Reading and Language Assessments - Educational Software for Guiding Instruction ("ESGI") – Phonics, letter and sound recognition, sight words (TK) 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Illuminate Data Reports - ESGI Progress Reports for parents (TK) - iStation – Online progress reports - School Wide Progress Reports using NWEA and Illuminate 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Periodic progress reports of student progress are provided for parents throughout trimester - Illuminate data reports are generated to measure and analyze progress and performance by student, grade level, and school site – Data is shared at Curriculum and Assessment council and organization wide at FCPS Board Meetings (Director's Reports) - ESGI reports progress reports for parents on the basic skills of reading (TK) - iStation – Online progress reports for teachers and parents - NWEA® MAP will provide school wide performance data and descriptions of growth. We are currently in our first year of use.

English Language Development	<ul style="list-style-type: none"> - Publisher's Tests – Benchmark Education ELD (New) - iStation – Online - English Language Retell Assessment (ELDRA) - CELDT 	<ul style="list-style-type: none"> - Annual and Initial parent notices for EL students - ELDRA/ELD Folder - iStation – Online progress reports - CELDT Individual and state reporting 	<ul style="list-style-type: none"> - Progress monitoring for teachers and school - ELDRA provides additional specific data on student listening and speaking skills - iStation – Online progress reports - CELDT provides parents and teachers with reports
Mathematics	<ul style="list-style-type: none"> - Publisher's Assessments - My Math - NWEA® MAP 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Illuminate Data Reports 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress - Illuminate data reports are created to measure progress and performance by student, grade level, and school wide – Reports are shared with school at Instruction Committee and organization wide at FCPS Board Meetings
Science	<ul style="list-style-type: none"> - Publisher's Assessments – Pearson Scott Foresman California Science 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Teacher created assessments 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress
Social Studies	<ul style="list-style-type: none"> - Publisher's Assessments – <i>Reflections</i> by Harcourt 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Teacher created assessments 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress

Teacher Leadership

Fenton Avenue Charter School takes a collaborative and systematic approach when selecting assessments and analyzing data. Lead Teachers for each grade level, including special education, create pacing and assessment plans annually. Lead Teachers share assessment choices and data vertically to ensure consistency. Lead Teachers also meet with administration regularly to discuss grade level needs. The entire team also participates in monthly Curriculum and Assessment council meetings where topics are discussed, providing all stakeholders a “voice” and new plans are approved. The Curriculum and Assessment council provides monthly formal minutes to the FACS staff, FCPS organization via email and the FCPS Board of Directors at the monthly Board meetings.

Summative Assessments

Fenton Avenue Charter School will utilize summative assessment data to monitor student achievement. Summative assessments consist of Beginning/End of Year assessments given twice a year and periodic benchmark assessments. Student achievement data will be collected daily, weekly, monthly and annually, to measure student progress. Publishers’ tests will be used to determine consistent and continuous student progress toward state content standards. Assessments will be conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Benchmarks

Benchmark testing will be conducted prior to finalizing student grades each trimester (every twelve weeks). Benchmark testing utilizes publisher tests in language arts, mathematics, English language development, and science.

NWEA® Measures of Academic Progress® computer adaptive assessments and *iStation* will be other methods the Charter School uses as a benchmark assessment. *iStation* is a Standards-based Adaptive Measurement (“SAM”) that utilizes an innovative computer-adaptive, Internet-based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student’s abilities. This research-based program is a reliable, valid diagnostic test that has been shown to predict performance on standardized tests such as the CCSS aligned CAASPP and has been an effective tool for identifying specific student needs in schools with demographics similar to those of Fenton Avenue Charter School. Teachers utilize Illuminate and NWEA MAP® to collect, analyze and disaggregate data by individual students, classes, and grade-levels

Illuminate Education online database will be used by Fenton Charter Public Schools to monitor student achievement on benchmark assessments. Fenton Avenue Charter School will also tap into Illuminate to track student achievement and pro-social behavior. In addition to monitoring benchmark assessments, this database enables administrators and teachers to track and monitor student achievement on summative assessments including the CAASPP, CELDT, Next Generation Science Standards assessment, the CST Science assessment and publisher created benchmark assessments. Benchmark assessment data is clustered in alignment with the CAASPP data to enable the Charter School to track progress and predict growth.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Fenton Avenue Charter School will implement the use of formative assessment based on research and best practices. Some questions the Charter School will consider as a basis for formative assessment practices will determine if students participating in a task show certain knowledge, skills, and abilities (“KSA”) necessary for mastery of the CCSS and NGSS. Some questions teachers might consider are (Trumbull *et al.*, 2013):

Knowledge, Skills, and Abilities

- What KSA(s) do I wish to assess (e.g., knowledge, skills, processes, understanding toward competency in a particular part of a domain)?
- What is the cognitive/developmental path (i.e., learning trajectory) I would expect to see with regard to these KSAs?
- What evidence (i.e., observable features of students’ performances and responses) would I need in order to determine the student’s level of KSAs?
- What are the characteristics of tasks that will elicit this evidence?
- What KSAs that are *not* wanted (e.g., unnecessarily complex language, need for speed of response) might this type of formative assessment process introduce?
- How can I modify my formative assessment process to make it inclusive for all students, to minimize the impact of nontarget KSAs?

“Formative assessment calls upon teachers not only to determine whether students have learned something, but also to probe students’ ways of thinking to get at why any learning gaps exist. In addition to using assessment evidence to plan future instruction, teachers are expected to use it to help students (1) judge the state of their own knowledge and understanding, (2) identify the demands of a learning task, (3) judge their own work against a standard, (4) grasp and set learning goals, and (5) select and engage in appropriate strategies to keep their learning moving forward (Andrade, 2010; Black & Wiliam, 1998b, 2009; Bransford et al., 2000; Heritage, 2010b; Stiggins, Arter, Chappuis, & Chappuis, 2009). These metacognitive skills are critical to the development of intentional learning and of independent, self-propelled learners who can regulate their own learning and self-correct as needed (Bransford et al., 2000).”

-Trumbull & Lash, 2013

Fenton Avenue Charter School also utilizes Explicit Direct Instruction by DataWorks when assessing formatively. Explicit Direct Instruction allows the teacher to constantly monitor understanding and make sure students are deriving meaning from instruction. Students are cognitively engaged throughout the learning encounter. They have opportunities throughout the lesson to self-monitor and direct their own learning and participation.

An EDI lesson always includes specific lesson design components and lesson delivery strategies. It always includes continuous student engagement through Pair Share interactions and by using

Checking for Understanding activities to verify that students are learning during the lesson. Student Pair-Share activities are an integral part of their TAPPLE mnemonic:

Teach first
Ask a question
Pause and pair-share
Pick a non-volunteer
Listen to the response
Effective feedback

During Explicit Direct Instruction, teachers have a great deal of responsibility to monitor student needs and provide the kind of scaffolding most appropriate throughout the learning process. However, students have responsibility too. They must realize that they will be expected to perform the task by themselves, and they should then work toward achieving that goal.

DATA ANALYSIS AND REPORTING

The Curriculum and Assessment council, an advisory council that reports to the Board of Directors, will continue to analyze student assessment data at regularly scheduled monthly meetings. Lead Teachers will review percentages on weekly publishers' tests for each classroom along with other teacher-developed assessments, anecdotal records, and trimester grades prior to each reporting period for school progress reports. Positive as well as negative results will be shared by Lead Teachers and evaluated by the committee to determine the specific causes for upward and downward trends, and action will be taken to modify or revise current instructional practices as necessary.

The administrative staff will disaggregate data from the Charter School's Illuminate database for each curricular area, grade level, and significant subgroup. This analysis will focus the FACS'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 FACS's resources. The Curriculum and Assessment council based on careful analysis of student achievement data will make funding recommendations and the scheduling of professional development activities. This council's recommendation will be passed on to the Budget, Facilities and Safety council for fiscal review. Both bodies are advisory councils 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 School Community Relations council, an advisory council that reports to the Board of Directors, conducts evening meetings for parents and school community members to share school-wide results in the fall and spring of each school year. Individual student test score results are shared with parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

In 2013, FACS moved from an achievement-based to a standards-based report card and from an overall grade in a subject area to a grade in each standard; in 2014, the Charter School modified its report card to align with the Common Core State Standards.

Grades are entered through the Illuminate Education website and report cards are shared with parents once per trimester, typically in November, March and June. Periodic progress reports are shared with parents three times per year at least a month before the formal reporting period ends. Below is the grading scale the Charter School uses:

Criteria for Achievement Grades

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

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

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

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

Criteria for Effort Grades (Successful Learner Behaviors)

O - Outstanding is given to students who: Do significantly more than is required in terms of length and/or quality of assignments.

G - Good is given to students who: Do more than is required in terms of length and/or quality of assignments.

S - Satisfactory is given to students who: Do what is expected/required in terms of the quality of work.

N - Needs Improvement is given to students who: Do not achieve what is expected in terms of the quality of work required.

FACS also provides periodic progress reports to parents to convey how students are doing between report cards and how they are held accountable for their academic success, and in turn, how teachers are accountable for record-keeping and tracking students' progress and growth. Within two years the Charter School plans on implementing the parent portal on Illuminate that will give parents online access to student progress. This system will provide instant progress monitoring for parents.

Students who struggle with meeting the expected goals, consistently not meeting standards, or entering school significantly below as other students in the same grade level are reviewed individually using Coordination of Services Team meetings. These meetings are held 2-3 times a year, or as necessary, to support struggling students. If a student continues to struggle, a Student Study Team meeting is held to discuss student needs and address specific interventions that have been tried. The SST team meeting is held with the parent present to provide the team with additional information outside of the Charter School's academic focus.

The Charter School reviews each child on a case-by-case basis. If a student continues to struggle for three semesters an SST meeting can determine the need for special education assessment(s). The Charter School's intervention flowchart is given to every teacher and reviewed at the beginning of every school year. This flowchart provides teachers with a guideline on intervention.

The Charter School's goal is to promote every child. If a child is struggling the teacher recommends a COST team meeting and can provide information regarding retention. Once the teacher recommends a child for retention, additional supports and interventions are tried. If the additional supports and intervention work and the child needs more time, retention is highly recommended. The grade levels collaboratively review each recommendation and provide a second layer of recommendation. The Charter School provides special retention meetings in May of every school year to review all students recommended for retention. The retention meetings consist of administration, Lead Teachers, psychologist, counselor, and special education staff. The retention team reviews and makes final recommendations. Parent participation is a key factor in determining retention. Parents must agree and be able to support a struggling child in order for retention to be successful. The Charter School reviews its overall retention process annually and makes any necessary changes in the fall.

The School Community Relations Council, an advisory council that reports to the Board of Directors, will conduct evening meetings for parents and school community members to share school-wide standardized test score results in the fall of each school year. Individual student test score results will be mailed home to parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

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

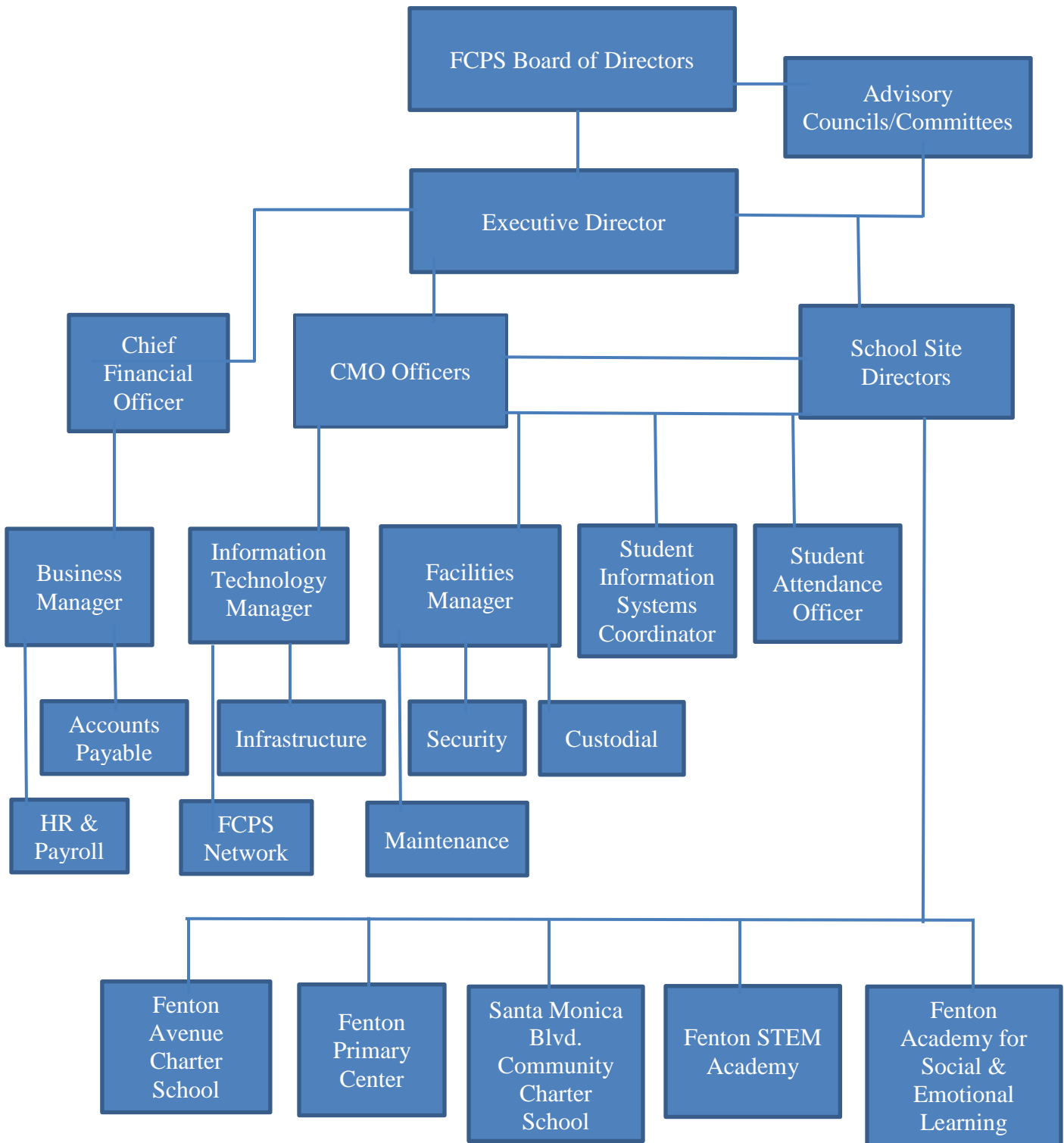
Fenton Avenue Charter School is a directly funded independent charter school and is operated by Fenton Charter Public Schools. The Charter School will continue to be operated by the California nonprofit public benefit corporation, FCPS, pursuant to California law.

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.

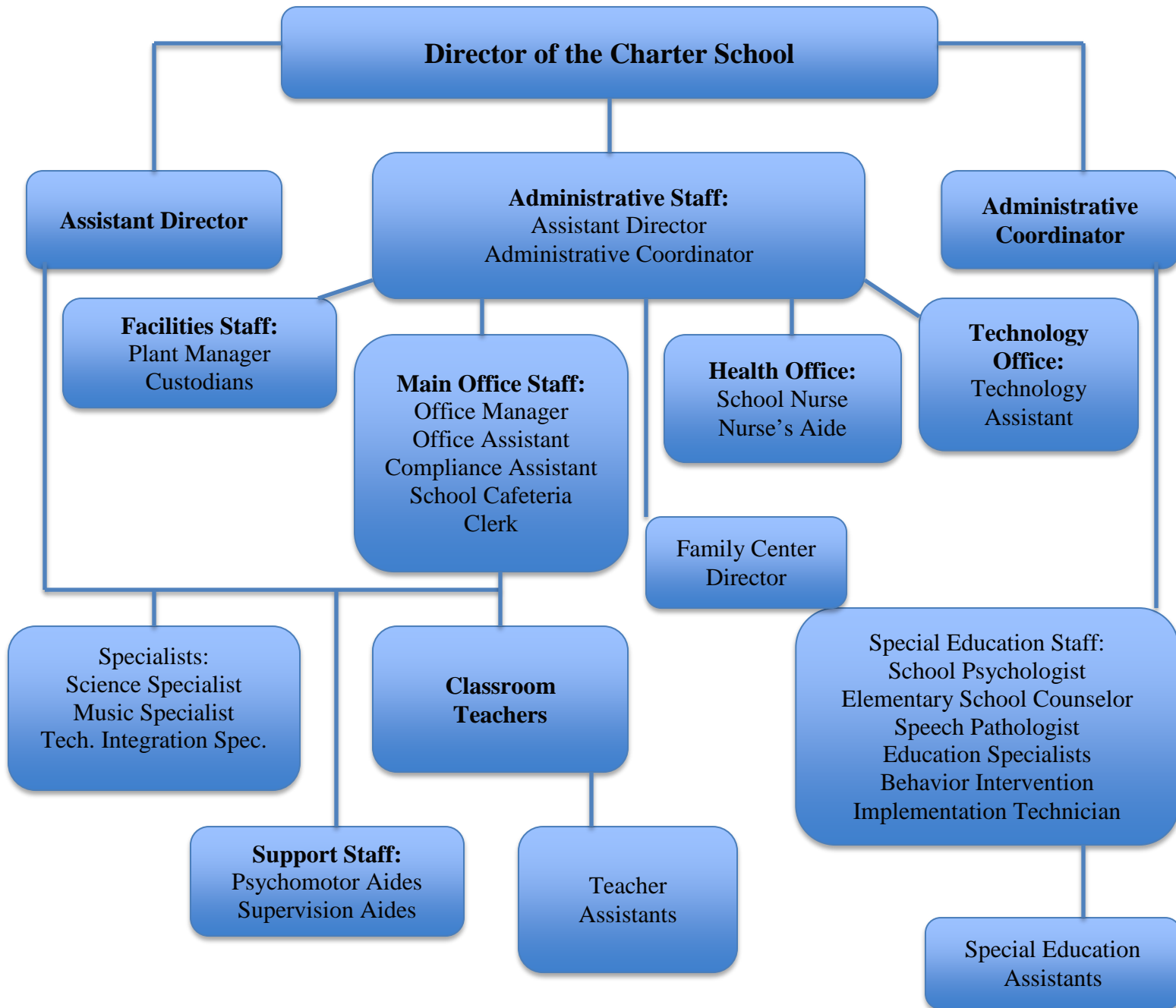
FENTON CHARTER PUBLIC SCHOOLS

Organizational Chart



FENTON AVENUE CHARTER SCHOOL

Organizational Chart



The Charter School is governed by the Board of Directors of 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 the compensation of corporate officers, agents, and employees; 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 the Los Angeles Unified School District for holding any meeting of members.
- 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. The FCPS Board member terms are staggered. Directors may be nominated by an ad hoc Nominating Committee for an additional two-year term when their terms expire.

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 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 councils as a means for soliciting stakeholder input, and for supporting the work of the Board. Staff, parents and community members may participate in any council, but may only serve as a voting member on one council. Each advisory council and its stakeholder members meet to develop the LCAP annual update yearly.

Staff, parents and community members will apply for a council 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 council, with a membership of between 10 and 20 members on each council.

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

Advisory councils 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 councils is detailed in a Board resolution, which is reviewed and approved annually.

- **Budget, Facilities and Safety Council**

- 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 ADA (student enrollment) 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.

- **Curriculum and Assessment Council**

- 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 council;
 - 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 Avenue Charter School'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
- **Human Resource and Personnel Council**
 - 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 Council);
 - 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 Council);
 - Review staff evaluation process;
 - Review all personnel policies to determine they are in compliance with existing law.

- **School-Community Relations Council**

- 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 Council 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 Fenton Avenue Charter School advisory councils 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. Fenton Avenue 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:

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

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of the Fenton Avenue Charter School Renewal Petition, Personnel Handbook, 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 fifth 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 of the Director of the Fenton Primary Center, Assistant Director and Coordinator as necessary.
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 Avenue Charter School 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 Fenton Charter Public Schools.

Major Job Responsibilities:

1. Maintain the vision of Fenton Avenue Charter School:

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 Avenue Charter School:

- Provide guidance, supervision and assistance in instructional practice while adhering to the policies and practices recommended by the four governing councils and approved by the Council of Councils:
 - Actively participate on Curriculum and Assessment Council (and all other councils) 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 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;
 - Oversee management and maintenance of Fenton database (Illuminate) in collaboration with database coordinator;
 - Common Core Implementation: Working in collaboration with the Assistant Director, research, plan and develop professional development and implementation of Common Core (publishers, bridge materials, PD, guiding FACS Lead Teacher team, work with FCPS team to develop implementation across schools, etc.).
 - Actively participate in the implementation of the new Common Core standards based report card.
 - Oversee state recommended materials adoptions following protocols established by the Curriculum and Assessment Council.
- Ensure compliance with all state and federal programs through proper administration or reporting of:
 - CBEDS
 - School Accountability Report Card (SARC)
 - Fall Survey
 - Bilingual Survey
 - STAR Testing
 - CELDT
- Special Education program
 - 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;
 - Evaluate advancement for step and column 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;
 - Provide teacher and staff support through intervention, discipline as necessary and dismissal as warranted.

3. Actively participate in the budgeting process for Fenton Avenue Charter School:

- 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.

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 the FACS Student Information System (Illuminate) in collaboration with the SIS Coordinator;
- Plan, coordinate and create schedules:
 - Daily schedule
 - 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;
- 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 school psychologist, resource specialist teachers and other special education staff, oversee the implementation of the Fenton Avenue Charter School 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;
- Coordinate and oversee special education activities as related to the Option 3 SELPA mandates to ensure compliance;
- Attend IEP meetings. Access, use and manage student data in Welligent, including closing IEP meetings, overseeing service tracking and submitting 202 and 311 reports in a timely manner.

6. Oversee all student discipline needs for Fenton Avenue Charter School:

- Support and communicate the student discipline policy to students, parents and staff;
- Work with the Dean of Students and the Assistant Director 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 Avenue Charter School:

- Attend all council meetings, and any other meetings, event and activities as needed;
- Provide guidance, supervision, assistance and leadership for all members of the Fenton Avenue Charter School 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 Avenue Charter School, 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 the successful transition of Fenton Charter Public Schools to the adopted leadership structure:

- 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;
3. An Administration Credential

Experience:

1. Minimum of five (5) years of successful teaching experience.
2. Fenton leadership experience preferred (*e.g., served as Administrative Coordinator, 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. Maintains a culturally responsible approach to meet the needs of a diverse school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
5. Ability to direct the management activities associated with the positions of the Director of Fenton Avenue Charter School.
6. Knowledge of and ability to recognize the impact of the Fenton Avenue Charter School 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.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Facility in oral and written communication.

9. Ability to assist quickly and appropriately in an emergency situation.
10. Ability to cope appropriately with crisis situations.
11. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of Fenton Avenue Charter School.
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:

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

Responsible to:

The Director of Fenton Avenue Charter School.

Major Job Responsibilities:

1. **Working in collaboration with the Director, school psychologist, resource specialist teachers and other special education staff, participate in the implementation of the Fenton Avenue Charter School special education program, sharing the following duties with the Director during times that are not impacted by testing/compliance responsibilities:**
 - *In conjunction with the Director, participate in ongoing collaboration between special education and general education staff during times that are not impacted by testing/compliance responsibilities;*
 - *In conjunction with the Director, facilitate the implementation of instructional modifications, accommodations and behavioral interventions that support student achievement in the general curriculum;*
 - *In conjunction with the Director, participate in preparing for, coordinating and monitoring all school self-reviews and District Validation Review (DVR) activities during times that are not impacted by testing/compliance responsibilities;*
 - *In conjunction with the Director, 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)*
 - *PRE-LAS (Pre-Language Assessment in Spanish)*
 - *Smarter Balanced Assessment and STAR (Standardized Testing and Reporting)*
 - *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 Fenton Avenue Charter School.*
- 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 and dean, 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 on daily discipline concerns, tending to all on an individual basis as needed, and with total confidentiality.*
 - *Work with the Director and Dean to conduct parent conferences and resolution related to behavior and social/emotional needs of all students;*
 - *Work with the Director and Dean 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 FACS and after school programs;*
 - *Create classroom rotation schedules for after school classes;*
 - *Schedule location of after school events occurring on campus.*
- 7. 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.*

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 (including SES programs)*
 - *Translation schedules for parent conferences*
 - *Translation schedules for parent orientation*

9. Oversee all student clubs, assemblies, and school-wide events:

- *Schedule and coordinate Monthly Incentive activities (Perfect Attendance, Citizen-of-the-Month Awards, etc.);*
- *Coordinate and oversee school performances and assemblies;*
- *Oversee scheduling and organization of school field trips. Book buses, submit invoice paperwork, distribute all paperwork for field trips to teachers and support staff.*

10. Working with Lead Teachers, schedule other school activities:

- *Create specialists' schedules*

11. Distribute instructional materials:

- *Work with Lead Teachers to order and distribute materials, assisting with distribution as needed.*

12. Curriculum and Instruction - Professional Development

Working in collaboration with the director, assist with planning, implementation and carrying out of professional development.

13. Curriculum and Instruction – Common Core Implementation

Working in collaboration with the director, assist with professional development and implementation of Common Core; work with FCPS team to develop implementation across all schools.

14. Ensure the successful transition of FCPS to the newly adopted 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. A Multiple Subject Teaching Credential (Clear and EL Authorization);
2. Master's degree and administration credential (*may be in progress, but must be completed within three years of assuming the position*).

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. Maintains a culturally responsible approach to meet the needs of a diverse school community.
4. Knowledge of the FCPS charters, Employee Handbook, Evaluation Handbook, council/committee and board policies, and applicable state and federal laws.
5. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
6. Facility in oral and written communication.
7. Ability to assist quickly and appropriately in an emergency situation.
8. Ability to cope appropriately with crisis situations.
9. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the Charter School.
10. Ability to understand and work effectively with students, teachers, and other employees.
11. Good rapport with students, ability to understand their needs and social development.
12. Ability to remain flexible.
13. Ability to use discretion at all times.
14. Ability and willingness to stay abreast of the law and CA Education Code that pertains to discipline.
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:

Assists the Director of the Charter School in performing school management duties and oversees student discipline and social and emotional learning and development

Responsible to:

Director and the Charter School

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 PBIS and all student clubs, assemblies, and school-wide events:**
 - Attend all PBIS meetings, work with PBIS team and actively participate in implementation of PBIS framework;
 - 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 Charter School's 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.

*Specific duties and responsibilities will vary depending on the enrollment of the school, which will determine the number of administrators at the school site.

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:
3. Passing score on Charter School Paraprofessional Examination
OR
4. Completion of 60 semester units or 90 quarter units from a recognized college or university;
OR
5. 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.

BEHAVIOR INTERVENTION IMPLEMENTATION TECHNICIAN - SPECIAL EDUCATION (NON-CERTIFICATED) JOB DESCRIPTION

Qualifications

Education:

1. Associate degree or higher from a recognized college or university
2. Applied Behavior Analysis training
3. NCI certified
4. 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.

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 train Adult Assistant staff in the area of special education, under the supervision of the Assistant Director and School Psychologist
3. Knowledge of applicable state and federal laws.
4. Knowledge of Welligent tracking
5. Understanding of and sensitivity to diversity in the school community.
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. Knowledge of physical and emotional needs of children at various age levels.
11. Knowledge of general nature and causes of physical, mental and emotional disabilities.
12. Knowledge of first aid techniques.
13. Knowledge of functioning of special equipment, such as wheel chairs and braces.
14. Ability to speak English using good vocabulary.
15. Ability to gain students' confidence.
16. Ability to communicate and related effectively with students.
17. Ability to act calmly and appropriately in emergencies.
18. Ability to take orders and follow instructions accurately.
19. Ability to assist in feeding and toileting of student with special needs.
20. Passionate about children, behavioral instruction and excited about change.
21. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and 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. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and to work effectively with other personnel, parents and students.
25. Mobility to traverse all areas of the work site.

26. 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.
27. 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

Responsible for the direct implementation of skill-acquisition and behavior-reduction plans developed by a supervisor.

Responsible to

School Psychologist and Director of the Charter School

Major Job Responsibilities

1. Performs a variety of activities pertinent to the direct implementation of skill-acquisition and behavior-reduction plans developed by a supervisor in students with disabilities.
2. Assists teachers in implementing skill-acquisition and behavior-reduction plans as directed by a supervisor.
3. Provide documentation of Behavior Intervention Implementation (BII) services in the Welligent Service Tracking System.
4. Assists teachers in implementation of behavior support plan.
5. 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.
6. 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.
7. Under the teacher's direction, participates in data collection on behaviors as part of behavior support plan development and implementation.
8. Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
9. 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.
10. 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 in 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 in 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 will 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 (IDEA)
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.

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.

SCIENCE 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:

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. Knowledge of Next Generation Science Standards and demonstrates ability to develop meaningful lessons related to NGSS.
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 in 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 stamina sufficient to sit, stand or walk for prolonged periods of time.

Job Purpose

Provides science instruction based on the Common Core State Standards and Next Generation Science Standards to specific grade levels as assigned.

Responsible to

Director of the Charter School

Major Job Responsibilities

1. Teaches self-contained science class 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 Common Core State Standards and Next Generation Science 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.

TECHNOLOGY INTEGRATION 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 successful teaching experience.
Fenton leadership experience *preferred*.

Knowledge, Skills, Abilities and Personal Characteristics

1. Capacity to lead and facilitate professional development in the area of technology.
2. Knowledge of Common Core State Standards.
3. Ability to develop Common Core lesson plans that incorporate the use of technology.
4. Ability to create schedules for various classrooms.
5. Ability to communicate effectively with teachers, students, and other staff members.
6. Excellent oral and written communication skills.
7. Proficient in the use of technology in the classroom.
8. Ability to complete all responsibilities independently and in a timely manner.
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. 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: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

Job Purpose

Provides support and assistance to classroom teachers in the development of technology lessons based on Common Core State Standards while overseeing and maintaining computer labs for each grade level, and supporting the efficient administration of the Smarter Balanced Assessments and other computer-based school-wide assessments.

Responsible to

Director of the Charter School

Major Job Responsibilities

1. Attends professional development seminars to increase professional capacity as well incorporate learned strategies into planned professional development opportunities for teachers.
2. Collaborates the classroom teachers and with the IT Manager to further develop and refine knowledge and skills in areas that incorporate technology into the classroom based on present and future technology plans.
3. Provides support and assistance to classroom teachers in the development and implementation of Common Core lessons that infuse technology; confers with teachers regarding differentiation, and assists with strategies to support the instructional delivery of the lessons in the computer lab.
4. Collaborates with teachers to build capacity in the area of lesson design/projects that incorporate technology and Common Core State Standards.
5. Provides support to and develops training sessions for teachers based on the Technology Standards and PuenteDura's Model for Enhanced Technology.
6. Works in collaboration with the Administrative Coordinator to develop schedules for classroom rotations.
7. Supports the Administrative Coordinator in scheduling and administering the Smarter Balanced Assessment.
8. Integrates Student Leadership into various activities to promote access to various forms of technological media.
9. Responsible for researching, reviewing and recommending apps, programs and software that will be used to enhance the program.
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. 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. Performs other related duties as assigned.
14. PHYSICAL DEMANDS: Movement of computers and desks for different room configurations.

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 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 polices 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:
2. California English Language Development Test (CELDT)
3. English Language Development Retell Assessment (ELDRA)
4. Language Assessment Scales (LAS and Pre-LAS)
5. California Assessment of Student Performance and Progress (CAASPP)
6. Assists the administrator in distribution and receipt of all parent notification regarding compliance with categorical programs.
7. 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.

8. Assists the administrator in ensuring students are appropriately identified in the area of language classification.
9. 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.
10. Assists the administrator with inputting and maintaining student data in the school's information system.
11. Supports the overall function of the office:
12. prepares, produces, duplicates and disseminates information in a variety of formats
13. Organizes responsibilities to determine priorities and meet established deadlines and setting priorities
14. Establishes, modifies, and maintains a wide variety of procedures, programs, records, and filing systems within area of responsibility
15. Performs a variety of simultaneous administrative secretarial/clerical support work with speed and accuracy
16. Operates a variety of office equipment including, but not limited to, computer, copy machine, fax machine, calculator, and other peripheral equipment
17. 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.

***CHARTER AUTHORIZATION IS FOR TK, 3-5 AND THE EXTRACURRICULAR AND AFTER SCHOOL PROGRAM PROVISIONS SERVE AS SUPPLEMENTAL INFORMATION**

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

The Assistant Business Manager is the Custodian of Records, per California Department of Justice requirements, for 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.

FACS’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, FACS 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.

FACS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all FACS teachers and staff shall be mandated to report any suspected child abuse. FACS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all FACS 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.

FACS 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, well-being, 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 Councils

FACS’s four governing councils (Budget, Facilities and Safety; Curriculum and Assessment; Human Resource and Personnel; and School-Community Relations) will develop, implement,

monitor, review, and revise as necessary school nutrition and physical activity policies as pertinent to each council'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 LA's BEST 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 21st 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.

* Charter authorization is for TK, 3-5 only and the extracurricular and after school program provisions serve as supplemental information.

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 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 1st), the Charter School will publicize and conduct informational meetings to inform all segments of the community about the Charter School’s educational program and support services. 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 FACS 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 Avenue Charter School 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. Free and Reduced Price Meal Application

All new and returning parents, after their students are enrolled, will attend an orientation to review and sign the Home-School Agreement, Student Responsibility Code, Textbook Agreement, Technology Contract, and complete all emergency information.

STUDENT RECRUITMENT

Recruitment efforts of students who are academically low-achieving, students with disabilities, and socio-economically disadvantaged students is conducted locally, throughout the former attendance area of Fenton Avenue Elementary School. 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. Siblings of currently enrolled students of the Charter School
3. Children of employees of FCPS, not to exceed 10%
4. Residents of the District
5. 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 a 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 (unless declined by the parent) with the first name drawn, the first on the waiting list.
- 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.
- 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 by phone, mail, or email to the parent by the office staff.)

- 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 1st.
- 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 waitlist 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 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

Fenton Avenue Charter School Charter Renewal Petition

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 Avenue Charter School recognizes that appropriate school behavior is critical to 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 Fenton Avenue Charter School. 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 spend on 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 PBIS practices to reengage students in their learning community.

FACS bases its Discipline Foundation Policy on its motto of “safe respectful and responsible,” and its values. These values hold true for the entire school community. School wide expectations for behavior and character are reinforced through the Mutt-i-grees TM Curriculum Lessons. These social/emotional learning lessons also correlate to “Safe, Respectful and Responsible.”

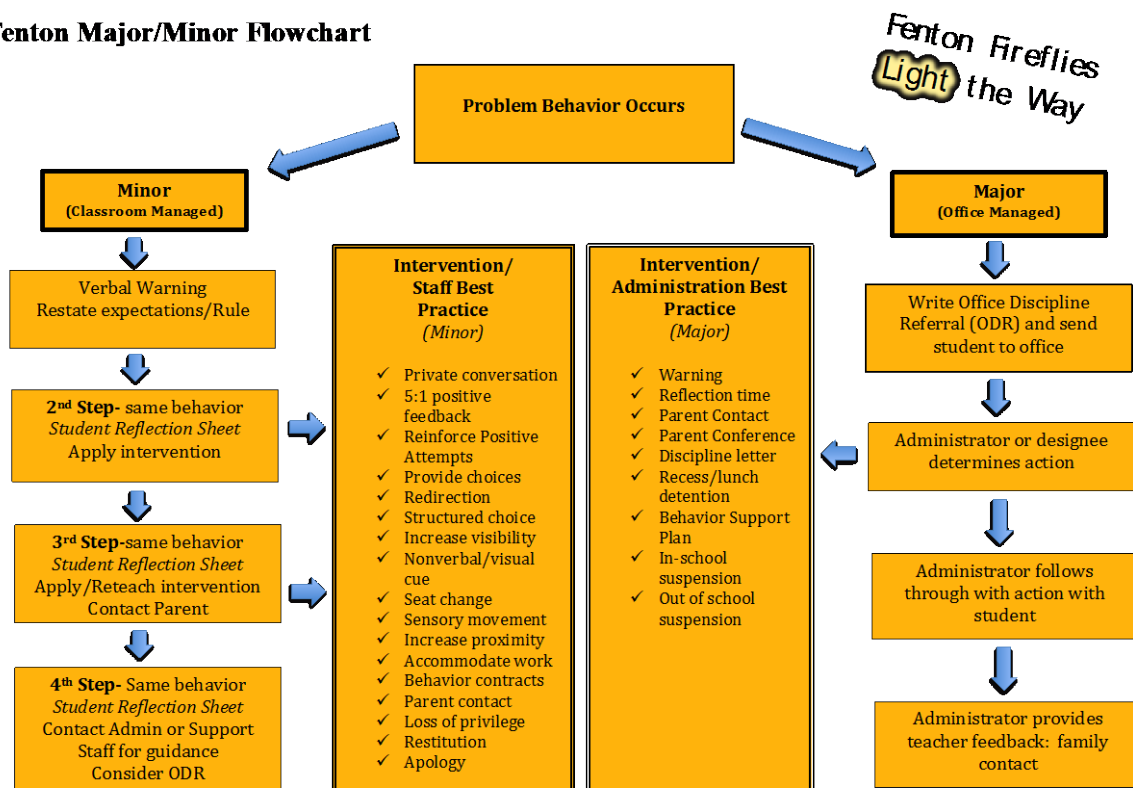
**Fenton Avenue Charter School
School-Wide Expected Behaviors**

Settings	We are Safe	We are Respectful	We are Responsible
All Settings	<ul style="list-style-type: none"> -Walk at all times -Keep hands, feet, and objects to yourself -Smile 	<ul style="list-style-type: none"> -Use kind words -Wait your turn -Clean up after yourself -Listen to adults 	<ul style="list-style-type: none"> -Arrive/leave on time -Take care of all personal belongings and school equipment -Tell the truth -Always tell an adult if there is a problem
Classrooms	<ul style="list-style-type: none"> -Listen to the adults at all times -Keep hands, feet and objects to self -Take care of the materials/equipment -Keep feet on the floor, even when you are sitting -Walk at all times 	<ul style="list-style-type: none"> -Listen and follow all directions -Use kind words -Use inside voices 	<ul style="list-style-type: none"> -Care for school and personal property -Use your time wisely -Complete your assignments: classwork and homework -Keep your desk clean
Restrooms	<ul style="list-style-type: none"> -Keep feet on floor -Keep hands and feet to yourself -Keep water/soap in sink -Put trash in the trash can 	<ul style="list-style-type: none"> -Flush when finished -One person per stall -Clean up after yourself -Keep eyes to yourself 	<ul style="list-style-type: none"> -Use quiet voices -Wash hands with soap and water -Put trash in the trash can
Playground	<ul style="list-style-type: none"> -Follow game rules -Keep hands and feet to yourself -Listen to adults -Walk to and from the playground and around play areas -Be a friend 	<ul style="list-style-type: none"> -Be kind -Share -Take turns -Use your words 	<ul style="list-style-type: none"> -Follow directions -Ball monitor is in charge of getting and returning play equipment -Stay in your assigned area.
Cafeteria	<ul style="list-style-type: none"> -Keep all food on your tray -Sit while you're eating -Keep hands, feet and food to yourself 	<ul style="list-style-type: none"> -Use quiet voices -Chew with mouth closed -Allow anyone to sit next to you 	<ul style="list-style-type: none"> -Raise your hand to be excused -Clean up after yourself -Keep all food in the lunch area -Recycle

Drinking Fountains	-Keep your hands, feet, and objects to yourself -Keep a safe distance from the faucet	-Drink for 5 seconds -Wait quietly for your turn	-Wait patiently in line for your turn -Move when finished drinking
Walkways	-Walk at all times -Keep your hands, feet, and objects to yourself	-Use quiet voices -Use kind words	-Walk directly to your destination -Stay on the walkway
Auditorium	-Enter and exit quietly -Keep your hands to yourself -Listen to adults -Sit appropriately	-Eyes and ears on the presenter -Keep hands to yourself -Sit quietly	-Remain seated -Follow directions

FACS implements School-wide Positive Behavioral Interventions and Supports, which promotes 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 PBIS model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm. It is depicted in the graphic below.

Fenton Major/Minor Flowchart



The first tier of PBIS is prevention. Students are introduced and taught the school wide expectations during the first three weeks of school. The FACS PBIS matrix is posted in each classroom and reminds students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and the PBIS framework is revisited as necessary. These expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect are developed between students and staff helping to strengthen the school culture.

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 Tier I behaviors and possible responses:

Tier I Behaviors*	Tier I Responses*
Off task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments, out of uniform	Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students' seat, have student repeat behavior correctly, speak to the student privately, use positive framing

Tier II encompasses a smaller group of students (10-15%) who will require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) will require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences. The following tables illustrate Tier II and Tier III behaviors, as well as possible responses.

Tier II Behaviors*	Tier II Responses*
Repeated Tier I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous 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

Tier III Behaviors*	Tier III Responses*: Immediate Office Referral and Incident Report
<p>Repeated Tier 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>	<p>The following will serve as alternatives to suspension/expulsion, although the behaviors are listed as discretionary offenses for suspension and expulsion and could rise to that level:</p> <p>Parent/student conference, SST referral, individual behavior student contract, home visit, parent supervision, individual counseling, threat assessment, school based mentors, multi-agency collaboration</p> <p>Additionally, the following responses can be considered:</p> <p>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.

All behavior that requires an office discipline referral (“ODR”), will be documented on the Illuminate database and on the SWIS Data App for the purposes of affecting change. 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.

Student Responsibilities:

- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and learn about and be respectful of the cultures of others
- Comply with reasonable requests from Charter School staff
- Model positive behavior
- Participate in problem solving for individual and Charter School concerns

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Participate in and support Charter School activities
- Teach students to be respectful of others and reinforce Charter School expectations

- Model positive, respectful and appropriate school behavior
- Teach students that behavior has consequences
- Encourage and praise their student's achievements
- Discuss feedback on progress with their student
- Communicate with Charter School staff to ensure that staff know and understand their student better and are better able to teach them effectively.
-

School Responsibilities:

- Develop a school wide behavior plan and share with staff, students and families
- Ensure that new teachers, administrators and other staff know and understand the school wide plan and regularly review the school plan with all staff
- Review outcomes and modify plan, with particular attention to whether the Charter School is reducing the number of out of school suspensions
- Provide a process for addressing student concerns
- Implement a defined system for teaching the expectations at the beginning of the school year and periodically throughout the year; teach social skills to increase students' repertoire of appropriate responses
- Ensure that the Charter School is welcoming to families of all cultures and backgrounds
- Communicate Charter School expectations to families
- Inform families of both their student's positive behavior and of behavior-related concerns
- Communicate with families whose students have been victimized at school
- Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs

IN-SCHOOL SUSPENSION

If deemed necessary, FACS will use In-School Suspension for Tier III behaviors and it will be overseen by the Administrative Coordinator. Teachers will assign work and meet with the student during the day to ensure the student is accessing the educational assignments; teachers will follow up with parents as necessary regarding assigned school work. 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 well-being 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 noncharter 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 Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website 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.
- 3) “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 Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website 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. These offenses are handled as discretionary suspension and expulsion offenses, as identified in the charter language:

- 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 designee³ with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil's parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, 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 receive meaningful access to education during suspension, and will

³ Designee as used in this Policy includes other administrators at the Charter School, such as Assistant Director.
Fenton Avenue Charter School Charter Renewal Petition

have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams.. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

D. Authority to Expel

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. The interim placement for students who are suspended pending expulsion hearing and expulsion appeal hearing will be in accordance with the Alternative Educational Placement MOU with the District. If requested by the student through his or 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 through his or 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 to assist 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 Fenton Charter Public Schools will continue to be members of the California State Teachers’ Retirement System (“CalSTRS”). Employees will contribute the required percentage and Fenton Charter Public Schools will contribute the employer’s portion as designated by CalSTRS. All withholdings from employees and from 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 Fenton Charter Public Schools.

Fenton Avenue Charter School 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 Fenton Charter Public Schools will contribute the required employer’s percentage as designated by CalPERS. All withholdings from employees and from 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 Fenton Charter Public Schools.

Fenton Avenue Charter School 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 Fenton Charter Public Schools will contribute the employer's portion as designated by PARS. All withholdings from employees and from 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 Fenton Charter Public Schools.

Fenton Avenue Charter School 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 FACS 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, 20th Floor
Los Angeles, California 90017

Fenton Avenue Charter School
c/o Stacy Carroll Hutter, Director
11828 Gain Street
Lake View Terrace, CA 91342
[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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment.

Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any 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, 28th 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 Avenue Charter School (also referred to herein as “FACS” 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 Fenton Avenue Charter School Charter Renewal Petition

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, 20th 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.

Fenton Avenue Charter School Charter Renewal Petition

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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities

with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
- (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance 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, 28th 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).)