



**Santa Monica Boulevard Community Charter School:
A Fenton Charter Public School**

Charter Renewal Petition

Submitted on July 25, 2016

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Assurances, Affirmations, and Declarations

Santa Monica Boulevard Community Charter School (also referred to herein as “SMBCCS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

INTRODUCTION

Fenton Charter Public Schools

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California. As a conversion charter, the attendance area served by the Charter School has remained constant, with student demographics reflective of the surrounding area: 92% Hispanic; 6% African American; 55% English Learner (“EL”); 91% qualifying for Free or Reduced Price Meals (“FRPM”); 9.8% Special Needs.

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

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

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

students and a maximum capacity of 408 students each.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten.

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

GENERAL INFORMATION

● The contact person for Charter School is:	<i>David Riddick, Director</i>
● The contact address for Charter School is:	<i>1022 N. Van Ness Avenue Los Angeles, CA 90038</i>
● The contact phone number for Charter School is:	<i>323-469-0971</i>
● The proposed address or target community of Charter School is:	<i>1022 N. Van Ness Avenue Los Angeles, CA 90038</i>
● This location is in LAUSD Board District:	<i>4</i>
● This location is in LAUSD Local District:	<i>West</i>
● The grade configuration of Charter School is:	<i>TK - 6</i>
● The number of students in the first year will be:	<i>935</i>
● The grade level(s) of the students in the first year will be:	<i>TK - 6</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>950</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 Charter School will be:	<i>8:00 A.M. – 2:30 P.M.</i>
● The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR CHARTER SCHOOL

Santa Monica Boulevard Community Charter School is located in an overcrowded urban section of East Hollywood that consists of mixed residential and commercial/industrial development. SMBCCS has been in existence as a public school since 1910. In 2002, SMBCCS converted to independent charter status.

Since initial charter approval in 2002, Santa Monica Boulevard Community Charter School has implemented innovative ideas and strategies, and invested human and fiscal resources to improve the quality and effectiveness of the instructional program. In 2002, SMBCCS became the largest conversion charter school within LAUSD. Before converting to charter status, SMBCCS was placed on LAUSD's one hundred worst schools list. During the first 10 years of charter conversion, SMBCCS accomplished much: raised student achievement, received Western Association of Schools and Colleges ("WASC") accreditation, celebrated the school's centennial, and was able to create and maintain strong community partnerships with Paramount Pictures, the SABAN Free Clinic, Pepperdine University, and the Los Angeles Philharmonic. SMBCCS expanded afterschool programs to include an extraordinary chorus of over 80 students and an award winning drill team. The accomplishments, however, were inadequate when compared to the academic performance of students in neighboring District schools.

In December 2011, while preparing for its second charter renewal, the Los Angeles Unified School District identified Santa Monica as a "focus" school due to minimal gains in API scores. In January 2012, the Charter School was notified that its charter was not going to be renewed and the Charter School would revert back to a traditional public school.

The reasons cited by LAUSD included:

- Minimal gains in API scores
- Student achievement (California Standards Test ("CST")) data equal to or less than District/state averages
- Lack of alignment within a cohesive curricular program
- Inconsistent instructional program strategies

The parents and community of SMBCCS were informed that although the Charter School has accomplished much over the past decade, the Charter School has had stagnant test scores and lower academic performance than comparison schools. On January 17, 2012, nine parents delivered a petition signed by 320 parents to LAUSD in support of a charter petition for SMBCCS to be operated by Fenton Charter Public Schools. As an alternative to reverting to a traditional public school, SMBCCS proposed that the Charter School merge with and come under the governance of FCPS. The SMBCCS Board of Directors sought to merge with FCPS because the schools service very similar students, yet FCPS has demonstrated a history of academic success.

When responding to obstacles, many schools close their doors to scrutiny and collaboration with outsiders. Rather than responding with cyclical blame, SMBCCS proactively sought to merge with an organization with a history of success at increasing student achievement. By being proactive, SMBCCS was able to remain an independent charter school while overhauling its instructional program with effective research based practices to increase student learning.

On May 1, 2012, the Los Angeles Board of Education approved the operation of Santa Monica Boulevard Community Charter School by Fenton Charter Public Schools. During the LAUSD Board meeting, Superintendent John Deasy told Board Members that this union was an innovative way to implement school reform and “is a model of what public school accountability should look like.” LAUSD Board Member Tamar Galatzan stated, FCPS “has come up with something that is totally innovative. This is the kind of creative thinking that I hope to see from our charter partners.”

Effective July 1, 2012, the existing governance structure of SMBCCS effectively transferred to FCPS. All policies and practices pertaining to SMBCCS were reviewed by the FCPS Board of Directors and Executive Director. FCPS assumed all aspects of the operations of SMBCCS. In addition to the assignment of the Director, the FCPS Board of Directors assigned ten highly qualified teachers who taught kindergarten through fifth grade at FCPS to serve as Lead Teachers at SMBCCS. The Director and Lead Teachers were responsible for hiring all staff members at SMBCCS. Teachers requesting employment with FCPS were required to be observed by the hiring committee, complete a professional portfolio, and take part in an interview. Approximately 60% of the original SMBCCS teachers were rehired by FCPS.

Charter Renewal Criteria and Eligibility

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

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

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

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

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

*Note on Testing Data

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

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

SMBCCS 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 9, respectively. In addition, charter renewal criteria established in Education Code Section 47607(b)(1) because SMBCCS exceeded the 2013 API growth target of 6 API points with an API growth of 66 API points schoolwide, plus met growth targets for all student subgroups. 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, SMBCCS 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	804	5 (+65)	Yes
Socioeconomically Disadvantaged	Yes	809	5 (+68)	Yes
English Learners	Yes	798	5 (+77)	Yes
(Source: CDE DataQuest, accessed July 20, 2016.)				

The Charter School’s student subgroups have demonstrated API growth scores over 700 for the last three years. All subgroups exceeded their growth target by more than thirteen-fold. Thus, the Charter School’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

FACILITIES AND TECHNOLOGY ACCOMPLISHMENTS

FCPS worked diligently with LAUSD’s Charter Schools Division and with charter advocates to ensure an effective instructional program was articulated and supported with broad appeal as a model for initiating school reform. SMBCCS took on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed.

On May 10, 2012, after the divestiture of SMBCCS to FCPS, LAUSD Facilities Division, visited SMBCCS to review repairs needed at SMBCCS. Based on positive relationships between FCPS and LAUSD, the following projects were completed by LAUSD.

- * J-Building Bathroom (April, 2013)
- * LAUSD replaced 67 windows of the main building (July, 2013)
- * Fulfillment of Escutia Obligation (October 2, 2013)
- * Replacement of exterior doors of the main building (December, 2013)
- * Renovation of the North and South Towers.
 1. Repairs to the exterior stairs at both towers (May, 2013)
 2. Repairs to classroom and hallway floors and walls (January, 2014)
 3. Replacement of 56 exterior windows (April, 2014)

In addition to LAUSD upgrades, the FCPS Maintenance and Operations team and the FCPS Technology team completed the following upgrades to make an immediate difference for the parents, students and staff at SMBCCS.

July, 2012 The front office was reconfigured with new tile flooring and custom cabinets. The main hallway and auditorium were painted. All classrooms had their floors and walls cleaned. All classroom furniture was removed and inspected for quality before being placed back into the classrooms. Most classrooms were freshly painted. Cabinet doors, sinks, carpets, whiteboards, plastic molding, ceiling tiles, light fixtures, and locks are among items that were repaired and/or replaced as needed. FCPS installed an intrusion alarm system for the campus as well as the Parent Center.

SMBCCS received 324 computers from FCPS. This included 236 iMac desktops and 48 Macbook laptops. The FCPS technology team equipped each SMBCCS classroom with 5-6 iMac desktops. Improvements were made to the technology infrastructure, including switching from LAUSD to Time Warner's network and ensuring Internet connectivity and phone service to all classrooms.

- January, 2014 Bungalows received beautiful new awnings over their classroom doors to provide protection from the sun and rain. Classrooms floors, hallways, and stairwells were buffed and stripped throughout the Charter School. The interior hallway of the second floor in the main building was painted.
- April, 2014 The FCPS Maintenance and Operations Team painted the exterior walls of the two-story 6th grade building, auditorium, north and south towers, and the main building. SMBCCS launched a redesigned website: www.smbccs.net
- July, 2015 The Department of Housing ("DOH") portables on the corner of Van Ness and Santa Monica were replaced with Department of the State Architect ("DSA") units. SMBCCS used \$213,885 from the Charter Schools Facilities Grant to pay for a significant portion of this expense. There was a tremendous amount of work done to install these units. This work included the installation of underground plumbing and conduit for high voltage (electrical), low voltage (internet, phone lines, public address system), fire alarm, and security alarm placed securely underground.

The FCPS Technology Team works with our Instructional Technology Coaches to transform the digital learning experience for our students.

* Infrastructure: The FCPS Technology Team has completely overhauled the Infrastructure at SMBCCS.

* Hardware: Teachers received new laptops and iPads at the beginning of the 2014-15 school year. 2 classroom sets of 27 iPads and 27 MacBooks were purchased for the Digital Learning Lab in rooms 40 and 41.

- January, 2016 Ultra Short Throw Interactive Projectors and A/V upgrades campus wide.
- August, 2016 SMBCCS will receive additional hardware to provide students with vibrant lessons to increase technology access at our school. These devices include eight (8) classroom iPads (grades TK-5) and eight (8) classroom laptops (grades 3-6). Having these devices in the classroom will enable our Instructional Technology Coaches to enhance our robotics program and reach levels of redefinition, in which technology allows for the creation of new tasks previously viewed as inconceivable.

Academic Performance Data

During the first year of SMBCCS under the governance of FCPS, the Charter School had an increase of 66 API points during the 2012-13 school year with an API score of 809. The State’s growth target for SMBCCS was 6 API Points. The Charter School’s 66 API point gain was one of the highest single year API gains among all of LAUSD elementary schools during the 2012-13 school year. English learners increased 77 API points in one year. Students with Disabilities increased 118 API points in one year.

SMBCCS increased 12% in Language Arts, 15% in Math, and 27% in Science from 2012 to 2013 on the CSTs. In one year, SMBCCS went from one of the lowest performing schools in its geographic areas to one of the highest. All stakeholders at SMBCCS are committed to working in concert for a symphony of excellence.

As we enter the second charter renewal for Santa Monica Boulevard Community 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 (“CCSS”), and the California Assessment of Student Performance and Progress (“CAASPP”) student assessments present new challenges for SMBCCS. It is important for us to reflect and build upon all that has been accomplished during the first renewal as we implement new reforms and programs implementation at SMBCCS.

INSTRUCTIONAL ACCOMPLISHMENTS

Below is an overview comparing the academic achievement at SMBCCS before and after the divestiture to the Fenton Charter Public Schools.

	2012 PRE FCPS	2013 POST FCPS	GROWTH w/FCPS
CA - Similar Schools Ranking	3	9	6
LAUSD – School Performance Framework	Focus	Achieving	3 Levels
API – Schoolwide	743	809	66
API – ELD Subgroup	721	798	77
API – Special Ed Subgroup	541	659	118
AYP – Language Arts % Proficient	39%	51%	12%
AYP – Mathematics % Proficient	53%	68%	15%
ELD Reclassification Rates	4%	34%	30%
AMAO 1	59.4%	61.8%	2.4%
AMAO 2 - Less than 5 years	21.2%	28.4%	7.2%
AMAO 2 - 5 years or more	42.7%	47.3%	4.6%

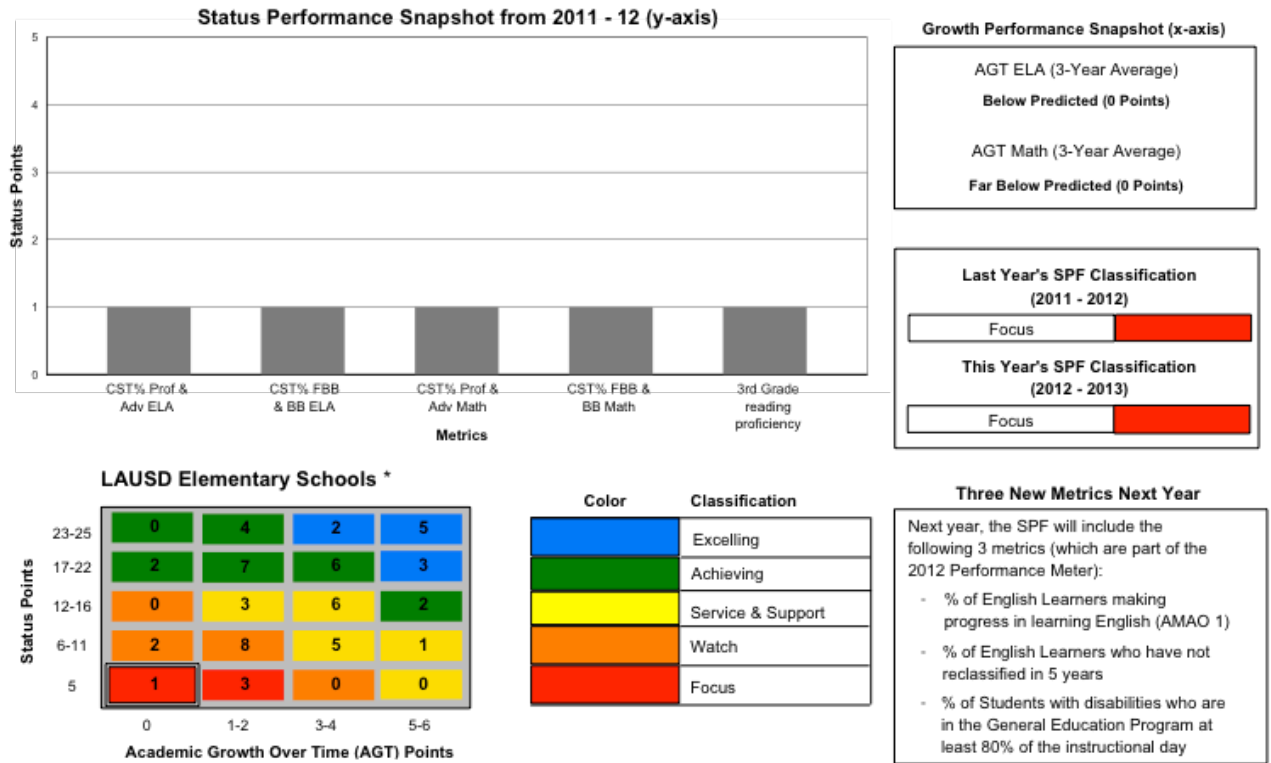
Source: DataQuest – California Department of Education

The 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. SMBCCS was able to improve from the lowest tier of “Focus” to “Achieving” in just one year. SPF was last used by LAUSD to analyze schools during the 2014-2015 school year.

The figures below compare student achievement at SMBCCS before and after joining FCPS.

School Performance Framework

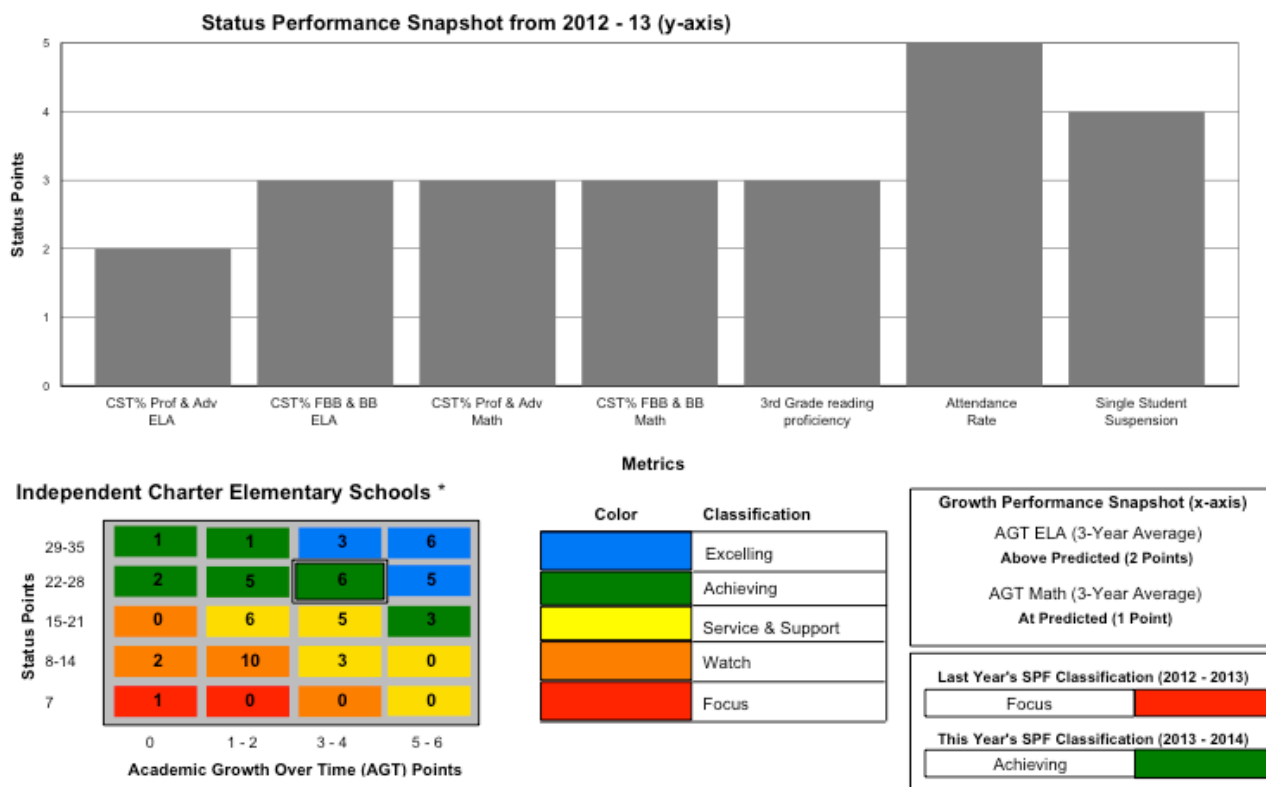
SANTA MONICA COMMUNITY CHARTER SCHOOL (ESC W)



* The number in each box represents the total number of Independent Charter elementary schools that fall within that performance tier. The highlighted box represents SANTA MONICA COMMUNITY CHARTER SCHOOL's performance tier.

School Performance Framework

SANTA MONICA BLVD COMMUNITY (ESC W)



* The number in each box represents the total number of Independent Charter Elementary Schools that fall within that performance tier. The highlighted box represents SANTA MONICA BLVD COMMUNITY's performance tier.

Results of the 2015 and 2016 CAASPP:

SMBCCS outperformed the median scores of our 13 LAUSD resident schools on the 2015 and 2016 CAASPP in both ELA and Mathematics when measuring the percentage of students that “Met or Exceeded” the standard schoolwide. EL students scored comparable to our resident schools in ELA and Mathematics. SMBCCS RFEP students significantly outperformed our resident schools in ELA and Mathematics.

ELA:

Comparison of 2015 and 2016 CAASPP Data between SMBCCS with 13 LAUSD Resident

	2015 CAASPP ELA % Prof. (All)	2016 CAASPP ELA % Prof. (All)	2015 CAASPP ELA % Prof. (RFEP)	2016 CAASPP ELA % Prof. (RFEP)	2015 CAASPP ELA % Prof. (EL)	2016 CAASPP ELA % Prof. (EL)	2015 CAASPP ELA % Prof. (SPED)	2016 CAASPP ELA % Prof. (SPED)
SMBCCS	29	33	49	54	2	4	6	5
Highest Performing SMBCCS Class	54	68	62	57	-	-	-	-

Kingsley Elementary	35	39	44	50	14	8	-	-
Joseph Le Conte Middle	26	33	32	37	1	3	4	3
Ramona Elementary	21	30	33	48	3	1	0	4
Vine Street Elementary	21	29	40	42	3	5	0	3
Hollywood Primary Center	14	14	-	-	4	-	-	-
Van Ness Avenue Elementary	38	52	36	53	17	-	9	15
Alexandria Avenue Elementary	19	24	28	34	1	3	0	0
Grant Elementary	21	31	25	47	4	7	6	7
Charles H. Kim Elementary	48	50	69	78	5	9	5	10
Budlong Avenue Elementary	17	21	33	40	1	1	4	4
Harvard Elementary	36	41	47	66	5	6	21	13
Frank del Olmo Elementary	22	21	34	33	2	3	2	2
Lexington Avenue Primary Center	-	-	-	-	-	-	-	-
Median Scores of Resident Schools	22	31	34	47	4	4	4	4
LAUSD	33	39	37	43	3	3	8	8
California	44	49	52	58	11	13	11	14

Source: California Department of Education (CAASPP Reporting)

Math:

Comparison of 2015 and 2016 CAASPP Data between SMBCCS with 13 LAUSD Resident

	2015 CAASPP Math % Prof. (All)	2016 CAASPP Math % Prof. (All)	2015 CAASPP Math % Prof. (RFEP)	2016 CAASPP Math % Prof. (RFEP)	2015 CAASPP Math % Prof. (EL)	2016 CAASPP Math % Prof. (EL)	2015 CAASPP Math % Prof. (SPED)	2016 CAASPP Math % Prof. (SPED)
Santa Monica Boulevard Community Charter	26	27	39	46	7	8	9	8
Highest Performing SMBCCS Class	48	54	64	69	-	-	-	38
Kingsley Elementary	22	25	29	35	12	10	-	-
Joseph Le Conte Middle	18	22	21	26	3	3	4	2
Ramona Elementary	16	26	23	28	2	3	0	0
Vine Street Elementary	8	19	11	26	1	6	0	3
Hollywood Primary Center	20	14	-	-	14	-	-	-
Van Ness Avenue Elementary	32	39	46	39	4	8	3	10
Alexandria Avenue Elementary	17	17	26	22	5	3	0	3
Grant Elementary	18	25	19	30	7	12	3	7
Charles H. Kim Elementary	45	46	63	71	7	15	6	10
Budlong Avenue Elementary	18	22	39	41	1	5	4	4
Harvard Elementary	32	26	43	39	3	3	26	17
Frank del Olmo Elementary	15	19	23	31	2	4	0	0
Lexington Avenue Primary	-	-	-	-	-	-	-	-

Center								
Median Scores of Resident Schools	18	24	26	31	4	5	3	4
LAUSD	25	28	26	30	5	6	6	6
California	33	37	36	40	11	12	9	11

Source: California Department of Education (CAASPP Reporting)

The 2015 and 2016 CAASPP data of SMBCCS demonstrates the success of our educational program. These numbers are impressive, considering the demographics of our local schools. SMBCCS has higher enrollment numbers, more English learners, and more students eligible for Free or Reduced Price Meals (“FRPM”) than our local schools. In fact, among the roughly 572 elementary schools in LAUSD, SMBCCS has higher enrollment numbers than 94% of LAUSD schools, more English learners than 91% of LAUSD schools, and a higher percentage of students eligible for FRPM than 98% of LAUSD schools.

Comparison of Demographic Data between SMBCCS with 13 LAUSD Resident

	Total Enroll #	% F/R Meal	% Latino	14-15 EL #	% EL	15-16 Reclass Rate
Santa Monica Boulevard Community Charter	937	98%	96%	555	62%	12%
Kingsley Elementary	471	95%	89%	303	61%	7%
Joseph Le Conte Middle	909	91%	78%	205	24%	11%
Ramona Elementary	622	92%	83%	398	60%	10%
Vine Street Elementary	511	93%	91%	242	51%	8%
Hollywood Primary Center	143	92%	92%	101	45%	11%
Van Ness Avenue Elementary	244	83%	71%	82	28%	20%
Alexandria Avenue Elementary	753	92%	89%	380	54%	9%
Grant Elementary	539	92%	71%	245	43%	20%
Charles H. Kim Elementary	717	79%	42%	377	56%	13%
Budlong Avenue Elementary	872	91%	79%	395	44%	12%
Harvard Elementary	466	90%	85%	261	55%	11%
Frank del Olmo Elementary	758	91%	87%	452	61%	13%
Lexington Avenue Primary Center	179	92%	79%	138	62%	9%
Median of 13 Resident Schools	539	92%	83%	261	54%	11%

Source: LAUSD (Charter Schools Division)

5th Grade Science State Assessments: The table below displays a three-year trend comparing SMBCCS with LAUSD on the results of the 5th grade science state assessments as measured by the California Standards Test and California Modified Assessment (“CMA”). The three-year trend shows positive growth on the CSTs as well as the CMAs. In 2014, SMBCCS had a slight decrease on the CSTs and yielded positive growth on the CMAs.

California Standards Test		
	SMBCCS	LAUSD
2012	27%	54%
2013	53%	51%
2014	50%	53%

California Modified Assessment		
	SMBCCS	LAUSD
2012	N/A*	39%
2013	31%	42%
2014	54%	44%

2015	60%	47%	2015	N/A*	40%
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Source: California Department of Education (CAASPP Reporting)

*N/A reported due to lack of significant numbers for valid score from CDE

LAUSD Charter Schools Division Oversight Review Visits: Since the divestiture of SMBCCS to operation by FCPS, the Charter School has received positive reviews from the LAUSD Charter Schools Division (“CSD”). SMBCCS 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, classroom environment, and our special education program.

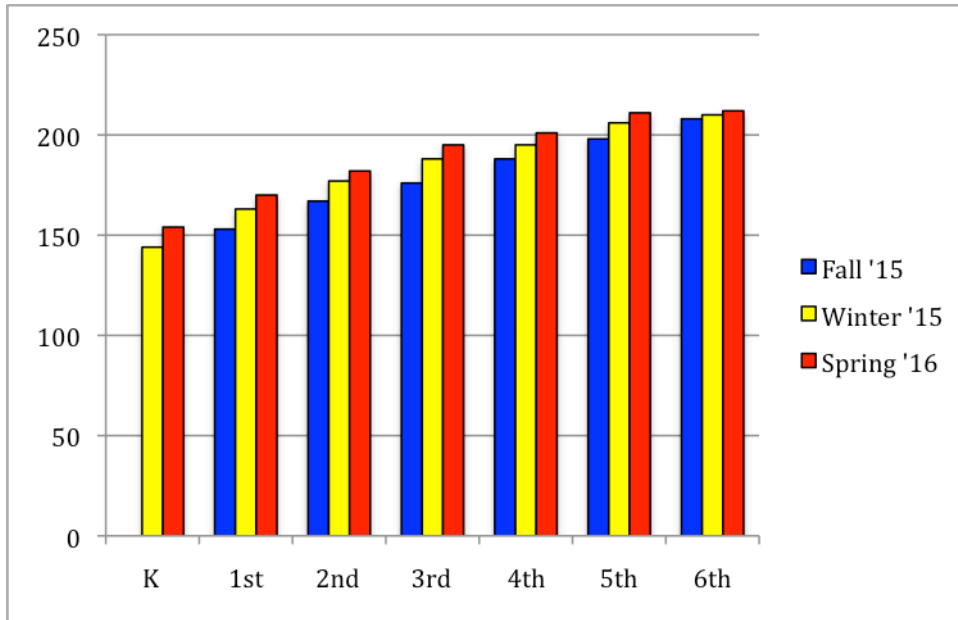
	Governance	Finance	Academics	Organizational Management and Operations
2012 - 2013	4	3	3	4
2013 - 2014	4	3	4	4
2014 - 2015	4	3	4	4
2015 - 2016	4	3	3	4

Internal Assessment Data

Local 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. With the implementation of the CAASPP and the Common Core State Standards, SMBCCS has implemented the Northwest Evaluation Association™ (“NWEA”™) and Measures of Academic Progress® (“MAP”®) online assessments. NWEA MAP Assessments to measure students’ progress in mathematics (K-6), reading (K-6), and language use (2-6). The Measures of Academic Progress® creates a personalized assessment experience by adapting to each student’s learning to precisely measuring student progress and growth for each individual. 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 MAP assessments were first implemented during the 2015-2016 school year. We are pleased to share that each grade has shown growth from the Fall to Winter testing session and from the Winter to Spring testing session.

The results of the Spring NWEA MAP assessments in particular are very strong. Early indications show that our students are scoring above the typical growth norms established for each grade level. For example, students in 2nd grade typically grow about 4.74 RIT points between the Winter and Spring session in Language Use. Our 2nd grade students have grown about 7 RIT points in Language Usage.

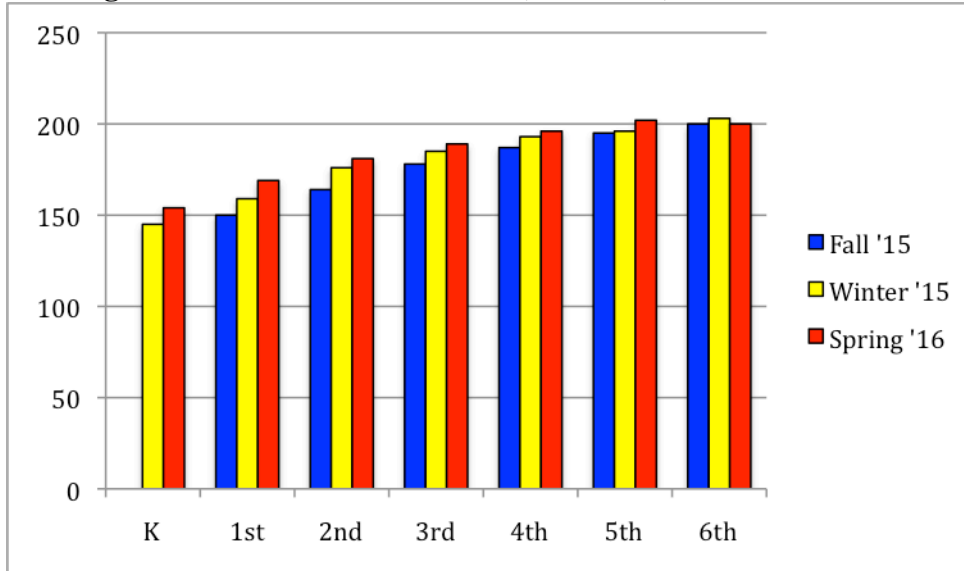
Mathematics – NWEA MAP Assessments (RIT Scale)



NWEA Mathematics

	K	1st	2nd	3rd	4th	5th	6th
Fall '15		153	167	176	188	198	208
Winter '15	144	163	177	188	195	206	210
Spring '16	154	170	182	195	201	211	212

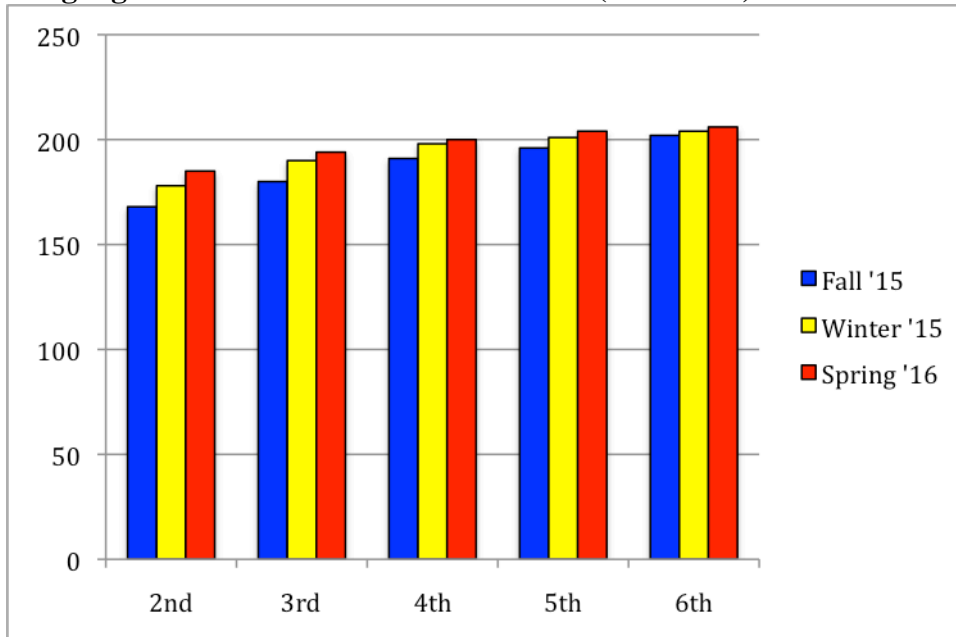
Reading – NWEA MAP Assessments (RIT Scale)



NWEA Reading

	K	1st	2nd	3rd	4th	5th	6th
Fall '15		150	164	178	187	195	200
Winter '15	145	159	176	185	193	196	203
Spring '16	154	169	181	189	196	202	200

Language Use – NWEA MAP Assessments (RIT Scale)



NWEA Language

	2nd	3rd	4th	5th	6th
Fall '15	168	180	191	196	202
Winter '15	178	190	198	201	204
Spring '16	185	194	200	204	206

Parent Survey Data

Each school year, SMBCCS surveys staff, students and parents to help identify areas of strength and growth. Overall school satisfaction was reported to be 95% by staff, 90% by students, and 96% by parents in the most recent survey (2015).

Staff: 65 (50 teachers/100%) (3 administrators/100%) (12 classified/85%)

Students: 485 (98% of students in grades 3-6)

Parents: 643 (75% of parents)

	Staff	Students	Parents
Organization	92%	87%	93%
Curriculum	95%	94%	98%
Instruction	100%	96%	97%
Assessment	95%	86%	97%
School Culture	95%	88%	96%
Overall Satisfaction	95%	90%	96%

% of staff, students and parents who responded:

SURVEY QUESTION	STAFF		STUDENTS		PARENTS	
	Number of responses	% who agree or strongly agree	Number of responses	% who agree or strongly agree	Number of responses	% who agree or strongly agree
1. School promotes academic success	64	97%	485	93%	643	97%
2. School promotes respect	64	97%	485	91%	632	96%
3. School has highly-qualified staff	63	100%	486	89%	637	94%
4. Materials promote rigorous learning	64	95%	484	96%	640	98%
5. Homework helps develop students learning			485	91%	642	97%
6. Students are prepared for academic success.			484	95%	641	97%
7. School uses a variety of strategies to reach all students	64	100%	481	97%	636	97%
8. Analyze student achievement	63	100%			640	98%
9. Meet to discuss child's progress	64	98%	483	78%	629	95%
10. School's assessments effectively measure students' understanding and learning	64	87%	483	93%	639	97%
11. School makes me feel welcomed and heard	64	83%	480	84%	641	91%
12. School supports and values professional growth	63	91%	476	81%	636	95%

Success of the Innovative Features of the Educational Program

Santa Monica Boulevard Community Charter School has provided students with a rigorous standards-based instructional program for students in transitional kindergarten through sixth grade. 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.

Targeted Instruction Proven to Increase Student Achievement

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

Based on the analysis of summative and formative assessments, targeted intervention and acceleration 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.

- SMBCCS teachers and staff 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 ("COST"). This team consists of at least one administrator, special education teacher, and two general education teachers who will meet regularly to review formative and summative assessment data on students demonstrating deficiencies prior to an SST;

2) Time on Task

This refers to the amount of time SMBCCS 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, graphic/visual representation, and metacognitive strategies will be core components of SMBCCS' instructional delivery.
- Increased articulation within grade level teams and across grade levels:
- Lead Teachers who act as 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;
- Student volunteer program:
- Selected off-track sixth grade students from neighboring schools will work as peer tutors;
- Former SMBCCS students who are now in middle school and high school will volunteer in classrooms during their vacation time.

3) 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 CST 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 the Fenton Charter Public Schools 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.

Positive Behavioral Interventions and Supports

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

Our school-wide PBIS plan has four components:

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

SMBCCS has three school-wide behavioral expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teaching Appropriate Behavior

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

TOTAL ENROLLMENT VS. DISCIPLINE REFERRALS

Year	Enrollment	Suspensions	Percentage	Expulsions	Percentage
2011-2012	975	6	0.62%	0	0%
2012-2013	915	4	0.44%	0	0%
2013-2014	985	6	0.61%	0	0%
2014-2015	981	4	0.41%	0	0%

Adoption of CA State Board Approved Curriculum

Common Core State Standards Implementation: SMBCCS continues to provide the resources and professional development necessary to fully implement the Common Core State Standards. Parents continue to receive training on the CAASPP, the online state assessment that measures student mastery of the CCSS, during our Coffee with the Principal meeting. SMBCCS 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: On May 6, 2015, SMBCCS invited three publishers to share their new state adopted math programs with our lead teachers. The publishers included Pearson (*enVision*), Harcourt/Houghton Mifflin (*Math Expressions* and *Go Math*), and McGraw Hill (*My Math*). McGraw Hill’s *My Math* was the overwhelming favorite among those present. The Instruction Committee and SMBCCS staff selected *My Math* for the Mathematics adoption that was implemented during the 2015-2016 school year.

ELA/ELD Adoption: On May 5, 2016, SMBCCS hosted an ELA Adoption Fair and invited all four of the publishers that were approved by CA State Board of Education for grades K-6 to present their materials to our Lead Teachers. These publishers included 1) Houghton Mifflin Harcourt; 2) McGraw-Hill – Wonders; 3) National Geographic/Cengage; and 4) Benchmark Advance. The top choice among all of our Lead Teachers that attended the ELA Adoption Fair was Benchmark Advance. Our Lead Teachers were impressed by Benchmark’s simplicity of use, school wide focus, blend of technology and paper/pencil activities, alignment with the CAASPP, the 3-week units, and the academic rigor of the program. The Instruction Committee selected Benchmark Advance as our new English Language Arts/English Language Development program.

STEAM Model

SMBCCS has implemented a STEAM program. **STEAM** is an acronym for **S**cience, **T**echnology, **E**ngineering, the **A**rts and **M**athematics. The origin of STEAM was driven by the business community to have an agile and competitive workforce. Our dynamic future rests in the creativity, ingenuity, and education of our youth to see things we cannot yet imagine. In the real world, the application of knowledge is interwoven and multidisciplinary. Learners will need to acquire skills in science, technology, engineering, the arts, and mathematics to embrace and conquer the challenges of tomorrow.

One day a month, students at SMBCCS participate in a STEAM day to showcase the various elements of the STEAM model and learn from other students, teachers, and experts in the field. Listed below are a few highlights of the STEAM program at SMBCCS.

Science	
Upper-Grade Science Specialist Teacher/Science Lab	SMBCCS 4th and 5th grade students engage in hands-on standards-based lessons twice a week in the science lab. The Upper-Grade Science Specialist supports instruction for all teachers with lessons and resources.
STEM Corridor Project	SMBCCS is a member of a collaborative STEM Corridor Project among SMBCCS, Le Conte, and the STEM Academy of Hollywood. The three schools are currently working on a joint project-based learning activity. This collaborative project between a charter elementary school, district middle school, and pilot high school has the potential to transform system thinking for the benefit of our students in our community.
Technology	
CCSS Implementation	The CCSS team and Lead Teachers work collaboratively to ensure all teachers receive ongoing support and guidance to equip students with the

	skills they need to thrive.
iLabs (Lower Grade iLab and Upper Grade iLab)	Two computer “ilabs” have been added along with two Instructional Technology Coaches (“ITC”) to implement technology integration for all students and prepare them to be college-and career-ready. The ITCs instruct teachers on lessons/activities to engage students in the use of technology. Academic preparation is an essential part of readiness for middle school, high school, college, careers, and life in the 21st century.
Access to Technology	Students have received additional technology in their classrooms to access technology through a variety of platforms for vibrant lessons to enhance student learning. These devices include eight (8) classroom iPads (grades TK-5) and eight (8) classroom laptops (grades 3-6). Having these devices in the classroom will enable our Instructional Technology Coaches to enhance our robotics program and reach levels of redefinition, in which technology allows for the creation of new tasks previously viewed as inconceivable.
Common Sense Digital Citizenship Certified School	Common Sense is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology. We exist because our kids are growing up in a culture that profoundly impacts their physical, social, and emotional well-being. We provide families with the advice and media reviews they need to make the best choices for their children. Through our education programs and policy efforts, Common Sense empowers parents, educators, and young people to become knowledgeable and responsible digital citizens.
9 Dots: “getCoding Initiative”	SMBCCS received a “Google LA Community Grant” to partner with the 9Dots Community Learning Center to implement a “getCoding” Initiative. The “getCoding” Initiative is a series of training courses to boost teachers’ knowledge and confidence teaching JavaScript and Block programming languages in high need elementary schools. It is a CCSS aligned coding curriculum that makes it easy for teachers to integrate coding lessons.
Apple Learning Tours	The FCPS Technology Team and Instructional Technology Coaches have attended Apple Learning Tours to explore software that will provide students with a dynamic learning experience.
Engineering	
Rally in the Valley	On May 7, 2016, SMBCCS participated in the “Rally in the Valley” event sponsored by CSUN-NASA JPL and LEGO Education. Our Instructional Technology Coaches, Upper Grade Science Teacher, and Upper Grade Classroom teachers have taught coding strategies through a Lego Robotics program afterschool. We are excited to showcase our students at this event.
Technology Laboratory	SMBCCS has two Instructional Technology Coaches (Lower Grade and Upper Grades) to create a laboratory of practice in which students engage in technology in new and innovative ways twice a week. Students engage in Dash and Dot Robots, get Coding with 9Dots, Lego Robotics, Javascript, and mini workshops on a variety of platforms.
Arts	
Music Instructor	A full time music teacher instructs all students weekly to engage students in music and schoolwide performances.

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.
Young Storytellers Foundation	The Young Storytellers Foundation (“YSF”) provides SMBCCS with mentor-screenwriters that spend one hour a week helping 10 of our students learn the basics of storytelling and in creating their own 5-7 page screenplay. During the Big Show, professional actors performed each student’s script in the auditorium. YSF offers this program to our students two times a year.
Music Center on Tour Program	SMBCCS receives school assemblies from the Music Center through the Music Center on Tour program. The Music Center on Tour offers more than 70 performances in music, dance, theatre, and storytelling from internationally acclaimed artists. We are excited to present our students with this wonderful program.
Mathematics	
Math Integration	Math instruction and engineering are consistently integrated into art, science and technology. All disciplines blend content instruction, when appropriate.
Dr. Randy Palisoc Parent Math Night	On Wednesday, April 13 th , 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 student workbooks including <i>Easy Breezy Addition & Subtraction</i> and <i>10 Powerful Steps to Multiplication</i> .

Community Partnerships

SMBCCS is proud to have numerous community partnerships to enrich the learning experience for our children. Listed below are a few examples of the SMBCCS community.

LAPD Bully Prevention Rally at SMBCCS: The Los Angeles Police Department (“LAPD”) has held their citywide LAPD Bully Prevention Rally at SMBCCS to kick off National Bullying Prevention Month. LAPD officials speak to our students about the importance of preventing bullying.

Viacommunity Day: SMBCCS celebrates the spirit of community service during Viacommunity Day during the end of May. Paramount employees volunteer at our school throughout the day. Students and volunteers take part in various activities from 10:00 a.m. to 2:00 p.m. Volunteers provide our children with an obstacle course, playground games, dance, and fitness workshops. Public officials frequently attend the event and join us in our culminating assembly at 2:00 p.m.

Kids 4 Kids 5k and 10k Run/Walk: SMBCCS students participate in the Kids 4 Kids 5K and 10K Run/Walk to benefit the Children’s Cancer Research Fund. Staff and students train together to run in this exciting event at the LA Staples Center.

Vision to Learn: SMBCCS hosts a vision mobile eye clinic, Vision to Learn. Vision to Learn is a mobile unit, staffed with a doctor and an optician, which provides free eye exams and free eyeglasses to students that did not pass the Charter School’s vision test. This screening will be open to students that most recently did not pass the vision screening in grades K, 2, and 5 before

opening it up to the entire school. Since 80% of a child's learning is obtained through vision, we know our children will be more successful at school with prescribed eyeglasses.

Success in Meeting the Needs of Students, Including Subgroups

Below is an overview of a variety of local, state, and federal reviews that SMBCCS 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

- * LACOE Title III Visit (October 2, 2012) (Positive Review)
- * WASC Substantive Change Visit (October 19, 2012) (Positive Review)
- * LAUSD DVR Visit (February 13, 2013) (Full Compliance)
- * LAUSD Oversight Visit (June 6, 2013) (4s in Governance and Fulfillment of the Charter's Educational Program.
- * WASC Self-Study Visit (March 31 – April 2, 2014) (Six-Year Accreditation Status)
- * Superintendent Visit (January 14, 2014) (Positive Review)
- * LAUSD Oversight Visit (February 13, 2014) (4s in Governance; Student Achievement; and Organizational Management and Operations)

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 SMBCCS reflects on areas of challenge and plans for improvement, the shift to new standards and a new state accountability system are our focus. 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.

SMBCCS students demonstrated increases in the percentages of students that “Met or Exceeded” ELA standards and decreases in the percentages of students that did “Not Met or Nearly Met” ELA standards in 2016 compared to 2015. This trend holds true for students schoolwide and among our significant subgroups (English Learners, Socioeconomically Disadvantaged, Latino and Students with Disabilities). SMBCCS recognizes a strategic plan is necessary to increase the achievement of significant subgroups. This requires commitment to personnel, professional development, curriculum, technology integration, and monitoring student progress.

Personnel

SMBCCS 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 Technology Coaches: SMBCCS has employed two highly qualified teachers to serve students in the primary and upper grades on the implementation of the Common Core State Standards and integration of technology. In addition to providing direct services to students, these coaches provide teachers with training to implement technology and instructional practices to prepare our students with the skills and strategies to thrive on the CAASPP.

ELD Mentor Teachers: SMBCCS is committed to providing support in the area of ELD with “mentor” teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. SMBCCS will have three (3) mentor teachers fluent in Spanish and with a track record of success in working with English language learners. The teachers will be assigned to K-1; 2-3; and 4-6th grades. 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.

Professional Development

60% of SMBCCS professional development is dedicated to English language learners. SMBCCS will contract with LACOE and with consultants skilled in the area of Explicit Direct Instruction for English language learners. Administration, Instructional Technology Coaches, Mentor Teachers, and Lead Teachers will attend trainings around the state and bring the best of the best to train staff onsite.

Curriculum

Mathematics:

SMBCCS has adopted a new state adopted Math curriculum, My Math, to ensure our students received the most current and state of art curriculum. Instructional Technology Coaches are working with a variety of vendors to provide ours students with an adaptive testing experience for mathematics to ensure students success on the CAASPP.

ELA:

SMBCCS will implement a new state adopted ELA curriculum, Benchmark, to propel our students for even greater success. Unlike the other ELA publishers adopted by the state of California, Benchmark was designed and created after the blueprints of the CAASPP were released. This enabled Benchmark to design their program with a clear focus of student success on the CAASPP. Students will take weekly and unit assessments online that mirror the CAASPP assessments.

Technology

All K-6 classrooms will receive at least 8 new iPads. All K-6 classrooms currently have new iMac Desktop computers. During the 2016-2017 school year, all 3-6 classrooms will receive 8 additional MacBook laptops. This provides SMBCCS students with a 1:1 digital learning environment to work on a variety of platforms for success on the CAASPP.

Monitoring Student Progress

With the implementation of the CAASPP and the Common Core State Standards, SMBCCS has implemented the NWEAMAP online assessments. NWEA MAP Assessments to measure students' progress in mathematics (K-6), reading (K-6), and language use (2-6). The Measures of Academic Progress® creates a personalized assessment experience by adapting to each student's learning to precisely measure student progress and growth for each individual. 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 MAP assessments were first implemented during the 2015-16 school year. We are pleased to share that each grade has shown growth from the Fall to Winter testing session and from the Winter to Spring testing session.

The results of the Spring NWEA MAP assessments in particular are very strong. Early indications show that our students are scoring above the typical growth norms established for each grade level. Our English language learners and RFEP students showed gains in Reading and Mathematics.

Student Population to Be Served

Since initial charter approval in 2002, Santa Monica Boulevard Community Charter School has implemented innovative ideas and strategies, and invested human and fiscal resources to improve the quality and effectiveness of the instructional program. However, much remains to be accomplished and the Charter School continues to work toward the new mission and vision of FCPS.

SMBCCS currently serves more than 940 students from transitional kindergarten through sixth grade, the majority of whom are from immigrant families from Mexico and Central America. The Charter School's ethnic population includes 91.1% Hispanic, 3% White/Armenian, 2.2% African American, 3.3% Asian and less than 0.4% of all other ethnicities. Of these students, 61% are English Learners, 87% qualify for free or reduced price meals, and 29% are from families receiving CalWorks services.

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

- 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 SMBCCS’s demographics, a significant percentage of the student population require explicit attention paid to their social/emotional needs.¹ The Charter School will view our parents and the community as key participants in the education of our students. SMBCCS will develop reciprocal relationships that enrich and enhance students’ experiences in and out of school.² The community will view SMBCCS as a jewel and as a safe haven.

FCPS has partnered with Yale University to be the first California schools to become a “School of the 21st Century,” a program geared to meeting the needs of students and their families through strong community/school relationships³. Finally, the Mutt-i-grees program of FCPS, also 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** – SMBCCS works diligently to implement a variety of strategies to identify and support gifted and talented students.⁴ High achieving students are identified utilizing summative and formative classroom assessments, teacher observations, and performance on standardized assessments. Teachers design projects that engage students’ higher order thinking skills, such as analyzing, evaluating and creating.
- 3) On Grade Level** – Santa Monica Boulevard Community Charter School maintains a thriving high quality educational program.⁵ 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 SMBCCS. Teachers meet in the beginning of the school year with administration during Professional Goal Setting Conferences to analyze summative assessment data and to identify strengths and weakness along with setting goals for the year. 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.

¹ Zins, J., Weissberg, R., Wang, M. and Walberg, H. J. (2004) *Building academic success on social and emotional learning: What does the research say?* Teachers College: Columbia University

² Yale Center in Child Development and Social Policy (2003). *Portraits of four schools meeting the needs of immigrant students and their families.* New Haven, Connecticut.

³ Henrich, C.C., Ginicola, M.M, & Finn-Stevenson, M. (2006). *The school of the 21st century is making a difference: Findings from two research studies* (Issue Brief). New Haven, CT: Yale University, School of the 21ST Century (21C) Program.

⁴ Kaplan, S. (2005). Layering differentiated curriculum for the gifted and talented. In F.A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (2nd ed., pp. 107-131). Waco, TX: Prufrock Press.

⁵ Marzano, R.J., Pickering, D., Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

- 4) **At Risk** – SMBCCS provides children with prevention and intervention strategies. Teaching strategies are rooted in a systematic approach to respond to student need.⁶ Students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and the CELDT. SMBCCS will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The Charter School will use a variety of assessments to monitor and inform instructional decisions. The special needs students SMBCCS serves include eligibilities of autism, specific learning disability, speech and language impairment, hearing impairment, developmental delay, and other disabilities.

Five Year Enrollment Plan

The Charter School’s five-year enrollment plan is as follows:

ENROLLMENT ROLL-OUT PLAN					
GRADE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K (INCL. TK)	168	168	168	168	168
1	124	124	124	124	124
2	124	124	124	124	124
3	153	150	153	153	153
4	145	148	146	146	146
5	146	146	150	150	150
6	75	75	75	75	75
TOTAL	935	935	940	950	950

Mission and Vision

Santa Monica Boulevard Community Charter School promotes academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

All members of *Santa Monica Boulevard Community Charter School* community are responsible for the school-wide vision:

- The **students** of Santa Monica Boulevard Community Charter School will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards.

⁶ McDougall, D., Saunders, W. M., Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at Getting Results schools. *International Journal of Disability, Development and Education*, 54(1), 51-89.

- The **students, parents and employees** of Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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. FCPS 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.

SMBCCS 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 through sixth grades. Current state adopted textbooks and materials, and other supplementary resources, will establish the scope and sequence for each of the curricular areas.

Technology Accomplishments:

In an effort to prepare all students for college-and-career readiness, in 2015, SMBCCS 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.

How Learning Best Occurs

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.

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 Charter Public Schools' 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 Charter Public Schools recognize 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," *Discipline with Dignity* will serve as the philosophical basis for Santa Monica Boulevard Community Charter School's discipline and student behavior policy. *Discipline with Dignity*, developed by Richard Curwin and Allen Mendler, is a flexible program for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and

administration will employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers will 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. In addition, SMBCCS will continue to implement the behavior guidance policy, **S**afety, **M**utual Respect, **B**e Responsible, **C**ommunity, **C**itizenship, and **S**elf-Reflection.

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

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

Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners

School Goals

The goals of the SMBCCS 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. SMBCCS has followed its plans and goals from the initial charter in 2007 to the current renewal. During this time the Charter School's focus has been to provide a quality education to primary age students with a focus on improving literacy while also considering the social and emotional level of primary age students. With this, the Charter School's underlying goals have always considered the performance of all critical subgroups. Most importantly, the Charter School focuses on the development of the English learner population and the developmental needs of the students it serves.

Schoolwide Learner Outcomes

The *Schoolwide Learner Outcomes* ("SLO") identify the skills, knowledge and competencies expected of all students enrolled in the Fenton Charter Public Schools. The SLOs are aligned

with the specific goals set forth in the SMBCCS 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 SMBCCS 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 SMBCCS 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 SMBCCS 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 SMBCCS 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 STATE PRIORITIES

GOAL #1

All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:
: A. Teachers
:

Specific Annual Actions to Achieve Goal

- Increase teacher salaries to attract and recruit qualified and experienced teachers.
- Ensure verification of proper credentials prior to start of employment.

Expected Annual Measurable Outcomes

Outcome #1: Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.

Metric/Method for Measuring: 100% of SMBCCS teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of teachers are appropriately credentialed and assigned.					

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.

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:
: B. Instructional Materials

Specific Annual Actions to Achieve Goal

- Review standards-aligned publishers' materials adopted by SBE as updated per CCSS implementation.
- Purchase new texts and adopt appropriate CCSS-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Expected Annual Measurable Outcomes

Outcome #1: All students will have access to standards-aligned materials (including CCSS) and additional instructional materials as outlined in our charter petition.

Metric/Method for Measuring: Annual School Accountability Report Card (SARC).

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	All students have access to standards-aligned instructional materials.					

GOAL #3

Charter 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.

- Related State Priorities:
- 1 4 7
 2 5 8
 3 6
- Local Priorities:
- :C. Facilities
:

Specific Annual Actions to Achieve Goal

- 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.

Expected Annual Measurable Outcomes

Outcome #1: Daily spot check and Site Inspection Lists.

Metric/Method for Measuring: Daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	All students have access to school facilities that are safe, clean and in good repair.					

GOAL #4

Charter 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.

- Related State Priorities:
- 1 4 7
 2 5 8
 3 6
- Local Priorities:
- :A. Implementation
:

Specific Annual Actions to Achieve Goal

- Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

Expected Annual Measurable Outcomes

Outcome #1: Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.

Metric/Method for Measuring: 100% of SMBCCS teachers will participate in professional development focusing on fully implementing CCSS state-adopted ELA and Math academic content and performance standards for all students.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of teachers participate in professional development focusing on fully implementing CCSS state-adopted ELA and Math academic content.					

GOAL #5

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

- Related State Priorities:
- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- :B. EL Students and Academic Content Knowledge

Specific Annual Actions to Achieve Goal

- 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.

Expected Annual Measurable Outcomes

Outcome #1: English learner access to CCSS-aligned curriculum as they develop EL proficiency.

Metric/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.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	All English learners have access to CCSS-aligned curriculum as they develop EL proficiency.					

GOAL #6

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 Charter School operations.	Related State Priorities:		
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- Parents will receive more frequent and clear communications about Charter School meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.
- The Parent 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 Charter School performances.
- Parents will be strongly encouraged to attend twice annual parent-teacher conferences.
- All parents will be encouraged to run for elected positions on the FCPS Board of Directors and to attend advisory committees.

Expected Annual Measurable Outcomes

Outcome #1: At least 85% of parents will attend at least one Charter School event each year and 95% will attend a parent-teacher conference.
Metric/Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	85%	87%	87%	87%	87%	87%

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 either on the interim assessment or on the CAASSP assessment.	Related State Priorities:		
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
	Local Priorities:		
	<input checked="" type="checkbox"/> :A. Statewide Assessments: ELA/Literacy and Mathematics		
	<input checked="" type="checkbox"/> :B. Interim Assessments: ELA/Literacy and Mathematics		

Specific Annual Actions to Achieve Goal

- Assessment data is used to drive instruction school-wide, by grade level, subgroup, and for individual students.
- 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.
- 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/psychosocial support, after-school tutoring and enrichment.

Expected Annual Measurable Outcomes

Outcome #1: School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%) as measured by progressing on the interim assessment or on the CAASSP assessment.

Metric/Method for Measuring: NWEA MAP (a nationally normed test aligned to grade level expectations) or similar assessment and/or CAASSP assessments.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	CAASSP 2015-2016 Baseline Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline

GOAL #8

Charter School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

- Related State Priorities:
- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- :A. Statewide Assessments: ELA/Literacy and Mathematics
- :B. Interim

Assessments:
ELA/Literacy and
Mathematics

Specific Annual Actions to Achieve Goal

- 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.
- Continue to provide broad academic and enrichment opportunities for all students.
- Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques.

Expected Annual Measurable Outcomes

Outcome #1: Benchmarks for growth will be established by the State to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

Metric/Method for Measuring: Charter School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Students will make progress toward the annual API Growth Target, or equivalent as mandated by the CA State Board of Education.					

GOAL #9

EL students will advance at least one level of proficiency on the CELDT (or other available external and internal assessments) each year.

- Related State Priorities:
- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- :D. EL Progress

Specific Annual Actions to Achieve Goal

- 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.
- 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).

Expected Annual Measurable Outcomes

Outcome #1: Achieve similar or higher rate of EL growth compared to the District by increasing

one level of proficiency on the CELDT (or similar) scale each year.

Metric/Method for Measuring: California English Language Development Test results

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	Charter School will achieve similar or higher rates of EL growth compared to the District by increasing one level of proficiency on the CELDT (or similar) scale each year.					

GOAL #10

EL reclassification rate will meet or exceed the District’s reclassification rate and ELs will meet Annual Measurable Achievement Objectives (“AMAO”).

- Related State Priorities:
- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- :E. EL Reclassification Rates

Specific Annual Actions to Achieve Goal

- Implement the SMBCCS English Learner Master Plan.
- Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Expected Annual Measurable Outcomes

Outcome #1: Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs.

Metric/Method for Measuring: CELDT or other available external assessments; reclassification rate.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	Charter School will meet or exceed the District’s EL reclassification rate by grade.					

GOAL #11

Charter School will continue to maintain a high ADA rate.

- Related State Priorities:
- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- : School Attendance Rates

Specific Annual Actions to Achieve Goal						
<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. 						
Expected Annual Measurable Outcomes						
Outcome #1: Charter School will continue to maintain a high ADA rate above 95%. Metric/Method for Measuring: SMBCCS Attendance Rate						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Charter School will continue to maintain a high ADA rate above 95%					

GOAL #12						
Charter School will continue to maintain a low < 1% suspension rate.					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	
					Local Priorities: <input checked="" type="checkbox"/> A. Pupil Suspension Rates	
Specific Annual Actions to Achieve Goal						
<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. Charter School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 						
Expected Annual Measurable Outcomes						
Outcome #1: Suspension rate will be maintained at less than 1%. Metric/Method for Measuring: Student suspension rate.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Suspension rate will be maintained at less than 1%.					

GOAL #13	
Charter School will continue to maintain a low <1% annual pupil expulsion rate.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> : B. Pupil Expulsion Rates

Specific Annual Actions to Achieve Goal
<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. • Charter School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training.

Expected Annual Measurable Outcomes						
Outcome #1: Expulsion rate will be maintained at less than 1%.						
Metric/Method for Measuring: Student expulsion rate.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Expulsion rate will be maintained at less than 1%.					

GOAL #14	
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.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> : C. School Connectedness

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music 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.

Expected Annual Measurable Outcomes
Outcome #1: Charter School will continue to achieve above 80% positive results on Annual

Stakeholder Satisfaction Surveys.

Metric/Method for Measuring: Stakeholder Surveys

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Charter School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.					

GOAL #15

<p>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.</p>	<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- 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 Charter 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.

Expected Annual Measurable Outcomes

Outcome #1: Continue to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.
Metric/Method for Measuring: Teacher lesson plans; SARC; WASC Accreditation Review.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	All students will have access to academic and educational enrichment programs.					

GOAL #16

<p>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 demonstrate proficiency (or above) of grade level content standards aligned with the State’s priorities.</p>	<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal						
<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. • 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. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Proficiency rates (established by the State to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education) will meet or exceed District rates on CAASPP (or similar measures).</p> <p>Metric/Method for Measuring: Charter School will meet or exceed District rates on CAASPP (or similar measures).</p>						
<p>Outcome #1: Proficiency rates will meet or exceed District rates on CAASPP (or similar measures).</p> <p>Metric/Method for Measuring:</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Charter School will meet or exceed District rates on CAASPP (or similar measures).					

Instructional Design

Overall Curricular and 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.”

FCPS recognizes the critical role the teacher plays in determining a student’s success or failure. Teachers of SMBCCS 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.

Cohesive Instructional Program:

SMBCCS will implement a cohesive instructional program rooted in providing children with a systematic response, time on task, access to resources, and results that measure progress.

Research suggests strategic instructional practices have increased student achievement among struggling readers, students of low SES, racial minorities, and English Learners.⁷

A cohesive instructional program is most notably known to implement 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.⁸

Core Components of a Cohesive Instructional Program:

The systematic teacher practices of a cohesive instructional program include: 1) Use of Standards Based Curriculum; 2) Universal Screening; 3) Progress Monitoring; and 4) Tiered Interventions. The systematic practices are rooted in researched based components to effectively improve the academic achievement of low socioeconomic status (“SES”), racial minorities, English Learners, and students with disabilities.⁹

The reflective leadership practices required for implementation of a cohesive instructional program include: 5) Commitment; 6) Professional Development; 7) Leadership; and 8) Harmony with Special Education. These practices are reflective of the organic nature of schools and the learners within them.

Systematic Practices

Consistent in the literature are CCSS characteristics of a cohesive instructional program. These are tangible indicators and measurements that can be graphed on a wall and displayed for all support staff to continually monitor and improve their practice. These are action strategies that are expected to have positive results in improving student achievement.

1) Use of Standards Based Curriculum

A cohesive instructional program is rooted in equipping all students with the appropriate grade level curriculum. Teachers present information through a personalized delivery of instruction to meet the needs of their students. Granting students a reliable high quality instruction helps bridge the gap in cultural capital between students of low and high socioeconomic status.¹⁰ A systematic approach begins with the child’s classroom teacher and a relationship that builds a connection to the child. It is at this point where a child

⁷ Al Otaiba, S., & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective? An experimental and longitudinal study. *Journal of Learning Disabilities*, 39(5), 414–431.

⁸ Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D. et. al. (2006). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.

⁹ Martinez, R.S., Nellis, L.M., & Prendergast, K.A. (2006). *Closing the achievement gap series: Part II response to intervention (RTI)—Basic elements, practical applications, and policy recommendations*. Education Policy Brief, 4(8). Bloomington, IN: Center for Evaluation & Education Policy.

¹⁰ Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., & Boesche, L. (2004). Foundations and research on identifying model responsiveness-to-intervention sites. *Learning Disabilities Quarterly*, 27, 243-256.

learns about success or failure. By providing all children with best practices and standards based curriculum, the child will begin the path to a successful academic experience.

2) *Universal Screening*

The second core component of a systematic approach is a method for the universal screening of students to establish baseline data. Universal screening will be most effective when teachers use these assessment measures to guide their instruction and inform their practice.¹¹ Universal screening enables teachers to identify strengths and weaknesses of student learning and of their own ability to deliver instruction in a concrete manner for student understanding.

3) *Progress Monitoring*

Progress monitoring is an extension of universal screening and is used by classroom teachers and support personnel to monitor student progress of students who show signs of struggling with proficiency. Frequent data collection enables teachers to monitor student growth between summative assessments. This formative assessment tool not only documents student progress, but also enables the teacher and student to understand what instructional methods are successful on an individual basis. If a student is not successful with the current intervention in place, the teacher is able to adjust instruction to accommodate student need. Schools implementing a systematic approach to progress monitoring have shown evidence of being able to ignite a culture of continuous improvement.¹²

4) *Tiered Intervention*

Problem solving is a necessary component of the tiered intervention approach. It is composed of four basic steps: 1) Define the problem; 2) Analyze why it is happening; 3) Develop a plan to solve the problem; 4) Evaluate if the plan worked.¹³ The problem solving approach begins to transcend into the reflective nature of a cohesive instructional program by analyzing the systematic approaches using standards based curriculum, universal screening, progress monitoring, and tiered intervention.¹⁴

Reflective Practices

Successful school reform efforts have been able to overcome obstacles that most schools have been unable to accomplish. School reform efforts have largely been unsuccessful because they treat schools as if they are mechanical, not living organic entities.¹⁵ The following four practices are viewed as reflective practices necessary to ensure that systematic practices are implemented.

¹¹ Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.

¹² Stecker, P. M. (2007). Tertiary intervention: Using progress monitoring with intensive services. *Teaching Exceptional Children*, 39(5), 50-57.

¹³ Tilly III, W. D. (2002). Best practices in school psychology as a problem-solving enterprise. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 21-36). Bethesda, MD.

¹⁴ Fuchs, D., Mock, D., Morgan, P. L., & Young, C.L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications. *Learning Disabilities. Research & Practice*, 18, 157-171.

¹⁵ Snyder, K.J., Acker-Hocevar, M., Snyder, K.M. (2000) *Living on the edge of chaos: Leading schools into the*

5) *Commitment*

Frequently missing from the implementation of a cohesive instructional program is the critical component of commitment. Most of the research on systematic instructional practices validates and supports its success, but often lacks the need to have teacher buy in. A successful instructional program requires the empowering of school members with inquiry into their own practice to stimulate growth and commitment to the instructional approach. Creating an atmosphere of trust and collaboration enables change and empowers commitment to the new practice.¹⁶

6) *Professional Development*

Professional development is fundamental to the implementation of a cohesive instructional program due in large part because it requires a change not only in how teachers think, but what they do. Teachers will be familiar with new change initiatives that require them to change the instruments in which they teach, but they typically do not alter their fundamental practice of teaching.¹⁷ A cohesive instructional program is even more complicated because it requires a second order change that exists outside of their current paradigm for meeting the needs of diverse learners. Sustained technical assistance is needed to enact school reform efforts. Allocating time and resources to equip teachers with targeted assistance during professional development helps to ensure the adoption and implementation of research based practices.

7) *Leadership*

The implementation of a cohesive instructional program requires successful and strong leadership by administration and lead teachers. A school reform effort flourishes or dwindles based on the ability of school leadership to ensure the goals are put into practice. A successful and strong leadership team will be able to establish a positive climate for student learning, provide professional development, manage resources, and provide accountability to ensure action is in alignment with what is espoused.¹⁸

8) *Harmony with Special Education*

A strong trusting relationship with the special education support staff and general education staff is fundamental for the successful implementation of a cohesive instructional program. This harmony enables schools to implement a system of early interventions to students in the manner that works to meet their individual needs. A harmony between special education staff and general education classroom teachers is vital to share their collective expertise on assessment, instruction, and strategies to provide an equitable education to all students. ¹⁹

global age. Milwaukee: ASQ Quality Press.

¹⁶ Murawski, W. W., & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, 53(4), 267-277.

¹⁷ Woodbury, S. & Gess-Newsome, J. (2002). Overcoming the paradox of change without difference: A model of

¹⁸ Zepeda, S. J. (2004). Leadership to build learning communities. *The Educational Forum*, 68(2), 144-151.

¹⁹ McLaughlin, M. J., & Rhim, L. M. (2007). Accountability frameworks and children with disabilities: A test of assumptions about improving public education for all students. *International Journal of Disability, Development and Education*, 54, 25-49.

Curriculum

The CCSS and Content Standards for California Public Schools will continue to define the skills, knowledge and abilities students are expected to master from kindergarten through sixth grades. The core subjects at Santa Monica Boulevard Community 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. SMBCCS implements the state’s CCSS.

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

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

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

Grade	English Language Arts	Mathematics	History-Social Science	Science
6 th Grade	<ul style="list-style-type: none"> •Reading: Literature •Informational Text •Writing •Listening and Speaking •Language 	<ul style="list-style-type: none"> •Ratios & Proportional Relationships •The Number System •Expressions & Equations •Geometry •Statistics & Probability 	<ul style="list-style-type: none"> •World History and Geography •Ancient Civilizations 	<ul style="list-style-type: none"> •Physical Sciences •Life Sciences •Earth Sciences •Investigation and Experimentation

English-Language Arts (core):

Benchmark Advance, a program of Benchmark Education, will be adopted in the fall of 2016 as the school wide language arts series. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. *Benchmark* integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. *Benchmark* is on the approved Language Arts adoption list from the California Department of Education.

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

English Language Development (core):

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

Mathematics (core):

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):

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

- Kindergarten: *Learning and Working Now and Long Ago*
- First Grade: *A Child's Place in Time and Space*
- Second Grade: *People Who Make a Difference*
- Grade Three: *Continuity and Change*
- Grade Four: *California: A Changing State*
- Grade Five: *United States History and Geography: Making a New Nation*
- Grade Six: *World History and Geography: Ancient Civilizations*

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*.

SMBCCS 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):

The Scott Foresman publication, *California Science*, will serve as the core program for K-6 with selected materials from Full Option Science System (“FOSS”), Great Explorations in Math and Science (“GEMS”), Activities to Integrate Math and Science (“Project AIMS”) 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.*

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

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 the SMBCCS science program has been the commitment to have a full-time science specialist serving students in grades 4th and 5th. The FCPS science specialist 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 instructs each of the assigned classes twice a week, and classroom teachers supplement and support the program with regular classroom review and ongoing articulation with the specialist.

Before SMBCCS was under the governance of FCPS, 27% of 5th grade students scored proficient on the Science CST exam during the 2011-2012 school year. Under the governance of FCPS, SMBCCS 5th grade students scored 60% proficient during the most recent Science CST exam during the 2014-2015 school year. SMBCCS students increased by 33% under the governance of FCPS.

Sixth Grade Instructional Program:

Parents recognize there is choice in public schools. Parents of SMBCCS have expressed a desire to have their sixth graders remain at SMBCCS, reflecting their trust and support for SMBCCS. Analysis of data for the past year reflects a need for a greater intentional focus and a more rigorous curriculum to equip sixth graders for seventh grade in middle school.

Rather than a self-contained classroom, the sixth grade instructional program will consist of three teachers who will be responsible for implementing a thriving learning community in which each teacher is responsible for one of the following core subject groups:

- English and Social Studies
- Math and Science
- Art and Technology

A block of students will each receive instruction in all of the core subjects on a daily basis. In addition, students in sixth grade will receive music and physical education twice a week. Due to limited space and resources, the classrooms designated for 6th grade will be limited to three classrooms and a total enrollment of 75 students, pending enrollment for students in the SMBCCS attendance area.

Sixth Grade Rotational Schedule

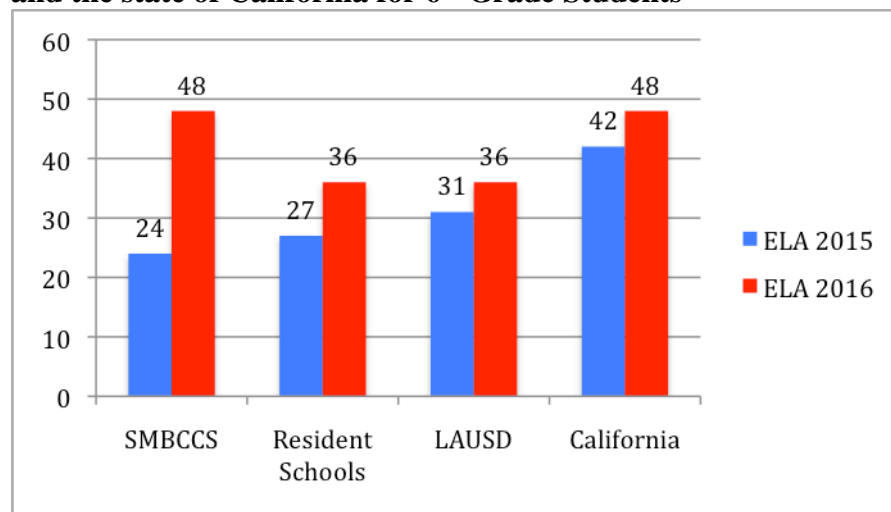
Time	Rotation	Class A	Class B	Class C	Minutes
8:00 - 10:00	Rotation #1	English/History-Social Science	Art/Technology/RTI/ELD	Math/Science	120 minutes
10:00 - 10:40	Rotation #2	Math/Science	English/History-Social Science	Art/Technology/RTI/ELD	40 minutes
10:40 - 11:00	Recess				
11:00 - 12:00	Rotation #2	Math/Science	English/History-Social Science	Art/Technology/RTI/ELD	60 minutes
12:00 - 12:40	Lunch				
12:40 - 2:30	Rotation #3	Art/Technology/RTI/ELD	Math/Science	English/History-Social Science	110 minutes

The Sixth Grade Rotational Schedule ensures each student is provided with a total of 330 instructional minutes per day for a total of 60,720 minutes per year. Each class will rotate the sequence on a monthly basis to ensure each classroom receives a balanced instructional program.

Results of 2016 CAASPP Results for 6th Grade: The SMBCCS 6th grade instructional program has proven to be highly successful in meeting the needs of our students.

ELA:

Comparison of 2015 and 2016 CAASPP Data between SMBCCS, Resident Schools, LAUSD, and the state of California for 6th Grade Students

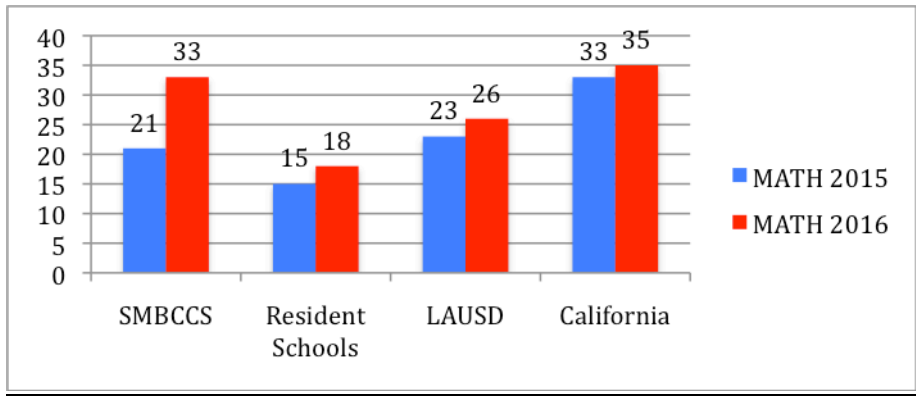


Source: California Department of Education (CAASPP Reporting)
Resident Schools: Joseph Le Conte Middle

SMBCCS 6th grade students outperformed local resident 6th grade students as well as 6th grade students across LAUSD as measured by the percent of students that “Met” or “Exceeded” ELA and Math standards on the 2016 CAASPP. Students are scoring comparable to 6th graders across the state of California.

Math:

Comparison of 2015 and 2016 CAASPP Data between SMBCCS, Resident Schools, LAUSD, and the state of California 6th Grade Students



Source: California Department of Education (CAASPP Reporting)
Resident Schools: Joseph Le Conte Middle

The following courses are defined as noncore courses:

Visual and Performing Arts (non-core):

Visual Arts:

Art integrated into the SMBCCS curriculum deepens student understanding of social studies content, literary concepts, writing and art techniques. Creativity and artistic skills are embedded within our curriculum and placed in the context of meaningful experiences in order to help students understand the five strands of the visual arts, as follows:

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

When students are engaged in artistic experiences, they develop a “sense of self,” as well as a respect for the many cultures that make up the world. Integration of the arts gives second

language learners the scaffolding necessary to gain content knowledge, and to make academic connections across the curriculum.

Examples of student art will be found not only within classrooms, but also in many areas of the campus such as the library, auditorium, and cafeteria, within play areas, hallways and on building walls. Furthermore, *The Scottish Storyline Method* will provide a natural opportunity for students to extend their visual arts knowledge through the creation of actual settings, characters, and “friezes” where narratives come to life.

The Charter School’s objective is to increase student awareness of how creative thinking and problem solving in visual arts enhance learning in all areas, and how art defines the culture of a people. SMBCCS will value an environment that demonstrates a respect for visual arts.

Music and Performing Arts:

Dramatic play will be used to enhance understanding. Students will achieve this from their first experiences in Kindergarten by learning through role-play. Scottish Storyline and thematic studies serve as the building blocks of theatrical expression.

SMBCCS has made a commitment to music education and to its cross-curricular implications. This commitment will remain intact as a classically trained music teacher who delivers instruction on a weekly basis to students in grades K-6. Through our music program, our students acquire knowledge of musical history, influential composers, and music theory. Students learn to read musical notations and to sing solo and in ensembles. Vocal and performing skills are further developed in the Charter School chorus and through performance opportunities during school wide productions each year. These include a cross-cultural range of music from folk tunes to the classics. Furthermore, the Charter School will continue to have a school orchestra where students learn to read music, perform and play string instruments.

The Charter School chorus, comprised of members from the first through sixth grades, and conducted by the music teacher, performs in a school holiday and spring festival, as well as in various community functions throughout Los Angeles. Chorus members additionally enjoy several complimentary field trips to such venues as The Hollywood Bowl and Disney Hall, and to hear the Los Angeles Philharmonic perform.

The Charter School Drill Team (third through sixth grades) competes citywide, and is the recipient of numerous awards, from placing first and second for three years running at the Annual Six Flags Magic Mountain Dance and Drill Team Competition, to winning multiple first place awards at the First Impression Citywide Drill and Dance Competition.

Physical Education:

Using the Physical Education Model Content Standards for California Public Schools as the guide for instruction, physical education will be scheduled for all grade levels to include 200 minutes of physical education every ten school days. Specific skills and activities will be planned by teachers, supervised by administrators, and implemented by paraprofessionals.

According to federal guidelines, the FCPS Health and Wellness Policy promotes healthy food choices throughout the school day, active physical participation by all students, and holds all stakeholders responsible for insuring that the full intent of the guidelines are met.

Innovative Curricular Components

Technology:

SMBCCS is committed to facilitating computer literacy. Each classroom has student computers with Internet access, a printer, an Ultra Short Throw Interactive Projector, and an electronic document reader (“ELMO”). All Tk – 6th grade classrooms have at least 8 iPads and 8 Desktop computers. Students in grades 3-6 have 8 additional laptops per classroom. The student to computer/iPad ratio in grades TK-2 is 1 to 1½ . The student to computer/iPad ratio in grades 3-6 is 1 to 1. Teachers have access to laptop carts and listening center materials. Students engage in Internet research, develop word processing skills, and utilize a variety of cross-curricular computer programs designed to enhance their learning. Students are expected to navigate the Internet ethically, abiding by the FCPS Internet Policy.

The Charter School’s newly designed school website can be accessed by students and parents to view school information such as teacher web pages, school announcements, and important dates. Additionally, teachers and Board members have access to an internal site, which provides links to school data and resources, used to track student progress and drive instruction. SMBCCS will be in alignment with the vision of the original multimedia director of Fenton Avenue Charter School and his belief that technology could “level the playing field” for the Charter School’s highly diverse student population:

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

Doug Bean (1943-1999)
Classroom Teacher and Multimedia Director
Fenton Avenue Charter School
May 1999

The transformational integration of technology requires commitment, resources, and support staff for effective implementation. As SMBCCS moved under the FCPS umbrella, considerations were made to ensure the necessary hardware and software were in place to provide students the tools they needed to reach the level of technology utilization that is the goal of all schools under the FCPS umbrella. FCPS has a rich history of infusing technology with classroom instruction. 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 Santa Monica Boulevard Community Charter School has made accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. Since the first implementation of the Virtual Learning System classroom (one-to-one computer to student ratio), the FCPS staff have 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>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 tape a dialogue between students as they describe a scientific experiment and their collective findings.
<i>Augmentation</i>	Technology acts as a direct tool substitute, with functional improvement.	Dictionaries, study guides and history sites linked to online text.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional change.	Shakespeare texts read in online versions.
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. A digital learning environment, modeled after the learning laboratory experienced by selected FCPS staff at three executive briefing sessions hosted at Apple Headquarters in Cupertino, California, will be explored for SMBCCS.

The following is a list of technology that students will experience by grade level over the course of the charter term. Students will experience step 1 (Basic Operations and Concepts) and step 2 (Social, Ethical and Human Issues) over the first year of the charter term. By the fifth year of the charter term, students will be expected to take part in step 5 (Technology Research Tools) and step 6 (Technology Problem-Solving and Decision-Making Tools) at high levels. The sequence follows Dr. Puentedura’s hierarchy of technology integration which moves technology use from substitution to redefinition.

1. Basic Operations and Concepts
2. Social, Ethical and Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

	1. Basic Operations and Concepts	2. Social, Ethical and Human Issues
Transitional Kindergarten and Kindergarten	<ul style="list-style-type: none"> • Students take good care of school’s technology equipment • Students can find certain keys on the keyboard • Students can tell if they are online or not • Students can use a mouse, track pad, or touchscreen to open applications • Students can use a drawing application to create an original work of art • Students can turn on digital devices • Student can tell when the battery is low • Students can adjust volume on digital devices • Students can plug in headphones into digital devices 	<ul style="list-style-type: none"> • Students can leave a site and tell an adult if they feel uncomfortable about anything they see on the Internet • Students have an understanding about getting permission from parents or teacher before sharing private information online
First	<ul style="list-style-type: none"> • Student can open a web browser and use a website • Students can use a word processing software or app to type • Students can quit a program that is not working on their digital device 	<ul style="list-style-type: none"> • Students work with others in the Charter School, community, or at home to tell someone about being a good digital citizen • Students can leave a site and tell an adult if they feel uncomfortable about anything they see on the Internet

Second	<ul style="list-style-type: none"> • Students can record their voice using technology and put it into a presentation • Students can quit a program that is not working on their digital device • Students can name a document or file • Students can save a document to a designated location 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is • Students get permission from parents or teacher before sharing private information online • Students tell what it means to have appropriate online manners
Third	<ul style="list-style-type: none"> • Students can show they have keyboarding skills appropriate to their grade level • Students can use word processing application to type documents 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is • Students remind themselves and others about being responsible online • Students know how to protect my passwords by not sharing them with others • Students can make good decisions about using technology when in a group • Students can be kind and polite when using technology in a group • Students can talk about what cyberbullying is
Fourth	<ul style="list-style-type: none"> • Students can tell similarities and differences between computer hardware and software • Students can name, rename, and save files to designated location • Student use advanced tools in office suite software 	<ul style="list-style-type: none"> • If students are unsure, they can check with the teacher before copying things from the Internet • Students can use technology to teach others about digital citizenship • Students can talk about what cyberbullying is
Fifth	<ul style="list-style-type: none"> • Students can edit pictures and movies using computer software 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is
Sixth	<ul style="list-style-type: none"> • Students can use appropriate terminology to describe problems with computer or technology devices 	<ul style="list-style-type: none"> • Exhibits leadership for digital citizenship
	3. Technology Productivity Tools	4. Communication and

		Collaboration
Transitional Kindergarten and Kindergarten	<ul style="list-style-type: none"> • Students can use drawing tools to make pictures of an original story • Students can use graphics to show patterns 	<ul style="list-style-type: none"> • Students can use devices to draw or write with a friend • Students can use apps to draw or write with a friend
First	<ul style="list-style-type: none"> • Students can write a story, poem, or title about a digital photo that is taken • Students can use word processing programs to tell others about ideas • Students can find information using technology 	<ul style="list-style-type: none"> • Students can work with others to add graphics to a shared story • Students can use devices to draw or write with a friend • Students can work with others to write and share a story
Second	<ul style="list-style-type: none"> • Students can find places on the Earth surface using programs 	<ul style="list-style-type: none"> • Students can work with a group and use technology to make a presentation
Third	<ul style="list-style-type: none"> • Students can use virtual tours online to help understand more about what is being studied • Students can use technology to share ideas • Students can adjust layers in programs • Students can find information using a search engine on different types of technology 	<ul style="list-style-type: none"> • Students can work with a group and use technology to make a presentation
Fourth	<ul style="list-style-type: none"> • Students put pictures and movies into projects • Students can create and modify digital works of art using technology tools 	<ul style="list-style-type: none"> • Students can work with others to create documents that have a variety of items like word processing, tables, graphs, pictures and other graphics • Students can work with others on a document that needs input and ideas from groups
Fifth	<ul style="list-style-type: none"> • Students can make a podcast and add to voice threads online 	<ul style="list-style-type: none"> • Students can work with others in a groups to present a project using a variety of technologies
Sixth	<ul style="list-style-type: none"> • Create original works as a means of personal or group expression 	<ul style="list-style-type: none"> • Contribute to project teams to produce original works or solve problems
	5. Technology Research Tools	6. Technology Problem-Solving and Decision-Making Tools
Transitional Kindergarten and Kindergarten	<ul style="list-style-type: none"> • Students can research information when using technology 	<ul style="list-style-type: none"> • Students can use technology to participate in class discussion

First	<ul style="list-style-type: none"> • Students can create a report or presentation with information found when using technology • Students can tell others what a graph means 	<ul style="list-style-type: none"> • Students can use technology to find out more about something that they want to learn
Second	<ul style="list-style-type: none"> • Students can add information to a spreadsheet • Students can tell someone what the information means in a spreadsheet • Students can tell others what a graph means 	<ul style="list-style-type: none"> • Students can use technology to collect data from an experiment • Students can see patterns in a set of data and tell about them • Students can use technology to find more about a topic using online resources
Third	<ul style="list-style-type: none"> • Students can follow links and use drop down menus to find information • Students can navigate to reliable information on the Internet • Students can research information and collect data using the Internet 	<ul style="list-style-type: none"> • Students can use technology to help plan and organize the steps for a project
Fourth	<ul style="list-style-type: none"> • Students can properly cite digital sources • Students can organize manipulate the data that they have collected using technology • Students can find correct digital information on the Internet and tell why I have selected it 	<ul style="list-style-type: none"> • Student use digital tools to create a step-by-step plan to follow to complete projects • Students use digital tools to find a real world problem that they can work on for a project • Students work with their class and their teacher to compare and analyze information
Fifth	<ul style="list-style-type: none"> • Student choose the correct program to make graphs, charts, or tables that help understand information and draw conclusions 	<ul style="list-style-type: none"> • Students support the point of view based on my data
Sixth	<ul style="list-style-type: none"> • Students will evaluate and select information sources and digital tools based on the appropriateness of the specific task 	<ul style="list-style-type: none"> • Use multiple process and diverse perspectives to explore alternative solutions

Common Sense Digital Citizenship Certified School

Common Sense Education, the national nonprofit organization dedicated to helping kids and families thrive in a world of digital media and technology, has recognized Santa Monica Boulevard Community Charter School as a Common Sense Digital Citizenship Certified School.

Santa Monica Boulevard Community Charter School has been using Common Sense Education's innovative and research-based digital citizenship resources, which were created in collaboration with Dr. Howard Gardner of the GoodPlay Project at the Harvard Graduate School of Education. The resources teach students, educators, and parents tangible skills related to Internet safety, protecting online reputations and personal privacy, managing online relationships, and respecting creative copyright. The free resources are currently used in more than 90,000 classrooms nationwide.

SMBCCS takes a whole-community approach to preparing students to use the immense power of digital media to explore, create, connect, and learn, while limiting the perils that exist in the online realm, such as plagiarism, loss of privacy, and cyberbullying.

Other Areas of Study

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 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™

Santa Monica Boulevard Community Charter School has adopted and implemented the usage of *Thinking Maps* school-wide. Thinking Maps empower students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers. Essentially, Thinking Maps are visual tools or visual learning strategies that integrate thinking skills with mapping techniques, allowing students to construct knowledge, organize information, solve problems, and communicate with others. The eight 'maps' can be broadly understood to represent our fundamental thinking processes: define, describe, compare/contrast, classify, break down into parts, sequence, cause/effect, and establish relationships between things, see below. This approach to teaching and learning is particularly successful for the student population at this proposed school as it provides an alternative path to understanding concepts that can resonate with students with learning differences and those struggling to understand the English language.

Santa Monica Boulevard Community Charter School has trained the entire staff on the proper usage and implementation of *Thinking Maps* and will utilize a classroom teacher who is fully trained as a Trainer of Trainers by *Thinking Maps, Inc.*, to provide ongoing support.

“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

Explicit Direct Instruction (“EDI”)

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. Although similar to the Seven-Step Lesson Plan format, EDI places significant emphasis on the consistent incorporation of Specially Designed Academic Instruction in English (“SDAIE”) and cognitive strategies, while recent studies in brain research inform all aspects of the approach. SMBCCS teachers have been trained in EDI classroom coaching techniques, which include 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 Santa Monica Boulevard Community Charter School:

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

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

Jeanne Chall

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.

Response to Intervention Practices in the Classroom

Response to Intervention (“RTI”) 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

Sharing of Best Practices

Continual professional development is needed to ensure that a targeted and cohesive instructional program is implemented to meet the needs of all students. Lead teachers in each grade will guide the sharing of best practices on successful strategies to increase student learning.

State Adopted Programs

SMBCCS will continue professional development on the implementation of state adopted curriculum, such as *Benchmark Advance* (ELA/ELD) and *My Math*, published by *McGraw Hill* (Mathematics) to enhance and sustain the instructional program.

Ensure Student Mastery

According to Doug Lemov (2010), teaching decoding, vocabulary, and fluency provide students with the skills to comprehend what they are reading.

*Mastering the methods of champion teachers in three core elements of literacy instruction—decoding, vocabulary, and fluency – can increase the quality and productivity of your students’ reading, making them more attentive, more expressive readers and building a foundation that will increase the comprehension they take from their reading, no matter what subject you teach.*²⁰

Students will strive to master the rigorous academic content of the Common Core State Standards, Next Generation Science Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement. The core subjects at Santa Monica Boulevard Community 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

Transitional kindergarten (“TK”) is the first year of a two-year kindergarten program designed

²⁰ Lemov, D. (2010) *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass (pg. 263)

for students who turn 5 years old between September 2nd and December 2nd. TK is designed to help ease the transition between preschool and the early elementary grades. It gives children an opportunity to learn important academic and social skills in a hands-on way that supports their development prior to kindergarten. SMBCCS recognizes the academic demands placed on kindergartners, and believes that the TK program is paramount to ensuring that more of our entering Kindergartners come to school academically prepared for the rigorous curriculum.

SMBCCS will have two TK classrooms with a capacity of 24 students in each classroom. The TK program will follow a full day schedule from 8:00 a.m. to 2:10 p.m. daily for 184 days. Transitional Kindergarten students will have a separate morning recess schedule, but follow the lunch schedule of the Kindergarten students.

Instructional Program

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

The transitional kindergarten language arts curriculum will be based on a combination of the Kindergarten ***Benchmark Advance ELA/ELD*** and ***Handwriting Without Tears*** curriculum. Teachers will also integrate social studies and science themes into their teaching.

The transitional kindergarten mathematics curriculum is based on the state adopted mathematics program ***My Math***, published by ***McGraw Hill***.

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.

The daily schedule for Transitional Kindergarten includes whole group instruction and activities, small group instruction, independent and “hands-on” learning. The Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten peers and participate in all Kindergarten activities such as music, technology, and motor skills development throughout the year.

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

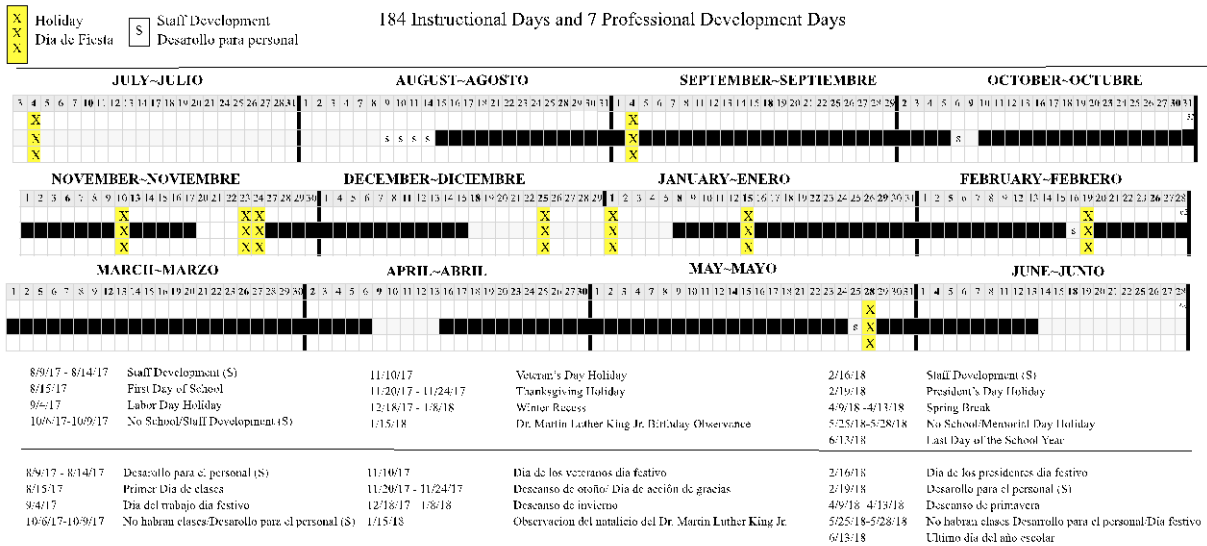
SMBCCS’s TK classrooms, as mandated in statute, are staffed by credentialed teachers authorized in general education instruction in self-contained classrooms for all grade levels including transitional kindergarten. Additionally, classrooms with children identified as English learners will be staffed 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

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

**FENTON CHARTER PUBLIC SCHOOLS
2017-2018
SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR
CALENDARIO ESCOLAR DE INSTRUCCIÓN DE CICLO UNICO**



The daily schedule for SMBCCS will include the following:

Time	Grade	Subject	Instructional Minutes
8:00 - 10:00	TK-1st	English Language Arts	120 minutes
8:00 - 10:20	2nd-3rd	English Language Arts	140 minutes
8:00 - 10:00	4th-5th	English Language Arts	120 minutes
8:00 - 10:00	6th	6 th Grade Rotation #1	120 minutes
10:00 - 10:40	4th-5th	RTI	40 minutes
10:00 - 10:40	6th	6 th Grade Rotation #2	40 minutes
10:00 - 10:20	TK-1st	Recess	
10:20 - 10:40	2nd-3rd	Recess	

10:40 - 11:00	4th-5th	Recess	
10:40 - 11:00	6th	Recess	
10:20 - 11:00	TK-1st	RTI	40 minutes
10:40 - 11:30	2nd-3rd	RTI	40 minutes
11:00 - 12:00	4th-5th	Mathematics	60 minutes
11:00 - 12:00	6th	6 th Grade Rotation #2	60 minutes
11:00 - 11:40	TK-1st	Lunch	
11:30 - 12:10	2nd-3rd	Lunch	
12:00 - 12:40	4th-5th	Lunch	
12:00 - 12:40	6th	Lunch	
11:40 - 12:45	TK-1st	Mathematics	65 minutes
12:10 - 1:10	2nd-3rd	Mathematics	60 minutes
12:40 - 1:20	4th-5th	ELD	40 minutes
12:40 - 1:20	6th	6 th Grade Rotation #3	40 minutes
12:45 - 1:25	TK-1st	ELD	40 minutes
1:10 - 1:50	2nd-3rd	ELD	40 minutes
1:20 - 1:55	4th-5th	History-Social Science	35 minutes
1:20 - 1:55	6th	Rotation #3	35 minutes
1:25 - 2:10	TK-1st	History-Social Science Art/Music/ Technology	45 minutes
1:50 - 2:20	2nd-3rd	History-Social Science Art/Music/ Technology	30 minutes
1:55 - 2:30	4th-5th	Art/Music/ Technology	35 minutes
1:55 - 2:30	6th	Rotation #3	35 minutes
2:10	TK-1st	Dismissal	
2:20	2nd-3rd	Dismissal	
2:30	4th-6th	Dismissal	

**Recess and lunch groupings will be determined by the number of students at each grade level and the capacity of the outdoor space and cafeteria capacity.*

Grade	Minimum Day Schedule	Shortened Day Schedule
TK-1 st	8:00 – 12:10	8:00 – 12:55
2 nd -3 rd	8:00 – 12:20	8:00 – 1:05
4 th - 6 th	8:00 – 12:30	8:00 – 1:15

Students in grades TK -6th exceed the number of instructional minutes as required by state law. See the chart below.

Annual Instructional Minutes

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	169	310	10	235	5	190	0	0	184	36000	55690	19690
K	Yes	169	310	10	235	5	190	0	0	184	36000	55690	19690
1	Yes	169	310	10	235	5	190	0	0	184	50400	55690	5290
2	Yes	169	320	10	245	5	200	0	0	184	50400	57530	7130
3	Yes	169	320	10	245	5	200	0	0	184	50400	57530	7130
4	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370
5	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370
6	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370

Professional Development

Teacher Recruitment

Fenton Charter Public Schools 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 will determine the qualifications and job descriptions for all positions to ensure that applicants can fulfill Santa Monica Boulevard Community Charter School’s goals and expectations.

A recruitment committee, consisting of teachers, administrators and other certificated staff from FCPS, will 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 Santa Monica Boulevard Community Charter School. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff for FCPS, will interview candidates and invite selected candidates to present lessons in core subject areas. Teacher candidates will be observed by this same committee and recommended for hire to the Board of Directors.

SMBCCS selects its own staff and makes recommendations to the Fenton Charter Public Schools Board, which is deemed the exclusive public employer of its employees for the purposes of the Educational Employment Relations Act (“EERA”). 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 Plan

SMBCCS's mission statement defines the vision and direction of the Charter School:

Santa Monica Boulevard Community Charter School promotes academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

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

Seven full days of professional development for all certificated staff will be scheduled beginning in the 2012-2013 school year. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of CAASPP test results from the previous year. The professional development calendar will be developed by administration and Lead Teachers to be approved by the FCPS Board of Directors.

Professional development at SMBCCS will focus primarily on Explicit Direct Instruction, Thinking Maps, GLAD Strategies, Mutt-i-grees, Strategies for Academically High-Achieving Students, Discipline with Dignity, Sharing of Best Practices, and State Adopted Programs to increase student achievement.

Meeting the Needs of All Students

English Learners

The following is the EL Master Plan for SMBCCS:

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

Santa Monica Boulevard Community Charter School serves students in grades TK-6 with approximately 63% of the student population designated as an English Learner. Anticipating a consistent population of English Learners, SMBCCS will continue to commit the resources necessary to ensure that all EL students learn to speak, read and write English. SMBCCS will meet all applicable legal requirements for the EL population, such as annual notification to parents, student identification and placement, program options, English Language Development using the new California English Language Development Standards and core content instruction aligned to Common Core. Rigorous instruction is designed to meet EL linguistic and academic needs. SMBCCS will ensure all teachers are EL authorized and receive consistent ELD professional development. SMBCCS will continue to reclassify EL students to fluent English proficient status, monitor and evaluate program effectiveness, and employ standardized testing procedures. SMBCCS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

SMBCCS will use Illuminate Education to collect, report, analyze, and interpret monthly data regarding ELs' linguistic progress. Illuminate allows administrators and teachers to analyze EL student achievement on CELDT and the English Language Development Retell Assessment ("ELDRA"). ELDRA will be utilized to monitor ongoing progress and identify students needing additional assistance and support. Teachers will use ELDRA results to improve and guide English Learners based on the specific rubrics used in scoring the assessment and aligned to the new California English Language Development 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.

SMBCCS will phase in the new California English Language Development Standards in conjunction with the state's timeline. SMBCCS is implementing these standards with continued professional development and alignment of curriculum and assessment, when the new assessment, English Language Proficiency Assessment for California ("ELPAC"), replaces 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 verifying through CALPADS.
- CELDT is given within the first thirty calendar days from the start of school for all students identified as initials and within the first two months of school for all annuals.
- CELDT results are received and distributed by the end of January to help facilitate instruction the second half of the school year.
- The ELD component of the *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 is 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 63% of the student population identified as English Learners, SMBCCS 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:

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences.
- Use of SDAIE
- The *Treasures* literacy program in all classrooms will promote effective strategies for English language acquisition.

- The supplemental Treasures Newcomer materials will be used to support English proficiency.
- *Thinking Maps* and Visualizing and Verbalizing for Language Comprehension and Thinking strategies will be implemented across the curriculum.
- School expectations will be clearly communicated to all students' families in parent education workshops at the Parent Center and in each classroom.
- Computers in all classrooms will provide access to a variety of resources.
- Classes may be scheduled during summer periods, along with after-school tutoring to provide supplementary instruction.
- Parent Center activities and services will help non-English speaking families support their children.
- Title III Plan will be implemented.

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 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. SMBCCS will employ the following tools and strategies to deliver a high quality ELD instructional program:

Istation – Istation Reading is an online interactive individualized reading program that maximizes growth for English Learners, at risk students, and students with disabilities in grades K-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 - 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. SMBCCS 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 the Santa Monica Boulevard Community 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 Instruction committee, an advisory committee that reports to the Board of Directors, will continue to analyze and evaluate our English Learner program at regularly scheduled monthly meetings. Feedback will be provided at least once a year to the Board of Directors.

The Director will monitor the progress of English Learners. Administrators and/or Lead Teachers will observe ELD instruction two times a week for 15 minutes per visit. Administrators and/or Lead Teachers will observe classroom ELD instruction following established protocols including the explicit teaching of vocabulary, syntax, grammar, functions, conventions of English, maintain a print rich environment, and consistently use visual/graphic representations. Coaching by teacher colleagues will help ensure consistent implementation of specific instructional delivery. Lead teachers and other selected staff members will follow the same protocols used by administrators. The Director, Lead Teachers, and classroom teachers will meet monthly to discuss and evaluate all program-related activities and student progress.

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, SMBCCS uses the LAUSD survey and enrollment forms.

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment²¹ 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

²¹ 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.

fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

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

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

Socioeconomically Disadvantaged Students

SMBCCS will adhere to the regulations of the reauthorization of the Elementary and Secondary Education Act and continue to utilize funding and other resources to enhance the school-wide Title I program by providing:

- Disadvantaged students will take part in art, music, and the use of technology to ensure exposure to enrichment opportunities.
- Teachers will conduct student interest surveys to understand enrichment opportunities that will support the interest and needs of their socioeconomically disadvantaged students
- An average class size of 20 students in Kindergarten through third grade.
- An average class size of 24 students in fourth and fifth grades, and 25 in sixth grade.
- Whole, cooperative, and small group instruction.
- Individualized direct instruction.
- A part-time school counselor.
- A school psychologist.
- A library technician.
- A technology specialist.
- A Parent Center is open from 7:00 a.m. to 3:30 p.m., providing classes and other services for parents as requested by the school community.
- Field trips aligned to specific areas of study.
- Computers in all classrooms.

- Paraprofessionals to provide individualized and small group assistance.
- An annual Fifth Grade Science Camp.
- A school chorus.
- A competitive Drill Team.
- Music and Orchestra instruction.
- A structured psychomotor program.
- Supplementary materials and resources in all classes, such as manipulatives, a classroom library, and computer software.

Santa Monica Boulevard Community Charters 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 will provide the following supports for socio-economically disadvantaged students:

- Parent Center with a variety of resources
- 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

Santa Monica Boulevard Community 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.

Plan for Serving Academically Low-Achieving Students

SMBCCS will implement a cohesive instructional program to strategically serve academically low-achieving students. 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
- Multiple computers in all classrooms
- 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

SMBCCS staff will take on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, 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. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

First, SMBCCS will provide children with prevention and intervention strategies. Students will be targeted through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and the CELDT. SMBCCS classroom teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The Charter School will use a variety of assessments to monitor and inform instructional decisions.

Second, students who struggle with classroom prevention and intervention strategies will be provided with additional intensive support during a 40 minute Response to Intervention block of time.²² SMBCCS will employ an RTI model in grades K-6 as part of a cohesive instructional program. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on

²² Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D. et. al. (2006). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.

outcomes of the intervention in place. Students receive intensive support to address their specific area of need by a highly trained certificated teacher.

Third, students who continue to struggle despite the intensive support will be brought to the Coordination of Services Team. COST is a team composed of an administrator, lead teacher, classroom teacher, and often a special education representative to discuss the needs of a particular general education student who is struggling with academics and/or behavior. The COST team identifies areas of need and designs a plan to systematically address the needs of a particular student. The COST team meets regularly to discuss students who are struggling and creates a plan for success based on summative and formative assessments to implement specific strategies to target the student's needs. The COST team will analyze NWEA MAP assessment data, ELA/Math publisher assessments, CAASPP results, and CELDT scores.

Fourth, if a student continues to struggle over a defined period of time, he/she will have a Student Study Team ("SST") meeting to design an even more intensive academic program and goals for academic success.

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 off-track student volunteers
- Afternoon tutoring sessions for selected students
- Small group and individualized instruction in all classrooms
- Supplementary materials aligned with core programs for use in intersession and after school programs

Plan for Serving Academically High-Achieving Students

Strategies to address the academically high-achieving students are fundamental to the instructional program for SMBCCS. SMBCCS will continue to work diligently to implement a variety of strategies to identify and support academically high-achieving students. The Director is responsible for the monitoring of this subgroup. The school psychologist ensures that eligible students are identified and tested for gifted. Lead Teachers are responsible for ensuring strategies for depth and complexity are shared during grade level meetings. Strategies for serving the academically high-achieving will be an explicit focus for professional development and are embedded in the core instructional program. Academically high-achieving students are also serviced through:

- Art and music.
- After school* chorus.
- 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.

SMBCCS will work diligently to implement a variety of strategies to identify and support gifted and talented students.²³ Teachers design projects that engage students' higher order thinking skills, such as analyzing, evaluating and creating.

The 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.

STUDENTS IN OTHER SUBGROUPS

Most of the Charter School's students are identified as English learners, 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. SMBCCS 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 Hollygrove. Hollygrove is the Los Angeles division of Uplift Family Services, a

²³ Kaplan, S. (2005). Layering differentiated curriculum for the gifted and talented. In F.A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (2nd ed., pp. 107-131). Waco, TX: Prufrock Press.

nonprofit agency that provides a variety of programs and services to meet the social-emotional, behavioral and mental health needs of young children, teens and their families. In order to ensure proper program identification, SMBCCS 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 (CAASPP) assessments.

SMBCCS will use “Project Wisdom” as an education program and implement social emotional programs used by FCPS. FCPS has partnered with Yale University to be the first California schools to become a “School of the 21st Century,” a program geared to meeting the needs of students and their families through strong community/school relationships.²⁴ Finally, the Mutt-i-grees program of FCPS, also 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.

“A TYPICAL DAY”

A typical day at SMBCCS 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, Santa Monica Boulevard Community Charter School utilizes Explicit Direct Instruction by DataWorks to enhance student learning. 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

²⁴ Henrich, C.C., Ginicola, M.M., & Finn-Stevenson, M. (2006). *The school of the 21st century is making a difference: Findings from two research studies* (Issue Brief). New Haven, CT: Yale University, School of the 21ST Century (21C) Program.

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.

A typical day at SMBCCS 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.

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.

Committee meetings (Finance, Instruction, Parent Advocacy, 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 SMBCCS staff as needed. The SMBCCS school psychologist, counselor, speech and language pathologist, Education Specialist teacher, and the SMBCCS 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 SMBCCS (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 ensure 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 SMBCCS database.

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

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

The Education Specialist Teacher(s) 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.

SMBCCS 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.

8:30 a.m. Psychomotor schedule begins for Primary Grades (twice a week)

9:15 a.m. Psychomotor schedule ends for Primary Grades (twice a week)

9:50 a.m. TK/K/1st Recess

Transitional Kindergarten, Kindergarten, and 1st grade students will be supervised by paraprofessionals at assigned areas in the TK and K/1st 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.

10:10 a.m. Bell rings for end of TK/K/1st Recess

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

10:15 a.m. 2nd/3rd grade recess

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

10:35 a.m. End of 2nd/3rd grade recess

Teachers will pick up classes and instruction continues.

10:40 a.m. 4th -6th grade recess

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

11:00 a.m. End of 4th-6th grade recess

Teachers will pick up classes and instruction continues.

11:00 a.m. Lunch for TK/K/1st students.

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).

11:40 a.m. End of transitional kindergarten lunch.

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 2nd/3rd grade students.

12:10 p.m. End of 2nd/3rd grade lunch.

12:00 p.m. Lunch for 4th-6th grade students.

12:40 p.m. End of 4th-6th 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).

12:45 p.m. Psychomotor schedule begins for Primary Grades (twice a week)

1:45 p.m. Psychomotor schedule begins for Upper Grades (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).

2:35 p.m. End of regular school day.

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

- Youth Policy Institute Afterschool Program

- 2:45 p.m.** Committee meetings (Finance, Instruction, Parent Advocacy, and Personnel) may take place at the end of the school day.
- 2:45 p.m.** Staff Meetings are held on Wednesdays as needed.
- 4:00 p.m.** Office Manager leaves for the day.
- 3:30 p.m.** Office Assistant leaves for the day.
- 5:30 p.m.** SMBCCS'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

SMBCCS had a WASC Self-Study Visit on March 31, 2014 to April 2, 2014. The WASC Visiting Committee awarded SMBCCS a Six-Year Accreditation Status. The Visiting Committee team stated that there is a sense of urgency in the way SMBCCS prepares our children for success. The Visiting Committee encouraged SMBCCS to continue our data driven focus, targeted instruction, and sharing of best practices.

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 SMBCCS has met its established goals:

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.

- LCAP Goal 1:* All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.
- 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 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:

Santa Monica Boulevard Community 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, SMBCCS has selected CCSS aligned assessment tools to guide instruction. SMBCCS 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 the Santa Monica Boulevard Community 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:

Santa Monica Boulevard Community 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. SMBCCS 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.

SMBCCS'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 SMBCCS 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 the Santa Monica Boulevard Community Charter School's Illuminate Education database and the PBIS SWIS data

collection program, a web-based computer application for data entry and report generation. SMBCCS 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>LCAP Goal 1: All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (“CCTC”) and appropriate EL authorization; all teachers will be appropriately assigned.</p> <p>LCAP Goal 3: 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>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 CCSS-aligned materials and additional instructional materials as outlined in our charter petition.</p> <p>LCAP Goal 4: 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,</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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	<p>Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.</p>			
#3 – Parent Involvement (Engagement)	<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 6: School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p> <p>LCAP Goal 14: School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.</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.</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.</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.</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>

<p>#4 – Student Achievement (Performance)</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>Charter Goal 3: Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.</p> <p>LCAP Goal 5: 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p> <p>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</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher’s tests from materials aligned to CCSS for initial benchmark assessments. Target 70% at each grade level using EOY tests.</p> <p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target 80%</p> <p>EL reclassification rate will meet or exceed the District’s reclassification rate when comparing grade levels. Target to</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher’s tests from materials aligned to CCSS for initial benchmark assessments. Target 72% at each grade level using EOY tests.</p> <p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target 82%</p> <p>EL reclassification rate will meet or exceed the District’s reclassification rate when comparing grade levels. Target to</p>	<p>ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. Target 100%</p> <p>Meet or exceed internal targets for growth. Utilize publisher’s tests from materials aligned to CCSS for initial benchmark assessments. Target 75% at each grade level using EOY tests.</p> <p>School will meet the annual API Growth Target, or equivalent school, as mandated by the CA State Board of Education. Target: To meet requirement set by state</p> <p>All EL students will advance at least one level on CELDT assessment from year to year. Target 85%</p> <p>EL reclassification rate will meet or exceed the District’s reclassification rate when comparing grade levels. Target to</p>

	<p>once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p> <p>LCAP Goal 8: 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>LCAP Goal 9: EL students will advance at least one level on the CELDT (or other available external and internal assessments) each year.</p> <p>LCAP Goal 10: EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet AMAOs.</p>	exceed by 1%	exceed by 3%	exceed by 5%
#5 – Student Engagement (Attendance)	<p>Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.</p> <p>LCAP Goal 11: 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%.
#6 – School Climate (Suspension and Expulsion)	<p>Charter Goal 2: Students will build a foundation for a responsible work</p>	Suspension rate will be maintained at < 1% of student population	Suspension rate will be maintained at < 1% of student population	Suspension rate will be maintained at < 1% of student population

<p>Rates, Safety, Surveys)</p>	<p>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 < 1% suspension rate.</p> <p>LCAP Goal 13: School will continue to maintain a low <1% annual pupil expulsion rate.</p>	<p>Expulsion rate will be maintained at < 1% of student population</p>	<p>Expulsion rate will be maintained at < 0.75% of student population</p>	<p>Expulsion rate will be maintained at < 0.5% of student population</p>
<p>#7 – Course Access</p>	<p>Santa Monica Boulevard Community Charter School is a school for TK through 6th grade with an age range of 5 to 12 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>			
<p>#8 – Other Student Outcomes</p>	<p>LCAP Goal 15: 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.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students.</p>

Measuring Student Academic Performance and Growth

Santa Monica Boulevard Community 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 Advance</i> - Istation - Online - NWEA® MAP – Reading and Language Assessments - Educational Software for Guiding Instruction (“ESGI”) – Phonics, letter and sound recognition, sight words 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Illuminate Data Reports - ESGI Progress Reports for parents - 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 Instruction Committee and organization wide at FCPS Board Meetings (Director’s Reports) - ESGI reports progress reports for parents on the basic skills of reading - 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 Advance - Istation – Online - English Language Retell Assessment - CELDT 	<ul style="list-style-type: none"> - Annual and Initial parent notices for EL students - ELDR/ELD Folder - Istation – Online progress reports - CELDT Individual and state reporting 	<ul style="list-style-type: none"> - Progress monitoring for teachers and school - ELDR 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 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress

		- Teacher created assessments	- Progress reports for parents are provided for parents between report cards and gives an overview of student progress
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Teacher Leadership

Santa Monica Boulevard Community 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 Instruction Committee meetings where topics are discussed, providing all stakeholders a “voice” and new plans are approved. The Instruction Committee provides monthly formal minutes to the SMBCCS staff, FCPS organization via email and the FCPS Board of Directors at the monthly Board meetings.

Summative Assessments

Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 the Fenton Charter Public Schools to monitor student achievement on benchmark assessments. The Santa Monica Boulevard

Community 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

Santa Monica Boulevard Community 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

DATA ANALYSIS AND REPORTING

The Instruction Committee, an advisory committee that reports to the Board of Directors, will continue to analyze student assessment data at regularly scheduled monthly meetings. Lead

Teachers will review percentages on weekly publishers' tests for each classroom along with other teacher-developed assessments, anecdotal records, and trimester grades prior to each reporting period for school progress reports. Positive as well as negative results will be shared by Lead Teachers and evaluated by the committee to determine the specific causes for upward and downward trends, and action will be taken to modify or revise current instructional practices as necessary.

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

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

In 2013, SMBCCS 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. 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.

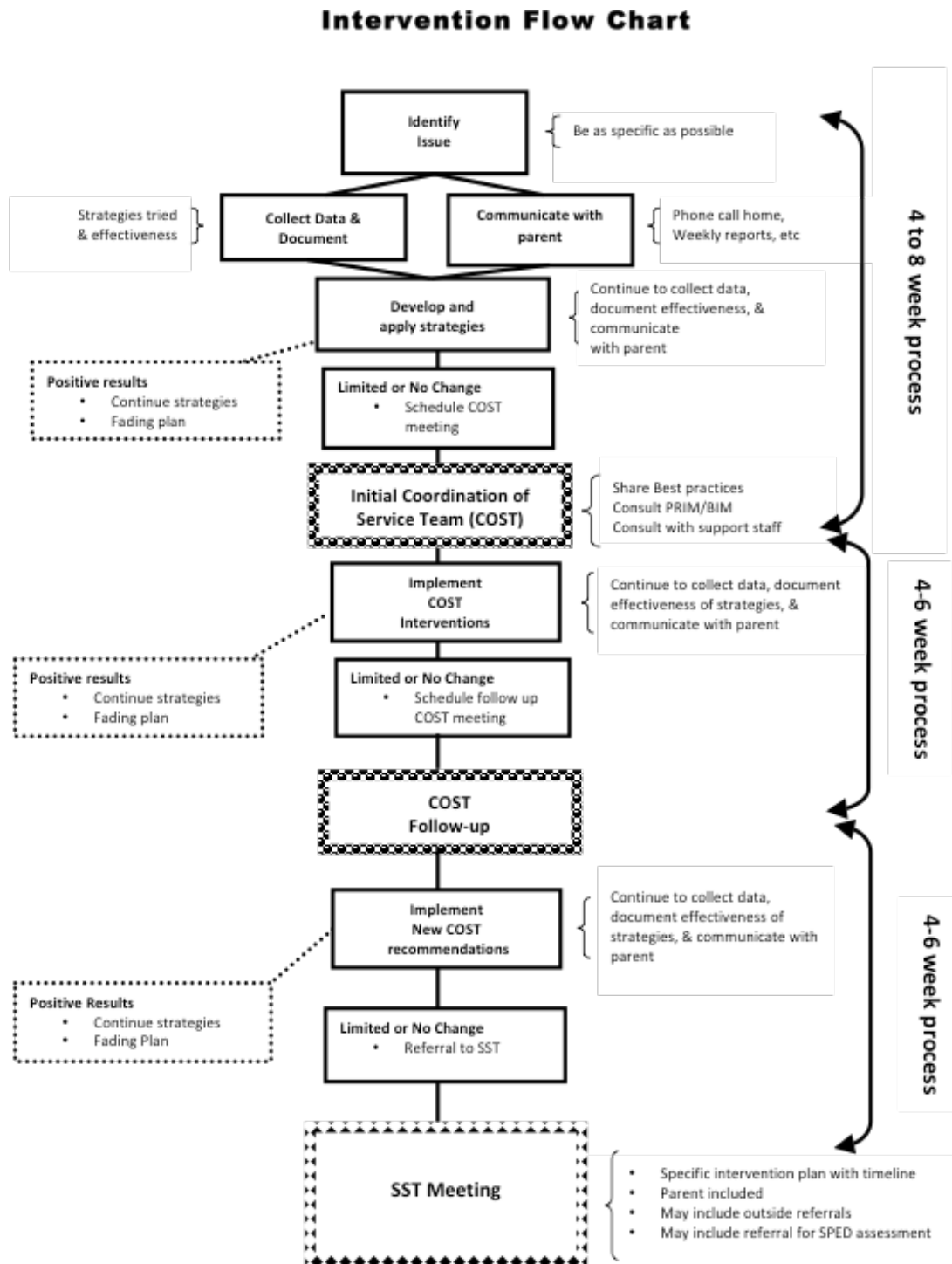
S - Satisfactory is given to students who: Do what is expected/required in terms of the quality of work.

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

SMBCCS also provides periodic progress reports monthly 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. An assessment is considered at any time during this process. 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. However, if a child continues to perform below grade level standards, retention may be considered. Grade level teachers, the school's academic support team and administration collaboratively review each recommendation and provide a final recommendation. Parent participation is a key factor in determining retention. Parents are notified by the first parent conference in November if the child is at risk of retention. Parents meet with the classroom teacher to review the final recommendation and sign-off for final consent. The school reviews its overall retention process annually and makes any necessary changes in the fall.

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.

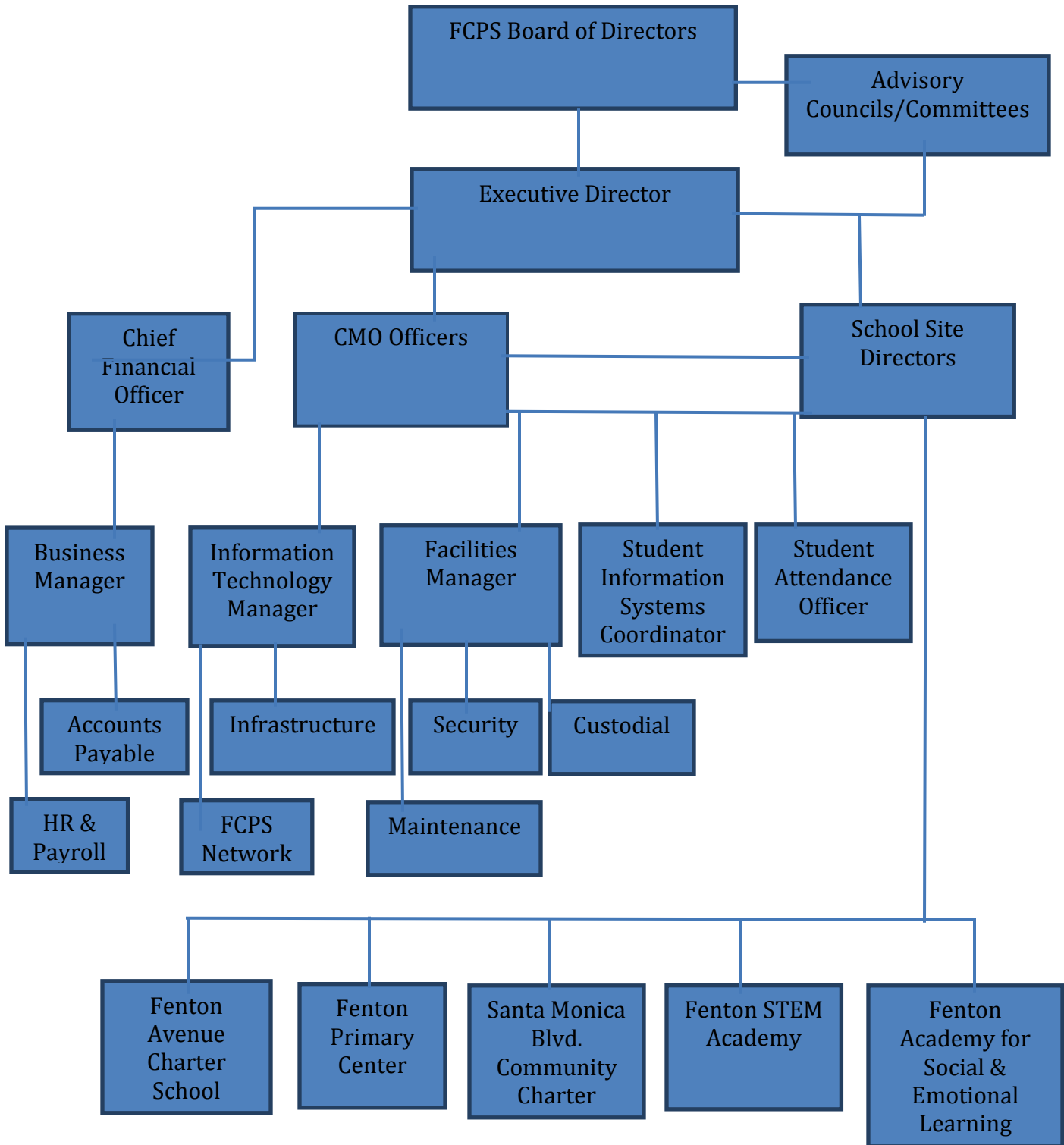
GOVERNANCE STRUCTURE

Santa Monica Boulevard Community 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 FCPS, a California nonprofit public benefit corporation pursuant to California law.

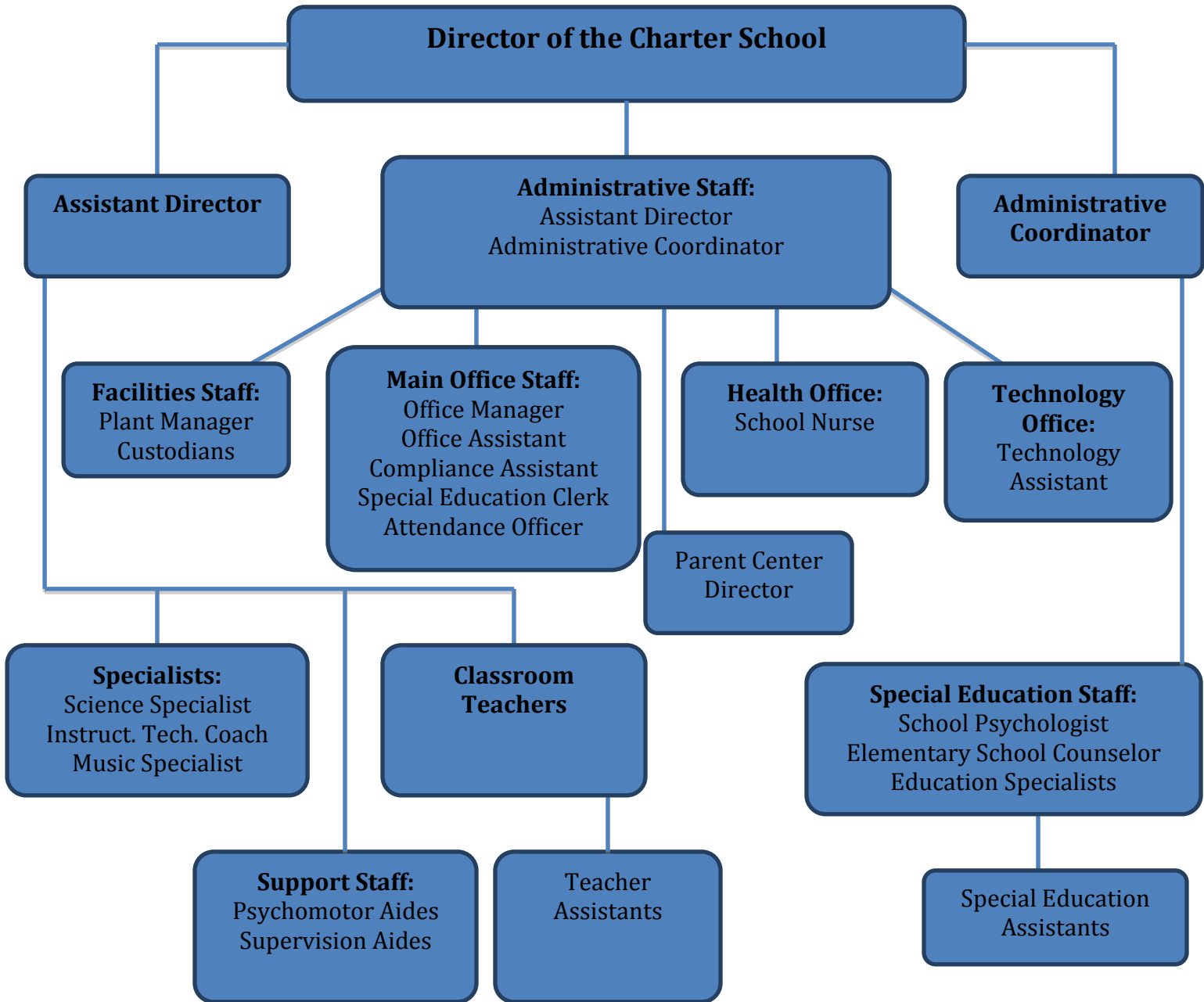
The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable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

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

FENTON CHARTER PUBLIC SCHOOLS Organizational Chart



**SANTA MONICA BOULEVARD COMMUNITY 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 their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California 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. 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 the Fenton Charter Public Schools. The Board as a whole includes members of the community who reflect the broad base of public support for the corporation. Community members are sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

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

GOVERNANCE PROCEDURES AND OPERATIONS

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

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

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

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

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

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

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, LAUSD's interpretation of Government Code Section 1090, Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

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

STAKEHOLDER INVOLVEMENT

The Charter School utilizes four Board advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee.

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

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

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

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

- **Finance and Safety Committee**

- Tasks:

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

- **Instruction Committee**

- Tasks:

- Consult with the Charter School to develop its LCAP and annual update;

- Review the implementation of State Board of Education-approved Common Core State Standards;
 - Ensure ongoing articulation among teachers and across grade levels:
 - Monitor scheduling of grade level meetings;
 - Monitor use of ELD portfolios;
 - Ensure the use of publishers' tests, Istation and other assessments as designated by the committee;
 - Review student outcomes annually and design action plans centered around the following assessment tools:
 - CAASPP;
 - CELDT;
 - *Istation*;
 - *ESGI*
 - 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 Parent Center;
 - Review ongoing implementation of the FCPS Technology Plan;
 - Review the Special Education program:
 - Recommend a plan and schedule for staff development related to serving students with disabilities;
 - Review compliance with federal and state regulations;
 - Review student assessment, placement, and mainstreaming of special education students;
 - Review the continuous implementation of a differentiated instructional program for English Learners, Title I and GATE students
- **Personnel Committee**
 - Tasks:
 - Consult with the Charter School to develop its LCAP and annual update;
 - Design and review the recruitment and selection process for personnel;
 - Develop employee job descriptions and contracts to be recommended to the Board of Directors;
 - Design the development of schedules and organization of classes to be recommended to the Board of Directors;
 - Review and recommend track and grade assignments (with Curriculum and Assessment Committee);
 - Recommend policies related to leaves of absence, staff attendance, release and vacation days;
 - Review and recommend all decisions related to hiring;
 - Review and recommend annual school-wide salary adjustments and benefits (with Budget, Facilities and Safety Committee);
 - Review staff evaluation process;
 - Review all personnel policies to determine they are in compliance with existing law.

- **Parent Advocacy Committee**

- Tasks:

- Consult with the Charter School to develop its LCAP and annual update;
- Encourage community activities and recruitment of volunteers;
- Function as the School Site Committee and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Advise the Parent 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 SMBCCS advisory committees listed above. These are not elected positions; rather, all parents are invited to participate. Parents may also volunteer with the Charter School during field trips and in the classroom. SMBCCS 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 Santa Monica Boulevard Community 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, preschool through sixth grade.
3. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
4. Maintains a culturally responsible approach to meet the needs of a diverse school community.
5. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
6. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Knowledge of and skill in effective budgetary processes and school finance.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to make formal, public presentations.
11. Ability to compose and comprehend written communication.
12. Ability to respond quickly in an emergency situation.
13. Ability to cope with crisis situations.
14. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities as the Director of a Fenton Charter Public School.
15. Mobility to traverse all areas of the work site.
16. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
17. SPECIAL PHYSICAL REQUIREMENTS: Physical stamina sufficient to sit, stand or walk for prolonged periods of time.

Job Purpose:

Serves as the instructional leader and administrator of Santa Monica Boulevard Community 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 Fenton Charter Public Schools Board of Directors.

Major Job Responsibilities:

1. Maintain the vision of Santa Monica Boulevard Community 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 Santa Monica Boulevard Community Charter School:

- Provide guidance, supervision and assistance in instructional practice while adhering to the policies and practices recommended by the four committees and approved by the Board of Directors:
 - Actively participate on Instruction Committee (and all other committees) sharing ideas, supporting best practices and innovative strategies relevant to the mission of the school;
 - Oversee the focus, scheduling, and implementation of professional development activities ensuring alignment with the vision/mission of the Charter School;
 - Oversee and monitor the administration and review of periodic performance assessments and state mandated testing;
 - 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 SMBCCS database in collaboration with database coordinator;
 - Oversee state recommended materials adoptions following established protocols.
- Ensure compliance with all state and federal programs through proper administration or reporting of:
 - CBEDS
 - Fall Survey
 - Bilingual Survey
 - STAR Testing (if and when applicable)
 - 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;
 - Rate in all new hires;
 - 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 Santa Monica Boulevard Community 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 SMBCCS Student Information System;
- Plan, coordinate and create schedules:
 - Daily schedule
 - Recess/lunch play areas and supervision
 - Assignments for paraprofessionals
 - Weekly bulletin
 - Calendar for school year
- Responsible for creation of all communications between home and school:
 - Home-School Agreement
 - Student Responsibility Code
 - Technology Code of Ethics
 - Homework Policy
 - Textbook Agreement
 - Parent calendar
 - Off-track letters
 - 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 administrative team, school psychologist, resource specialist teachers and other special education staff, oversee the implementation of the special education program for Santa Monica Boulevard Community Charter School:

- 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 for 4th through 6th grades;
- 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.

6. Oversees development, communication and roll out of the student discipline policy to students, parents and staff:

- Establish and communicate a strong student discipline policy to students, parents and staff;
- Assist classroom teachers with daily discipline concerns, and provide and maintain a location where student needs may be attended to on an individualized basis and in total confidentiality;
- Assist teachers with parent conferences and resolution related to behavior and social/emotional needs of students;
- Assist teachers with the implementation of appropriate strategies and techniques to foster positive student behavior;
- Oversee all after school programs: Assume responsibility for adequate supervision, student discipline after the regular instructional day, and acting as the liaison between Santa Monica Boulevard Community Charter School and after school programs.

7. Act as the internal “face and voice” of Santa Monica Boulevard Community Charter School:

- Attend all committee meetings, and any other meetings, event and activities as needed;

- Provide guidance, supervision, assistance and leadership for all members of the Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 the Santa Monica Boulevard Community Charter School to the newly 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. FCPS 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 Santa Monica Boulevard Community Charter School.

6. Knowledge of and ability to recognize the impact of the Santa Monica Boulevard Community 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 the Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 Santa Monica Boulevard Community 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 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 the Santa Monica Boulevard Community 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 SMBCCS 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 – CCSS Implementation

Working in collaboration with the director, assist with professional development and implementation of CCSS; 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
2. Master’s degree and administrative 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. Previous leadership experience (e.g., served as committee co-chair, lead teacher, faculty representative, experience with various aspects of the position).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Frequently participates in professional growth appropriate for educational administration.
2. Demonstrates the capacity to lead, direct, and supervise staff objectively.
3. Maintains a culturally responsive 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. Demonstrates the ability to direct the management activities associated with the position of the Director and Administrative Coordinator of Santa Monica Boulevard Community Charter School.
6. Demonstrates the ability to collaborate and interact effectively with all Fenton Charter Public School administrators.

7. Possesses knowledge of the FCPS charters, Employee Handbook, Evaluation Handbook, committee and board policies, and applicable state and federal laws.
8. Communicates effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
9. Establishes and builds relationships grounded in equity and trust with all stakeholders.
10. Demonstrates effective communication in both oral and written form.
11. Assists quickly and appropriately in an emergency situation.
12. Completes all responsibilities independently and in a timely manner.
13. Justly and effectively allocates human and financial resources, facilities, materials, technology, time and energy to maximally support student learning.
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 stamina sufficient to sit, stand or walk for prolonged periods of time.

Job Purpose:

Assists the directors in performing school management duties with an emphasis on State Preschool, 6th grade, Personnel Committee and Parent Advocacy Committee tasks. The Personnel/Parent Advocacy administrator will assist in supporting the School-wide Positive Behavior Support Plan. The Personnel/Parent Advocacy administrator will handle discipline issues, counsel, and provide consequences for students on a case-by-case basis.

Responsible to:

The Director and Assistant Director of Santa Monica Boulevard Community Charter School.

Responsible for all district, state and federal mandated testing including, but not limited to, the following:

Oversees special education needs:

The Administrative Coordinator...

- Attends SSTs and IEPs as needed
- Assists with reorganization of classes
- Assists with collaboration between regular education and special education

Oversees student discipline needs:

The Administrative Coordinator...

- Supports and communicates the student discipline policy established by directors to students, parents and staff
- Maintaining an accurate log of students assigned for any period of time and report data to administration.
- Discussing behavior choices and consequences with students; assisting students in identifying appropriate replacement behaviors.

- Assisting students, teachers, parents and/or counselor in developing and monitoring student behavior plans.
- Alerting the general and special education teacher to any problem or special information about an individual student, including feedback regarding student's behavior plan(s) completed in the Behavior Room.
- Assisting teachers in devising special strategies for re-enforcing material, skills and behavior choices based on sympathetic understanding of individual students, their needs, interests and abilities.
- Serving as a source of information and helping substitute teachers assigned in the absence of the regular teacher, as needed.
- Maintaining the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
- Attending training to strengthen behavioral knowledge.
- Networking with the school counselor and school psychologist to find/provide resources for parents (Hollygrove, LAPD. etc.).
- Serving as a member of the Positive Behavior Interventions and Support Team and attending Behavior SSTs on an as needed basis to discuss ongoing behavioral concerns.
- Partaking in classroom observations of students in need of behavior modifications.
- Create and chair a Discipline Committee of a minimum of one teacher per grade level to help support the School-wide Positive Behavior Support Plan.
- Using positive reinforcement techniques school-wide such as conducting behavior assemblies on character building, rewarding students and encouraging team building.

Assists in maintaining a safe, secure facility:

The Administrative Coordinator...

- Assists with daily safety and security of the site as needed
- Assists with organization and implementation of an "Emergency Operations Plan" created by Director.
- Ensures compliance with child abuse reporting procedures
- Assist in ensuring the maintenance of a clean physical environment that is conducive to good health and safety.

Oversees substitute teachers and paraprofessionals:

The Administrative Coordinator...

- Assists with the supervision and monitoring of paraprofessional staff
- Supervises and monitors evaluation of the substitute teachers
- Participates in hiring of substitute teachers
- Translation schedules for parent orientation

Oversees afterschool programs:

The Administrative Coordinator...

- Oversees all after school and summer programs
- Student Council
- Acts as the liaison between SMBCCS and after school programs
- Schedules the location of after school events occurring on campus

Facilitates Community Relations

The Administrative Coordinator...

- Parent Center
- Community Partnerships (SABAN Free Clinic, Paramount, Pepperdine Univ.)
- 5th/6th Grade Matriculation to Middle School

Ensures the successful transition of the Fenton Charter Public Schools to the newly adopted leadership structure:

- Attends all council meetings, and any other meetings, events and activities as needed
- Meets with the Directors regularly to review responsibilities
- Receives and acts upon reviews of progress from the directors

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.

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

Qualifications

Education:

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

Experience:

Job related experience is preferred, but not required.

Knowledge, Skills, Abilities and Personal Characteristics

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

Job Purpose

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

Responsible to

Director of the Charter School

Major Job Responsibilities

1. Supports teachers through consultation and provision materials for implementation of strategies and instructional practices to meet the needs of students with special needs.
2. Completes academic assessments for initial and triennial assessments using most current assessment tools and considering a variety of data (work samples, observations, progress monitoring data, benchmark assessments, other data)
3. Utilizes assessment results in developing IEP goals and objectives to address the individual needs of each student.
4. Develops IEPs and goals in alignment with student need and adopted curriculum and California Common Core State Standards with appropriate accommodations/modifications.
5. Maintains progress-monitoring data aligned to IEP goals and use data collection to support appropriate research-based instruction, inform instructional decisions, demonstrate student progress toward goal achievement, and modify goals as necessary.
6. Periodically updates academic assessments and review progress with students, parents, and teachers as needed.
7. Participates in parent teacher conferences to discuss student progress as needed.
8. Observes student behavior in the general education classroom and consults with teachers regarding these behaviors.
9. Collaborates in the development and implementation of behavior intervention strategies and techniques as appropriate.
10. Develops and assists in implementing Behavior Support Plans.
11. Assists general education teachers, staff, and instructional aides by leading or supporting team in the de-escalation process of a student exhibiting challenging behaviors or loss of control.
12. Assists in conducting Functional Behavior Assessments when appropriate.
13. Serves as case manager for students with special needs, providing input and guidance when necessary.
14. Coordinates scheduling of IEPs for students with special needs with general education teachers, specialists, administration, and translators as needed.
15. Coordinates with parents to ensure active participation at IEP meetings.
16. Collaborates and communicates with outside service providers when necessary regarding all aspects of the IEP process.
17. Maintains and completes records, individual reports, etc. that may be required by the District, state, and/or federal policies or regulations in a timely manner.
18. Provides consultation and/or in-service to staff members and parents which relate to student assessment and specialized instruction.
19. Trains and supervises special education support staff/instructional aides in best practices for implementing services and supports to students with special needs.
20. Participates in SST meetings and serves in a collaborative/consultative role in the SST process.
21. Facilitates workshops and meetings to provide teachers/staff with the resources to share, collaborate and explore effective strategies to implement the site's special education program model.
22. Continues professional development to update knowledge and expertise by attending meetings, in-service programs, and conferences in the area of special education.

23. Performs other related duties as assigned.

SPECIAL EDUCATION ASSISTANT (NON-CERTIFICATED) JOB DESCRIPTION

Qualifications

Education:

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

Experience:

Job related experience is preferred, but not required.

Knowledge, Skills, Abilities and Personal Characteristics

1. Knowledge of physical and emotional needs of children at various age levels.
2. Knowledge of general nature and causes of physical, mental and emotional disabilities.
3. Knowledge of first aid techniques.
4. Knowledge of functioning of special equipment, such as wheel chairs and braces.
5. Ability to speak English using good vocabulary.
6. Ability to gain students' confidence.
7. Ability to communicate and related effectively with students.
8. Ability to act calmly and appropriately in emergencies.
9. Ability to take orders and follow instructions accurately.
10. Ability to assist in feeding and toileting of student with special needs.
11. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and to work effectively with other personnel, parents and students.
12. Mobility to traverse all areas of the work site.
13. Health: Physical and mental fitness as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.
14. SPECIAL PHYSICAL REQUIREMENTS: Sufficient strength to safely lift and carry objects weighing up to twenty (20) pounds or assist in lifting students of varying weights; physical stamina sufficient to sit, stand or walk for prolonged periods of time.

Job Purpose

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

Responsible to

Classroom Teacher and Director of the Charter School

Major Job Responsibilities

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

Additional Job Responsibilities

Performs other related duties as assigned.

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

Qualifications

Education:

High school graduate or evidence of equivalent educational proficiency

Experience:

Job related experience is preferred, but not required.

Knowledge, Skills, Abilities and Personal Characteristics

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

Job Purpose

Assists in maintaining proper environment and student control.

Responsible to

Director of the Charter School

Major Job Responsibilities

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

Additional Job Responsibilities

Performs other related duties as assigned.

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.

**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 FCPS 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.

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.

**INSTRUCTIONAL TECHNOLOGY COACH (CERTIFICATED)
JOB DESCRIPTION**

Qualifications and Experience:

- Bachelor's Degree or higher from an accredited college or university
- Clear Elementary Teaching Credential
- Demonstrated subject matter competence
- At least three school years of full-time teaching service.

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Professional growth appropriate for instructional technology integration.
2. Capacity to lead, direct, and train staff for instructional technology integration.
3. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups in the school community,
4. Knowledge of the FCPS charters, Personnel Handbook, Evaluation Handbook, 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. Ability to make formal, public presentations.
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 Lead Teachers and Administrators of the Fenton Charter Public Schools.
10. Passionate about teaching, instruction, and excited about change.

Job Responsibilities:

Instruction

1. Support teachers with the implementation of Common Core State Standards.
2. Examine and interpret student achievement data to drive instruction.
3. Facilitate workshops and meetings to provide teachers with the resources to share, collaborate and explore effective strategies to implement the Common Core State Standards.
4. Conduct vertical planning and cross-curricular planning meetings for grade level articulation.
5. Assist with the development of lesson plans for teachers to implement the Common Core State Standards.
6. Provide resources and materials to supplement the curriculum (including resources for Digital Citizenship).
7. Be an agent of change, actively engage in curriculum development and lesson planning.
8. Partner with teachers in the planning and implementation of projects, units and activities to increase student engagement.
9. Actively search for resources to support curricular goals that are based in research-based teaching pedagogy and methodology.
10. Utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings to develop and promote the social learning context needed by students to support English language development.
11. Ensure students construct meaning from their learning by explaining and justifying their thinking using evidence based explanations.
12. Adapt teaching methods and instructional materials to meet students varying needs and interests.

Technology

1. Develop a comprehensive technology implementation plan to deliver and augment content instruction in every discipline. The Instructional Technology Coach will facilitate the integration of technology, empowering students to take active roles in their own learning. Students will explore concepts, develop models, and understand underlying principles through participation in authentic tasks and student-led inquiry (FCPS Technology Plan, 2014-2017, pg. 22).
2. The Instructional Technology Coach will utilize Dr. Ruben R. Puentedura's model for enhancing technology integration, which moves technology use from enhancement to transformation (SMBCCS Charter Petition, 2012-2017, pg. 40).
3. Provide support to teachers in preparing for the Smarter Balanced Assessment.
4. Provide lessons and materials for the lab where students can practice and prepare for the Smarter Balanced Assessment.
5. Conduct individual or small group teacher conferences on appropriate use of instructional technology in all content areas.
6. Collaborate with teachers to align academic achievement and technology initiatives.
7. Identify staff development needs related to instructional technology.
8. Technology training and assistance in using appropriate educational hardware, software, and web-based tools.
9. Model lessons for teachers using appropriate teaching strategies and team teaching lessons integrating technology use.
10. Provide support to teachers, who are at every point of the technology integration continuum to meet teaching and learning goals.

Coach

1. Provide peer coaching based on Charlotte Danielson's four domains of teaching (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) (FCPS Evaluation Handbook)
2. Model, observe, and facilitate the implementation of best practices.
3. Meet and collaborate with grade levels to explore needs and expectations.
4. Work collaboratively with Lead Teachers and Administration.
5. Visit classrooms to support the implementation of best practices.
6. Promote a climate of life-long learning by actively seeking the latest research and sharing this information with the staff.
7. Provide professional development for the successful integration of technology.

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.

OFFICE MANAGER (NON-CERTIFICATED) JOB DESCRIPTION

Qualifications

Education:

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

Experience:

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

Knowledge, Skills, Abilities and Personal Characteristics

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

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

Job Purpose

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

Responsible to

Director of the Charter School

Major Job Responsibilities

1. Plans, establishes, and supervises the implementation of clerical procedures in the school office to insure timely preparation and submission of reports, records, studies, letters, and other materials.
2. Supervises clerical work related to such matters as enrollment, personnel, accidents, special programs, time reporting and purchases of supplies and materials.
3. Performs secretarial duties for the administrator(s) by arranging appointments, receiving visitors, screening calls and mail, and composing communications as needed.
4. Utilizes and supervises the use of software applications to conduct school business including payroll and secretarial duties.
5. Reviews communications, bulletins, reports and other items and obtains information from a variety of sources as requested by the administrator(s) in order to advise on necessary actions and to provide information to school personnel, parents, students and others.
6. Answers or refers inquiries, contacts public service agencies, interprets school policies, and coordinates and provides approved information to parents, students, school personnel, and the public over the telephone or in person.
7. Orients new and substitute teachers, parent groups, volunteers, and aides in school and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.
8. Organizes and maintains files, records and guides.
9. Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
10. Assists in securing substitute teachers as needed.
11. Maintains a bookkeeping system for documenting student body fundraising activities.
12. Oversee student waiting in the main office of the school when needed.
13. Proofreads materials and supervise their mailing and distribution.
14. Provides minor first aid, arrange for care of ill or injured students, and, if authorized, dispenses prescribed oral medication in the absence of a School Nurse.

15. Attends workshops, professional development and other ongoing training opportunities to ensure understanding of state and federal laws, regulations and 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:

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

Additional Job Responsibilities

Performs other related duties as assigned.

PLANT MANAGER (NON-CERTIFICATED) JOB DESCRIPTION

Qualifications

Education:

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

Experience:

Prior successful experience as FCPS 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 shampoos, 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.

PARENT 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 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-6 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 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.

CUSTODIAN OF RECORDS

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

ADDITIONAL HEALTH AND SAFETY PROCEDURES

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

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

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

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

SMBCCS’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, SMBCCS 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.

SMBCCS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all SMBCCS 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.

SMBCCS 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 Committees

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

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

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

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

School Meals

Meals served through the National School Lunch Program will:

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

Breakfast

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

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

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

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 Charter 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 ensure 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 Charter 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 Parent 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; and
- opportunities for physical activities will be incorporated into other subject lessons.

Physical Education Pre-K-6

All students in grade TK-6, including students with disabilities, will receive physical education for a minimum for 100 minutes every ten school 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 Charter 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.

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

SMBCCS 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 Hollywood 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. SMBCCS has operated on the current LAUSD site since 1910. 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 April 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 Charter School will be mailed to the surrounding communities. The SMBCCS website will continue to be maintained as a current resource announcing upcoming dates for events at the Charter School which community members may be interested in attending.

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

Santa Monica Boulevard Community 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

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 Santa Monica Boulevard 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 Santa Monica Boulevard Community Charter School
2. Residents of the District
3. Siblings of currently enrolled students of the Charter School
4. Children of employees of FCPS (will not exceed 10% of students)
5. All other students

The enrollment period will be advertised in Hollywood beginning on January 1st and ending on approximately March 15th 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.

If a drawing is necessary to determine admission, the following procedures will be followed:

- All interested parties may submit a form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the main office of the Charter School beginning on the first Monday of March of each year.
- All forms must be received by 4:00 p.m. on the first Monday of 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 approximately 6:00 p.m. no later than the third Wednesday in April in the school auditorium, a time when interested parties may attend and observe.
- Names will be drawn until all names have been called.
- Names will be listed on a chart at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- 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 Monday prior to the first week of school. 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 placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

When the contract with the currently engaged auditing firm expires, the Executive Director and Chief Financial Officer will send a Request for Proposal (“RFP”) to various auditing firms. The auditor will have, at a minimum, a CPA and educational institution audit experience and

approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Board of Directors of the Fenton Charter Public Schools will approve the final selection on an independent auditor through this request for proposal format. Contracts may be offered for multiple years at the discretion of the Board.

The Executive Director, Chief Financial Officer, FCPS Directors, Business Manager and Assistant Business Managers are responsible for working with the auditor to complete the audit in timely manner as prescribed by applicable law.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by the contracted auditing firm. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The Executive Director, Chief Financial Officer, along with the Ad Hoc audit committee of the Board of Directors, will review any audit exceptions or deficiencies and report to the FCPS Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter

School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

The Charter School recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at SMBCCS. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of time student and staff spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

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

Our school-wide behavior plan is based on Positive Behavioral Interventions and Supports (“PBIS”). Our staff began this initiative in the fall of 2014, and will be reintroducing the system to all SMBCCS students annually during the months of August and September.

Our school-wide PBIS plan has four components:

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

The Charter School has three school-wide behavioral expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teaching Appropriate Behavior

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

Behavioral Infraction Notice

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

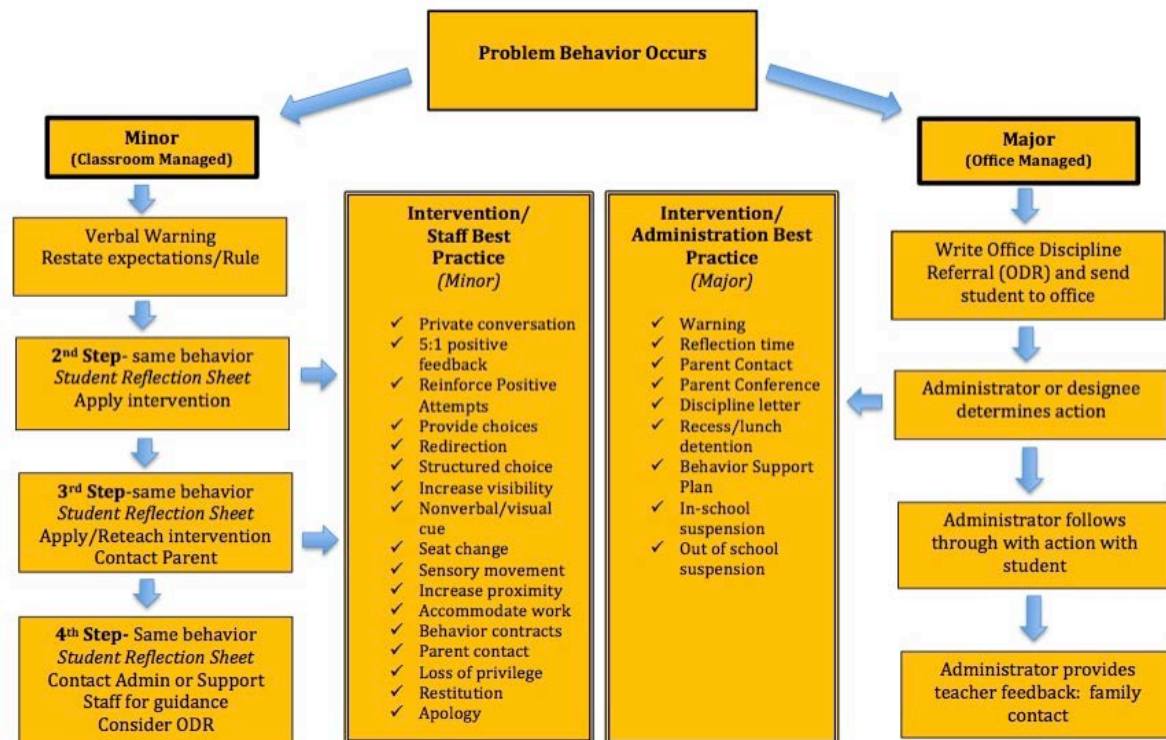
Our goal is to teach all of our students alternate behaviors to ensure a school environment that is safe, fun, free from distraction, and help all students reach their maximum potential.

Restorative Justice

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

Positive Behavioral Interventions and Supports

SMBCCS 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.



The first tier of PBIS is prevention. Students are introduced and taught the school wide expectations during the first three weeks of school. The SMBCCS 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
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	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: Parent/student conference, SST referral, individual behavior student contract, home visit, parent supervision, individual counseling, threat assessment, school based mentors, multi-agency collaboration Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion

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*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, SMBCCS 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 Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

(1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current,

or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee²⁵ 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

²⁵ Designee as used in this Policy includes other administrators at the Charter School, such as Assistant Director or Administrative Coordinator.

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 Charter 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 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 [need input on methods] during their suspension and be provided the opportunity to make up any missed exams.

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 the Fenton Charter Public Schools will continue to be members of the California State Teachers’ Retirement System (“CalSTRS”). Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the employer’s portion as designated by CalSTRS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the CalSTRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of CalSTRS.

The Assistant Business Managers (FCPS CMO staff) are responsible for ensuring that all eligible certificated employees are enrolled in CalSTRS and remain enrolled in CalSTRS throughout their employment at the Fenton Charter Public Schools.

The 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 the Fenton Charter Public Schools will contribute the required employer’s

percentage as designated by CalPERS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the CalPERS fund as required.

Employees will accumulate service credit years in the same manner as all other members of PERS.

Social Security payments will be contributed for all qualifying PERS members.

The Assistant Business Managers are responsible for ensuring that all eligible non-certificated employees are enrolled in CalPERS and remain enrolled in CalPERS throughout their employment at the Fenton Charter Public Schools.

The 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 the Fenton Charter Public Schools will contribute the employer's portion as designated by PARS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the PARS fund as required.

Employees will accumulate service credit years in the same manner as all other members of PARS.

The Assistant Business Managers are responsible for ensuring that all eligible certificated employees are enrolled in PARS and remain enrolled in PARS throughout their employment at the Fenton Charter Public Schools.

The Charter School will continue participation in PARS for the duration of the Charter School's existence under the current CDS code.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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 SMBCCS 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

Santa Monica Boulevard Community Charter School
c/o David Riddick, Director
1022 N. Van Ness Ave.
Los Angeles, CA 90038
[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).)

REVOCAION 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

Santa Monica Boulevard Community Charter School (also referred to herein as “SMBCCS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(b)(5)(A)(i).)

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

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(b)(5)(A)(iii).)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In

accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and

procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The

requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the

skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit

corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements

applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year

- n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, per applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that

school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

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

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

- 5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 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)(0).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees

Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade

reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each

student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate

as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the

District executing an amendment to the existing use agreement or a new agreement no later than May 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).)