

FEASTER CHARTER SCHOOL

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

Submitted to the Chula Vista Elementary School District

November ____ 2024

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Affirmations and Declaration

Feaster (Mae L.) Charter School (“Feaster,” “FCS,” “Feaster Charter School,” or the “Charter School”), located within the boundaries of the Chula Vista Elementary School District (“CVESD” or the “District”), hereby certifies that the information submitted in this petition is true to the best knowledge and belief of Feaster; and further that the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that the District shall be deemed the exclusive public school employer of the employees of Feaster for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- For Grades TK-6, the Charter School serves as a boundary school admitting resident students who wish to attend. Students are accepted in the order they apply, and once we reach capacity for specific grade levels TK-6, any additional students are overflowed into CVESD schools, as is the policy for CVESD.
- For Grades 7-8, Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to Grades 7-8 shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The 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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the student had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section

47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Feaster Charter School

670 Flower St. ~ Chula Vista, CA 91910 ~ (619) 422-8397

**CHARTER RENEWAL 2025-
2030**

Purpose of the Charter Petition

This is a proposal to renew the charter petition between Feaster Charter School and the Board of Education for the Chula Vista Elementary School District. The term of this charter shall begin on July 1, 2025 and expire on June 30, 2030.

This Charter may be amended by the Feaster Charter Board and approved by the Chula Vista Elementary School District Board of Education, based on a two-thirds vote from staff, with input from the community for any material revision.

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect unless mutually agreed upon by the Chula Vista Elementary School District Board of Education and the Feaster Charter Board. The District and Feaster Charter Board agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

The Administrative representatives as identified by the Feaster Charter Board, with the support of the designee of CVESD, reserve the right to collaboratively negotiate identified services with Charter Management Bodies as deemed necessary.

Feaster Charter School, though fiscally independent, maintains a very collaborative and cooperative partnership with the Chula Vista Elementary School District, its authorizing agency.

Description of the School

Feaster Charter School is one of 49 schools in the Chula Elementary School District, which is located 7 miles north of the California/Mexico border. The school campus is bordered on the North by Flower Street, the East by Jefferson Street, and finally on the South by E Street. Feaster is the neighborhood school for a highly dense area that includes multiple apartment buildings and four mobile home trailer parks. The school was built in 1950 as a 500-student facility. For many years, this school served the community as a standard public school.

On March 4, 1997, in collaboration with teachers, staff, parents and students and with the approval of the Chula Vista Elementary School District School Board of Education, the California State Board of Education granted Charter Number 121, CDS Code 37-68023-6037956. At that time Feaster became the second charter school in the Chula Vista Elementary School District as part of an effort to revitalize the current educational community of the school and to create a learning environment that promoted high academic standards and student achievement for all. CVESD purchased the land adjacent to the

original site, added additional portable classrooms and built a multi-use playground facility to accommodate the school's increased student population.

Feaster Charter School currently serves approximately 1,100 students in transitional kindergarten ("TK") through eighth grade. Feaster Charter is a neighborhood school: all of its students live within walking distance of the school with the exception of students attending on zone transfers.

Presently, all students receive free and reduced-price meals. Over 82% of the children enrolled in the general education program are Title I students.

A large percentage of students are English Learners ("EL"). Based on the 2023 California School Dashboard ("Dashboard"), 57.7% of students are classified as English Learners. Our student population is diverse with 1.8% African American, 3.7% White, 91.3% Hispanic, 0.4% Asian, 1.6% Filipino, 0.2% Pacific Islanders and 0.1% American Indian or Alaskan.

Feaster Charter School follows a year-round calendar that consists of 180 days of instruction, from approximately July to June. The school day for students in grades TK-6 is 7.25 hours per day Mondays, Tuesdays, Wednesdays, and Fridays, and 6 hours per day on Thursdays. Middle school students attend 7.5 hours per day on Mondays, Tuesdays, Wednesdays, and Fridays and 6 hours on Thursdays. An extended instructional day and/or intersession program is provided through Extended Learning Opportunities Program ("ELOP") and is available to all students at no cost.

Feaster Charter School is a non-sectarian school supported by public dollars. Feaster Charter School does not discriminate against any pupil on the basis of any of the characteristics listed in Education Code Section 220 (race or ethnicity, nationality, gender, gender identity, gender expression, religion, sexual orientation, actual or perceived disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Evidence of Meeting Charter Renewal Criteria

Introduction

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks most recently came back online this year and the CDE released the performance category data file in March 2024. According to this file, Feaster is in the middle performing category for renewal this year. We present evidence and data below to demonstrate that Feaster is meeting the renewal category for a five-year renewal.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

Due to the suspension of the Dashboard in 2020 and 2021 as a result of the COVID-19 pandemic, until the release of the 2024 Dashboard, some charter schools cannot be placed into performance categories as contemplated by AB 1505. The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators.

The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: Kindergarten through grade eight
- Suspension Rate: Kindergarten through grade twelve
- English Learner Progress: Grades one through twelve
- Graduation Rate: High school only
- College/Career: High school only (Note: the College/Career Indicator will not be reported on

the 2022 Dashboard)

- Academic: Grades three through eight and grade eleven – English Language Arts (“ELA”)/Literacy and Mathematics

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Education Code Section 47607(c)(3) defines measurements of academic performance as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.”

Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the Charter School’s 2023 Dashboard performance indicators, and for comparison purposes, the District’s and the State’s.

	Feaster	District	State
ELA	Orange	Yellow	Orange
Math	Orange	Green	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Orange	Yellow	Orange
English Learner Progress	Orange	Green	Yellow

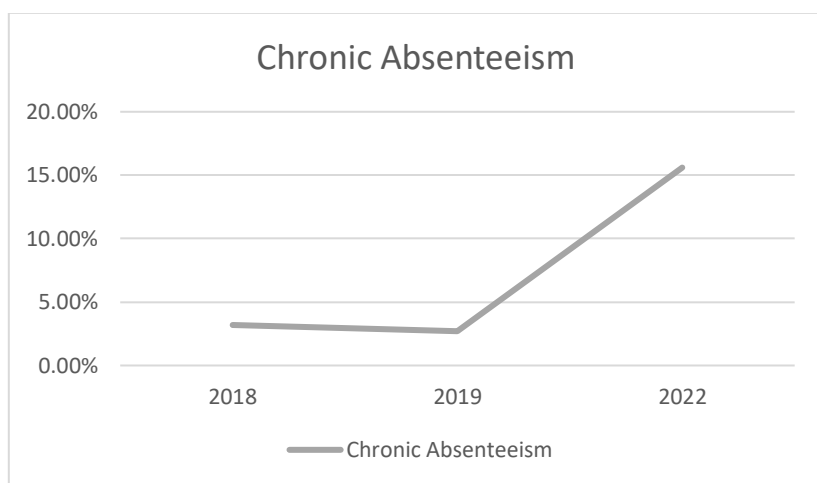
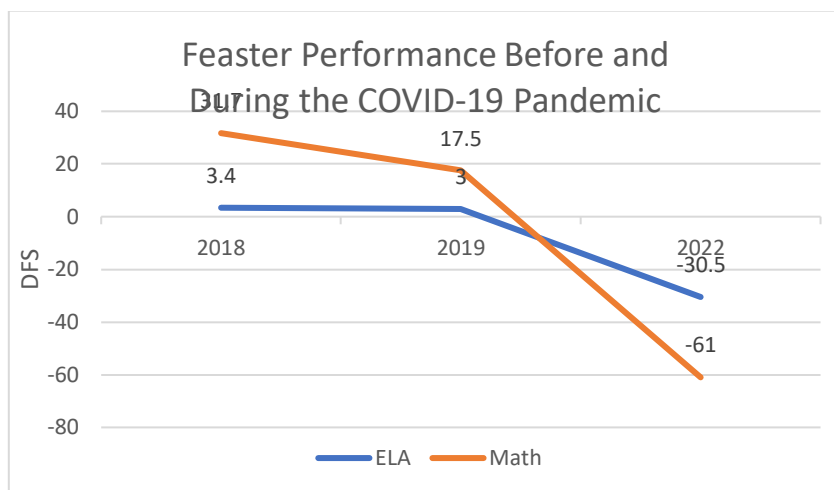
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

As the above chart indicates, on academic measures on the 2023 Dashboard, Feaster occupies the same performance band for ELA and Math as the State. Like the typical experience for local

educational agencies (“LEA”) statewide, Feaster generally experienced pandemic era declines in performance (Status) as measured by the Dashboard, i.e. distance from standard (“DFS”) in the case of academic measurements. The ongoing effects of the pandemic were reflected in Feaster’s “red,” and the District’s and State’s “yellow,” chronic absenteeism rate on the 2023 Dashboard. On the 2023 Dashboard, Feaster’s chronic absenteeism rate is 27.76%, up from a pre-pandemic low of 2.7% on the 2019 Dashboard which earned Feaster a green performance level at that time.

Since the emergence of the COVID-19 pandemic, attendance has been challenging across the State. Traditionally there is a correlation between lower attendance and lower academic achievement.

As measured by DFS over time, and accounting for COVID-19 era absenteeism, it is evident that pandemic-related disruption had an adverse impact on student performance. As the charts below demonstrate, Feaster experienced a decline in DFS during the pandemic, which inversely correlated with low pre-pandemic chronic absenteeism.



In addition to attendance being a struggle for some families and students, the majority of students at Feaster are socioeconomically disadvantaged (“SED”) and/or English Learner students. As noted

by the Organization for Economic Co-operation and Development (“OECD”)¹ and Policy Analysis for California Education (“PACE”)², socioeconomically disadvantaged and EL students struggled more than their more advantaged counterparts with at-home distance learning, and they experienced greater learning loss during the pandemic.

Feaster Charter School Socioeconomically Disadvantaged and English Learner Enrollment as Compared to District and State Per 2023 Dashboard

	Feaster	District	State
Socioeconomically Disadvantaged Enrollment	82.4%	48.2%	61.5%
English Learner Enrollment	57.7%	27.4%	19%

While the high number of socioeconomically disadvantaged and EL students at Feaster, as compared to the District and the State, during and after the pandemic may have contributed to an overall decrease in academic performance.. As the charts below show, on academic measures on the 2023 Dashboard, Feaster performed similarly to the State in ELA and Math, for all of its numerically significant student subgroups,³ as the State, with the exception of two subgroups in math. Additionally, as measured by DFS, Feaster performed better than the State in ELA for socioeconomically disadvantaged students and in Math for Socioeconomically Disadvantaged, EL, and Hispanic students.

Numerically Significant Student Subgroups

ELA Performance on 2023 Dashboard

	Feaster	District	State
Socioeconomically Disadvantaged	Orange (-44.9)	Orange (-24.7)	Orange (-42.6)
English Learner	Orange (-61.5)	Orange (-39.8)	Orange (-67.7)
Hispanic	Orange (-41.8)	Orange (-13.6)	Orange (-40.2)

¹ Hanushek and Woessmann, *The Economic Impacts of Learning Loss*, OECD (September 2020).

² Pier, Hough, Christian, Bookman, Wilenfeld and Miller, *COVID-19 and the Educational Equity Crisis, Evidence on Learning Loss from the CORE Data Collaborative*, PACE (January 25, 2021).

³ The following subgroups did not have enough students at Feaster for the Dashboard to provide a performance level for ELA or Math: African American (10 students), Asian (1 student), Filipino (12 students), Homeless (3 students), Two or More Races (5 students), White (29 students). Note that for the District: on ELA measures – Homeless students occupy the Low performance band; African American students occupy the Medium performance band; Two or More Races and White students occupy the High performance band; and Asian and Filipino students occupy the Very High performance band – and on Math – African American and Homeless students occupy the Low performance band; Two or More Races and White students occupy the High performance band; and Asian and Filipino students occupy the Very High performance band. For the State: on ELA measures – Homeless students occupy the Low performance band; Filipino, Two or More Races, and White students occupy the High performance band; and Asian students occupy the Very High performance band – and on Math – African American and Homeless students occupy the Very Low performance band; Two or More Races and White students occupy the Medium performance band; Filipino students occupy the High performance band; and Asian students occupy the Very High performance band.

Students with Disabilities	Red (-124.1)	Orange (-70.1)	Red (-96.3)
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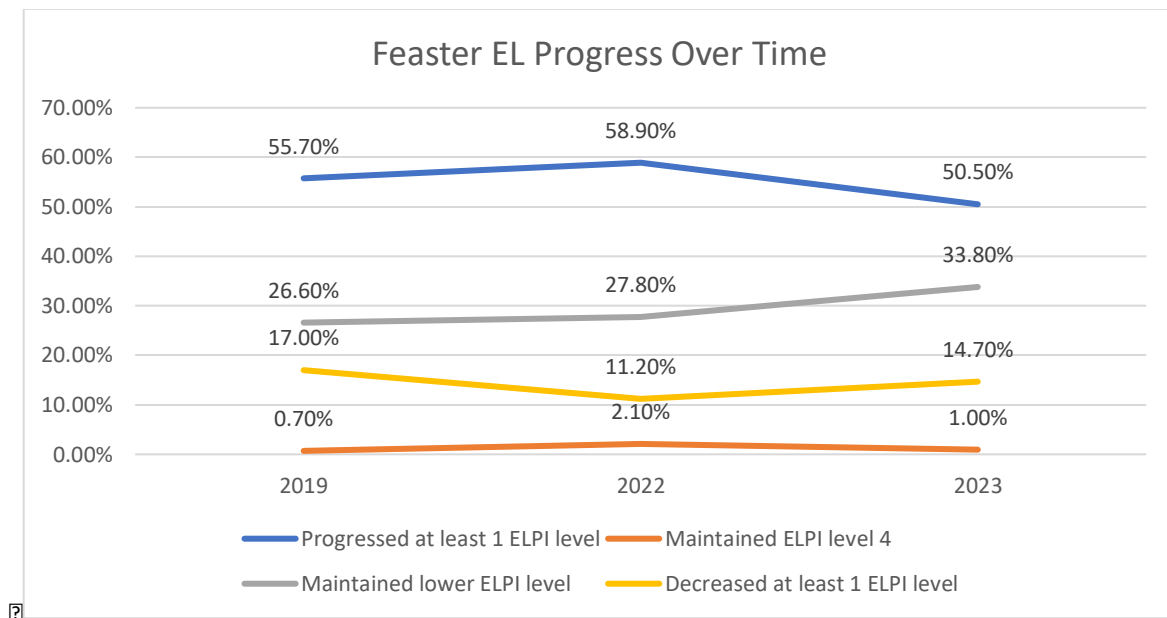
Numerically Significant Student Subgroups

Math Performance on 2023 Dashboard

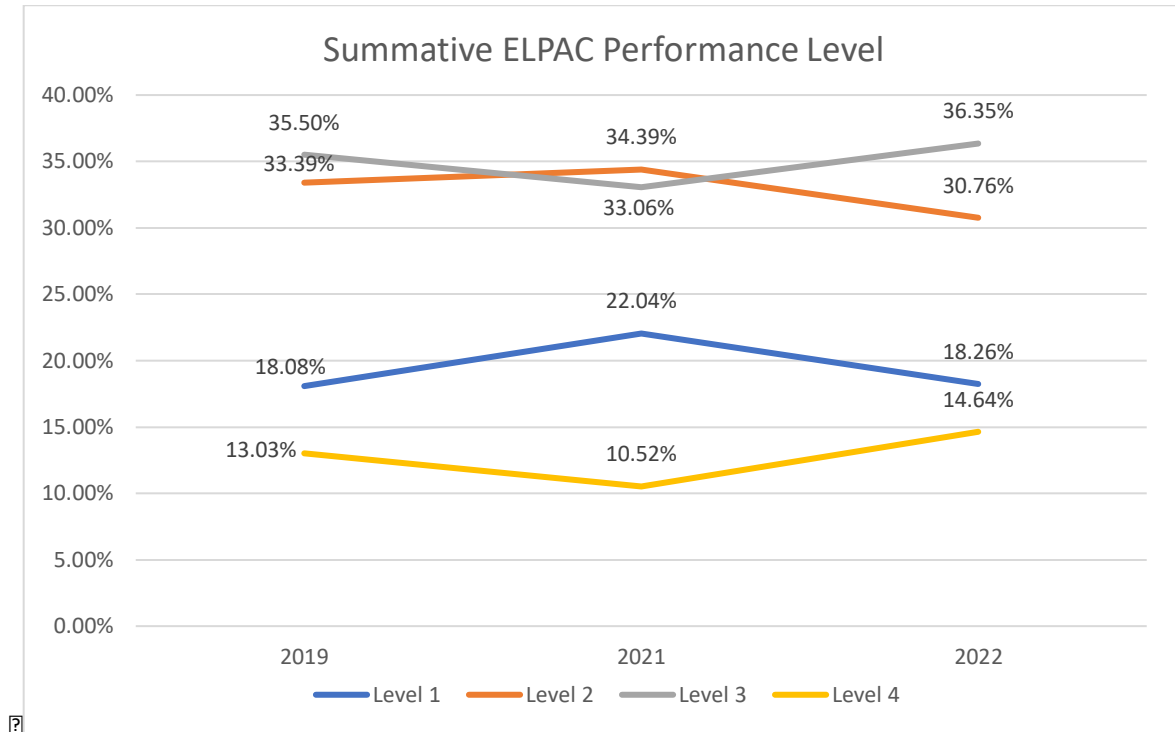
	Feaster	District	State
Socioeconomically Disadvantaged	Orange (-72.9)	Yellow (-45.2)	Yellow (-80.8)
English Learner	Orange (-85.2)	Orange (-54.1)	Orange (-93.4)
Hispanic	Orange (-68.2)	Yellow (-35.7)	Orange (-80.8)
Students with Disabilities	Red (-150.6)	Yellow (-86.4)	Orange (-127.3)

Additionally, the EL students at Feaster, who make up more than half of Feaster’s student population, have made astounding progress as compared to prior years and as compared to the District and the State.

The 2019 Dashboard was the first year that utilized the 6 English Learner Progress Indicator (“ELPI”) levels to determine whether ELs made progress toward English language proficiency as measured across 4 ELPI levels (Level 4 – Well Developed; Level 3 – Moderately Developed; Level 2 – Somewhat Developed; Level 1 – Minimally Developed). While no data was reported on the 2021 Dashboard, there is still English Language Proficiency Assessments for California (“ELPAC”) data available for that year.



As the chart above shows, despite the learning loss and difficulties experienced by all schools due to the COVID-19 pandemic, the percentage of Feaster EL students who maintained or progressed ELPI levels increased between the 2019 and 2022 Dashboard.

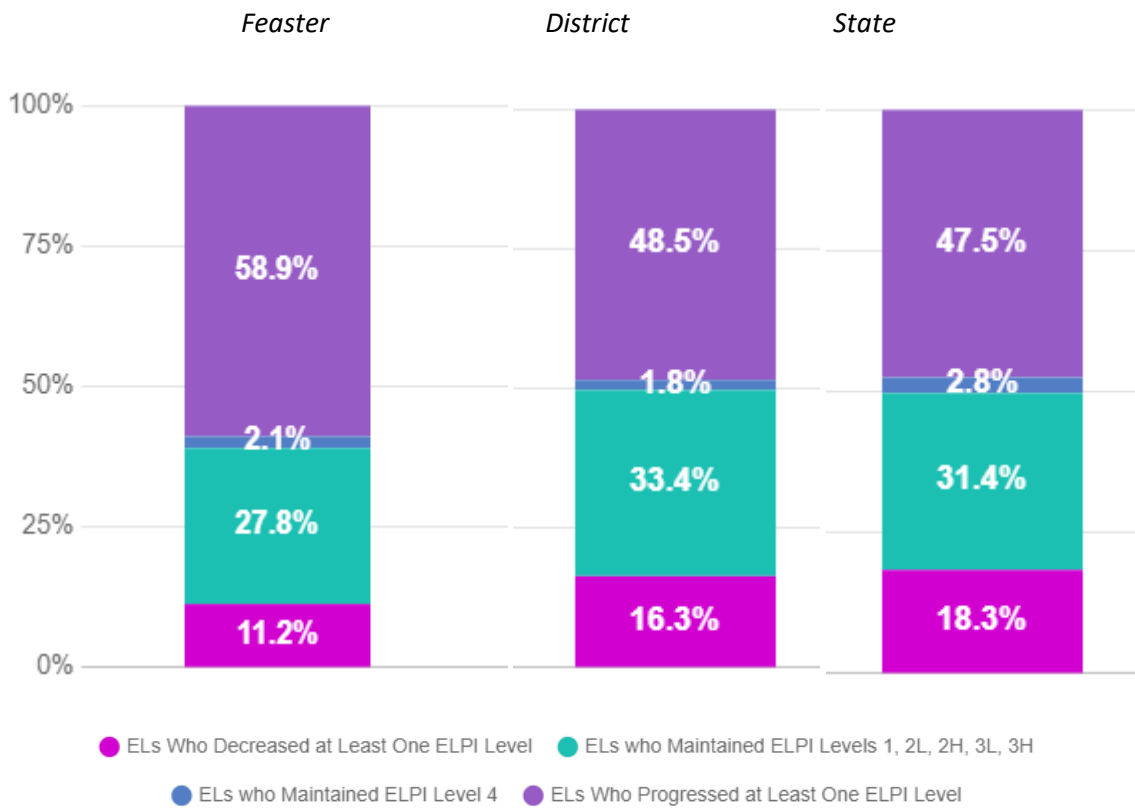


As the chart above shows, the percentage of Feaster EL students in Level 1 (Minimally Developed) increased during the COVID-19 pandemic but has since decreased almost to the pre-pandemic low of 18.08%. The percentage of EL students in Level 2 (Somewhat Developed) was 33.39% pre-pandemic and has maintained around 30-34% throughout the pandemic. The percentage of EL students in Level 3 decreased from 35.50% in 2019 to 33.06% in 2021 but has since surpassed pre-pandemic levels and is 36.35% in 2022. The percentage of EL students in Level 4, similarly, decreased from 13.03% in 2019 to 10.52% in 2021 but has since surpassed pre-pandemic levels and increased to 14.64% in 2022.

Overview EL Progress on 2022 Dashboard

	Feaster	District	State
EL Progress (performance level)	High	Medium	Medium
Percent making progress towards English language proficiency	61%	50.3%	50.3%

Student English Language Acquisition Results – 2022 Dashboard



As the above charts show, Feaster outperformed the District and the State on the metric of EL progress. In contrast to the District and the State where less than half of EL students progressed at least one ELPI level, more than half of Feaster EL students progressed at least one ELPI level, and the vast majority of Feaster students (almost 90%) maintained or progressed ELPI levels.

The EL progress, especially in light of the pandemic which notably resulted in greater learning loss for EL students, shows Feaster’s commitment to meet EL needs within the District.

One of the tenets of the Charter Schools Act of 1992 is that charter schools will provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code Section 47601(g)). Feaster clearly meets this expectation.

Measurements of Academic Performance – Verified Data

At the time of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school’s students experienced measurable increases in academic achievement, as follows:

- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment,

persistence, and completion rates equal to similar peer.

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

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

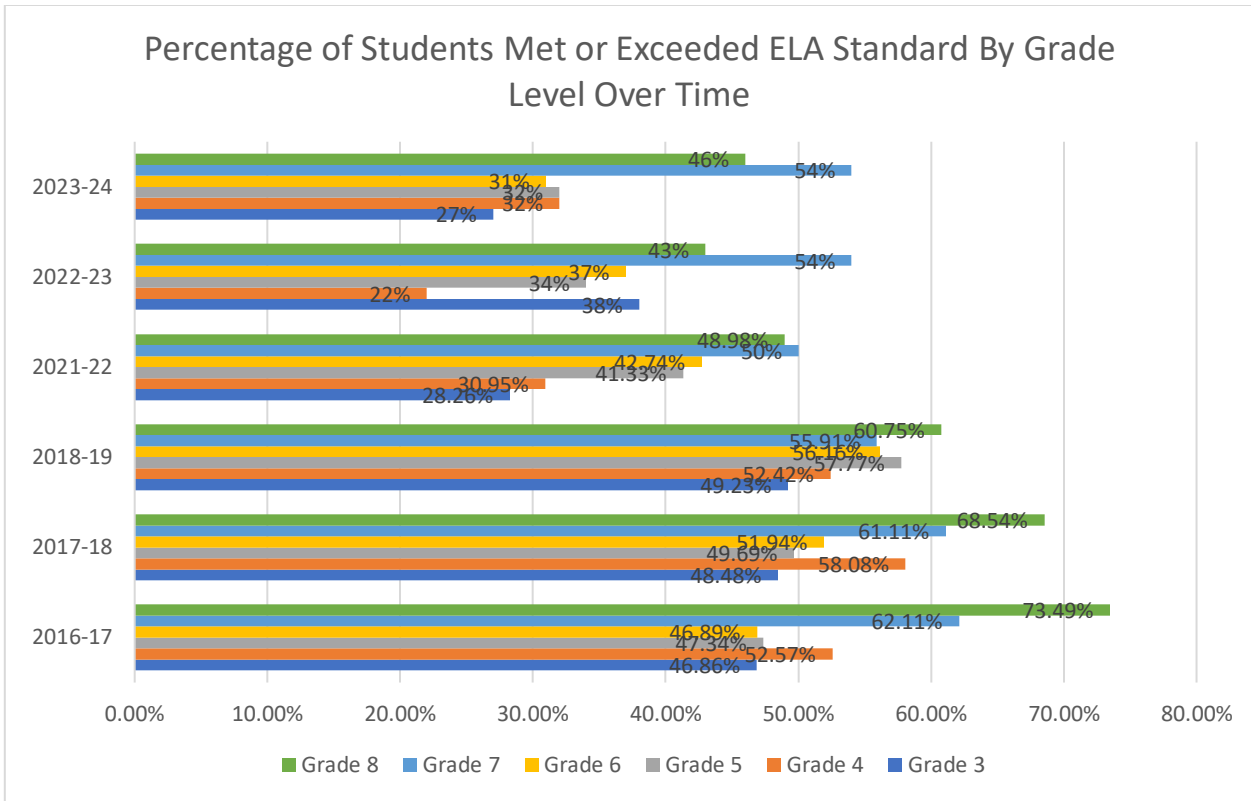
Charter School Verified Data:

CAASPP – Percentage of Students Meeting or Exceeding Standards (All Students):

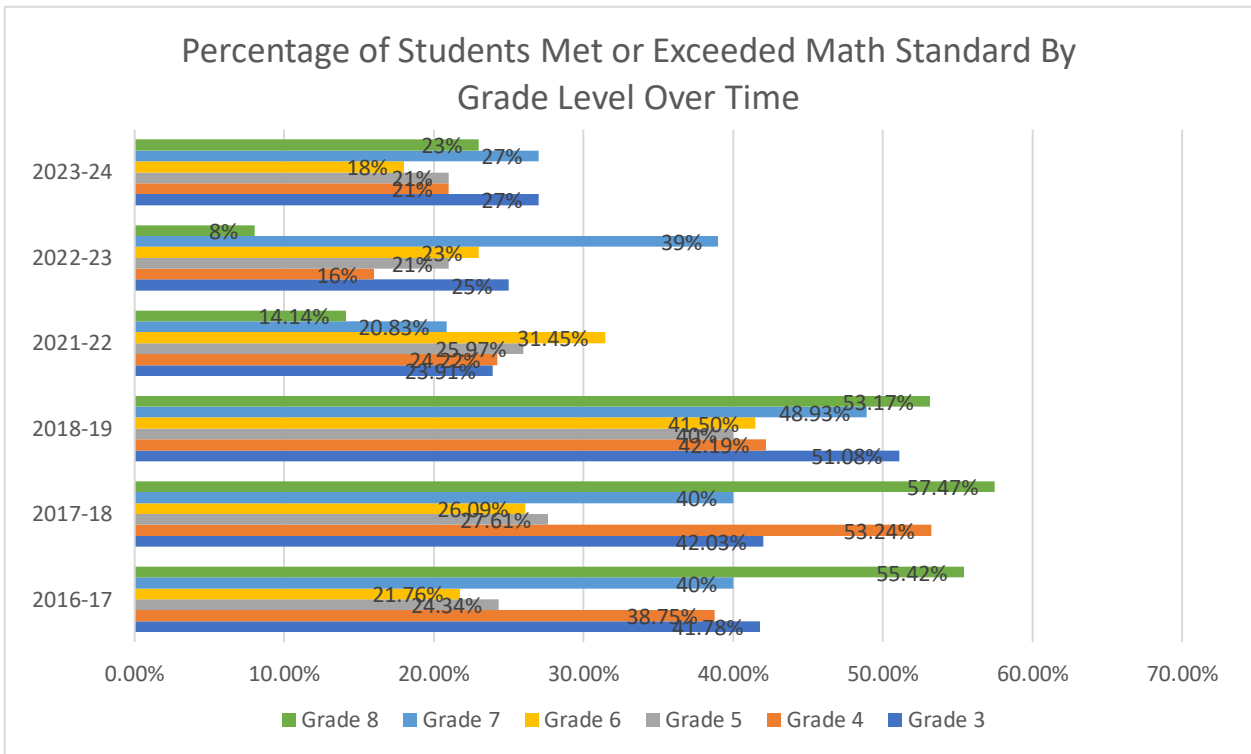
	Assessment	2019	2020⁴	2021⁵	2022	2023
Schoolwide	ELA	55.02%	Data Not Available	Data Not Available	39.48%	36.85%
	Math	45.50%	Data Not Available	Data Not Available	23.95%	22.6%

⁴ 2019-20 CAASPP results are unavailable due to the suspension of testing as a result of COVID-19.

⁵ Due to the COVID-19 pandemic, testing participation in 2020-21 varied. In Feaster’s case, fewer than 11 students tested, and, therefore, CAASPP suppressed the data to protect student privacy.



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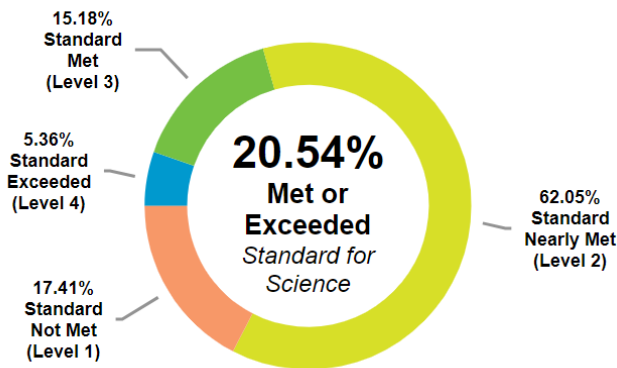
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While the lack of data in the 2020-21 and 2019-20 school years makes it hard to show progress over time, as the chart above shows, the cohort that was in 3rd grade in 2016-17 and in 8th grade in 2021-22 showed overall improvement in ELA over time with the percentage of students in that cohort meeting or exceeding standards increasing from 46.86% in 2016-17 to 48.98% in 2021-22. Students in the 4th grade increased in ELA from 22% in 2022-23 to 32% in 2023-24 and increased in math from 15% to 21%. Students in 8th grade also increased in ELA from 43% in 2022-23 to 46% in 2023-24 in ELA and had a substantial increase in math from 8% in 2022-23 to 23% in 2023-24.

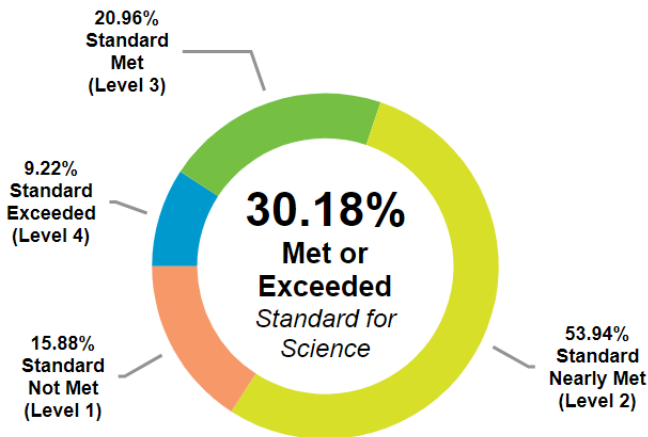
Percentage of Students Met or Exceeded California Science Test ("CAST") Standard 2022-23 School Year

	Feaster	State
Schoolwide	20.54%	30.18%

Feaster:



State:



Percentage of Feaser Students Within Each Achievement Level of CAST Standard Over Time

	2018-19	2021-22	2022-23	2023-24
Level 1 (Standard Not Met)	19.35%	15.81%	17.41%	18.5%
Level 2 (Standard Nearly Met)	52.53%	69.57%	62.05%	60.5%
Level 3 (Standard Met)	6.45%	12.65%	15.18%	17%
Level 4 (Standard Exceeded)	21.66%	1.98%	5.36%	2%

As the charts above show, the percentage of students within Level 1 and not meeting the CAST standard is on par with the State (18.5% of Feaster students and 15.88% of State students fall within Level 1). Additionally, when broken down into the individual achievement levels, there has been improvement over time on the CAST assessment. In the 2018-19 school year, 19.35% of Feaster students were in Level 1, not meeting the standard, in the 2022-23 school year the percentage of students in Level 1 decreased to 17.41% and the percentage of students in Level 3, meeting the standard, nearly tripled from 6.45% in 2018-19 to 117% in 2023-24.

i-Ready

Students are also making significant progress in one school year. Feaster administers the i-Ready Diagnostic, published by Curriculum Associates, to understand and evaluate students' growth. Curriculum Associates released guidance for measuring growth for California charter schools serving grades K-8. According to their guidance, "schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth,"⁶ in accordance with the percentages in the tables below:

i-Ready Reading	Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Early and Mid or Above Grade Level	2022-23	67%	40%	36%	49%	20%	32%	31%	46%	36%
	2023-24	65%	42%	36%	39%	34%	33%	36%	55%	45%

⁶ Source: "Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K8: 2023–2024 School Year," Curriculum Associates Guidance Brief, June 2023.

i-Ready Math	Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Early and Mid or Above Grade Level	2022-23	41%	31%	28%	21%	21%	21%	38%	34%	8%
	2023-24	47%	26%	18%	27%	28%	32%	30%	47%	26%

Grades 1-2, and 4-8 showed growth in reading from 2022-23 to 2023-24 while grades K, 2-5, and 7-8 showed growth in math from 2022-23 to the 2023-24 school year.

Our charter school will use iReady Diagnostic Assessments for students in grades K-8 to evaluate reading and math skills. These adaptive assessments provide data that help create personalized learning paths, ensuring instruction is aligned with each student's needs. Teachers will use this information to guide instruction, form small groups, and track student progress. This data-driven approach will support effective, targeted teaching and help us meet the diverse learning needs of our students.

Other Dashboard Measures

Feaster met the standard on each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Local Climate Survey; and Access to a Broad Course of Study.

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

FEASTER CHARTER SCHOOL RENEWAL

ELEMENT ONE: 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. Education Code Section 47605(c)(5)(A)(i).

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

OUR VISION

Feaster Charter School exists to meet the needs and foster the achievement of the whole child.

OUR MISSION

Feaster Charter School is committed to promoting equity by addressing the diverse academic, social emotional, behavioral, mental health, and physical needs of all students. We place students at the forefront of all decision-making processes. Our goal is to prepare them for college and career readiness within a global society. We achieve this through an integrated approach that combines the principles of Science, Technology, Engineering, Arts, and Mathematics (“STEAM”) education and language immersion in our instructional practices.

OUR EQUITY STATEMENT

Feaster Charter School embraces a culture of inclusion and diversity that provides equitable experiences for **ALL** students, staff and community members. We establish a safe and compassionate environment that views identities—including culture, language, heritage, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, differing abilities, experience, sex, sexual orientation, gender, gender identity or expression, and genetic information—as an asset. We commit to intentional action steps that create meaningful change through the transformation of systems and policies in order to remove barriers and bring forth opportunities. We commit to intentional action steps that create meaningful change through the transformation of systems and policies to remove barriers and bring forth opportunities.

OUR CORE VALUES:

- We have a growth mindset
- We keep all staff and every student in mind
- We commit and follow through

WHO WE SERVE

Feaster Charter School is a TK-8 public Charter School with a STEAM focus, and an optional dual-immersion program, serving the community of Chula Vista and surrounding areas. The neighborhood surrounding Feaster Charter School in the 91910 area zip code reflects a diverse community. To serve this diverse and inclusive community Feaster Charter School supports learners from various backgrounds and abilities.

A dedication to providing a high-quality education means emphasizing Science, Technology, Engineering, Arts, and Mathematics and preparing students for any upcoming challenges they may face. Feaster Charter School works to support a community of learners who are curious, creative, and eager to learn and help create a culture of innovation and collaboration. With a commitment to meeting the needs of the community, Feaster Charter School aims to empower each student and community partner to thrive academically, emotionally, and socially. Feaster Charter School places a strong emphasis on STEAM education, ensuring students acquire skills in Science, Technology, Engineering, Arts, and Mathematics, while also highlighting connections to both college and career pathways. Feaster fosters a community of learners characterized by curiosity, creativity, and a drive for continuous learning, thereby cultivating a culture of innovation and collaboration. Feaster Charter School empowers each student to thrive academically, emotionally, and socially, guiding them to identify their strengths that will propel them towards success in future college and career pursuits.

OUR EDUCATIONAL PROGRAM

STEAM

Feaster Charter School aims to bridge the opportunity gaps and empower students for college and career readiness. By integrating Science, Technology, Engineering, Arts, and Mathematics, this innovative program provides students with a comprehensive and dynamic learning experience. Through STEAM, students are encouraged to explore their interests, develop critical thinking skills, and foster creativity. By embracing STEAM education, Feaster Charter School ensures that all students, regardless of their background, have equal access to high-quality education that prepares them for future success in higher education and the workforce.

CAREER CURIOUS CULTURE

Our instructional program is rooted in cultivating a comprehensive *Career Curious Culture* that empowers both students and families to explore diverse career pathways. We aim to establish a shared language around careers, facilitating ongoing discussions that inspire curiosity and meaningful engagement with the world of work. Through strategic partnerships and hands-on experiences, students will be provided with authentic opportunities to connect theory to practice. By aligning learning with their strengths, interests, and values, students will be equipped to make informed decisions about their future, fostering a sense of purpose and readiness for post-secondary success. This culture of career exploration will be an integral part of our school

community, promoting a collaborative and inclusive approach to preparing students for life beyond the classroom.

MINDLABS: CONNECTING STRENGTHS TO STEAM CAREERS

Our innovative MindLabs program serves as a gateway to the world of STEAM disciplines. Students engage in career exploration using the RIASEC framework, identifying their unique strengths, values, and interests, and connecting them to potential careers. During MindLabs, students immerse themselves in hands-on, real-life STEAM experiences, focusing on STEM and VAPA (Visual and Performing Arts) disciplines each quarter. Teachers with expertise in these areas guide students through the MindLabs curriculum, fostering their passion and knowledge in STEAM fields.

DUAL IMMERSION

The dual immersion program at Feaster Charter School is a highly sought-after choice program that offers a 50/50 language model in elementary and 40/60 model in middle school, promoting bilingualism and biliteracy, grade level academic achievement, and cross-cultural competencies among students. This program recognizes the vital importance of being fluent in both Spanish and English in today's global economy. Through this immersive experience, students develop not only linguistic proficiency but also cultural awareness, empathy, and the ability to effectively communicate across diverse communities. The dual immersion program at Feaster Charter School provides students with a competitive edge and expanded opportunities for when they begin their future careers.

CLUBS AND SPORTS

Feaster Charter School takes pride in its vibrant afterschool clubs and sports programs, which provide students with valuable opportunities for growth and development. The diverse range of clubs enables students to explore their passions and interests, fostering creativity, leadership, and teamwork. During clubs, students have the chance to engage in hands-on activities that enhance their critical thinking and problem-solving skills.

Feaster Charter School's sports teams not only promote physical health but also emphasize social development. Our competitive teams encourage collaboration, sportsmanship, and resilience. Through regular physical activity, students learn the importance of maintaining a healthy lifestyle and develop lifelong habits that contribute to their overall well-being. Recognizing the importance of a well-rounded athletic experience, Feaster Charter School invests resources to ensure that students have a diverse range of sports options to choose from.

STEAM AND CAREER ELECTIVES:

At Feaster Charter School, we believe in providing students with a well-rounded education that extends beyond core subjects. To support their college and career readiness, we offer a diverse range of elective courses, enabling students to explore their interests and develop valuable skills.

Electives at Feaster Charter School encompass various disciplines, including but not limited to:

- Science
- Technology
- Engineering
- Art (Visual and Performing)
- Mathematics
- Physical Education/ Athletic Opportunities
- Languages
- Career Connected Electives

INSTRUCTIONAL MODEL

FOCUS:

At Feaster Charter School, our instructional focus is centered around rigorous standards-based curricula and providing Social and Emotional Learning (“SEL”) and STEAM based opportunities to educate the whole child. Our comprehensive TK-8 program nurtures students' social, emotional, physical, and behavioral development, in order to achieve academic excellence. Our goal is to empower students to be lifelong independent learners and to prepare them for future success in higher education and the workforce.

TECHNOLOGY INTEGRATION

At Feaster Charter School, we integrate technology into our curriculum to enhance student engagement, empower learners, and promote creativity, communication, and critical thinking skills. We ensure a one-to-one device ratio, with each student at Feaster Charter School having access to their own dedicated device. The integration of technology allows students to maximize their learning and promotes digital responsibility. We ensure that students use their school devices for educational purposes in alignment with our school's policies.

CURRICULUM

At Feaster Charter School, our curriculum aligns with the standards set by the State. Instruction is informed by assessments that are based on these standards. Our school-wide goal is to ensure that each student achieves or makes progress towards mastery of their grade level standards.

Our differentiated and rigorous curricula encompass various subjects, including, but not limited to:

- English and Spanish Language Arts
- Mathematics

- Science
- History/Social Science
- English Language Development
- Spanish Language Development (Dual Immersion Program)
- Reading Foundational Skills
- Physical Education/ Health
- Visual and Performing Arts
- Technology
- Engineering
- Social Emotional Learning/ Mental Health
- Adolescent Growth Education

These comprehensive subject areas provide students with a well-rounded education that prepares them for academic success, college and career readiness and personal growth.

MULTI TIER SYSTEM OF SUPPORT

At Feaster Charter School, we are committed to providing targeted intervention and a Multi-Tiered System of Supports (“MTSS”) in academics, social emotional learning/mental health, and behavior, to meet the diverse learning needs of our students. Our approach to intervention is designed to ensure that all students have access to high-quality instruction and additional support when needed.

Our Multi-Tiered System of Supports framework consists of three tiers of intervention that are implemented based on students' needs:

- **Tier 1: Universal Instruction**

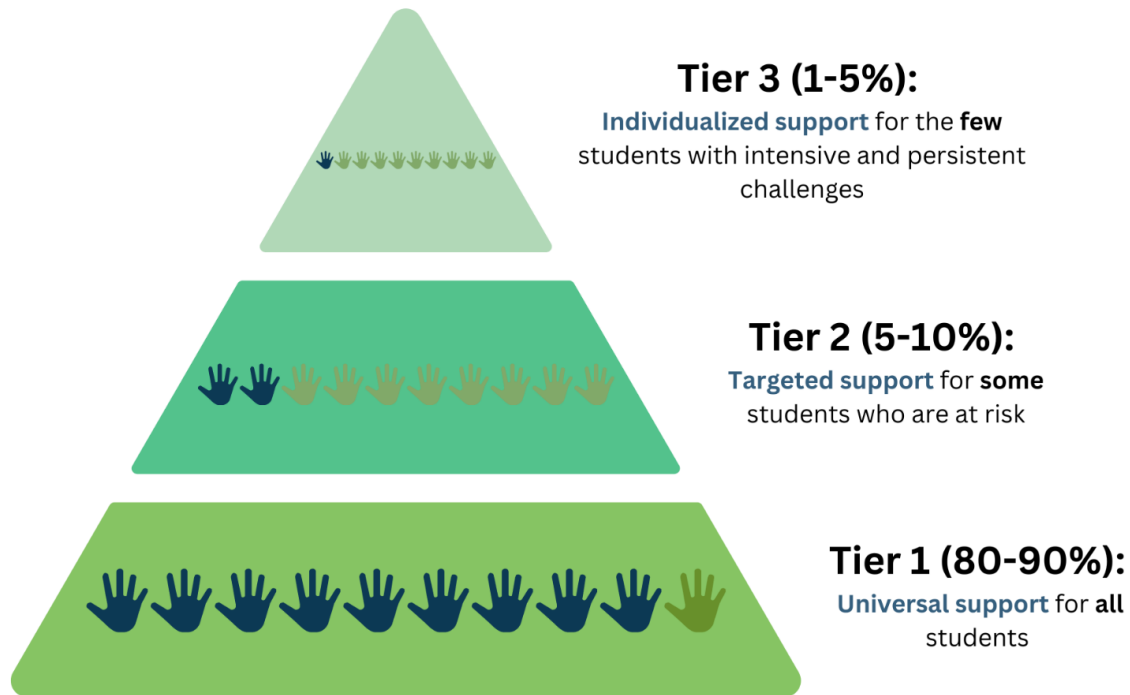
All students receive high-quality instruction in the general education classroom. Our teachers utilize research-based instructional practices and differentiated instruction to meet the diverse learning needs of students.

- **Tier 2: Targeted Intervention**

Students who require additional support beyond universal instruction are provided with targeted interventions. These interventions are designed to address specific skill deficits and are typically implemented in small group settings. Progress is closely monitored to ensure students are making adequate academic growth.

- **Tier 3: Intensive Intervention**

For students who require more intensive support, we provide individualized intervention. Intensive interventions may involve one-on-one instruction, specialized programs, or additional resources to address significant challenges.



ACADEMIC

At Feaster Charter School, we believe in providing individualized and varied instructional methods to address the diverse learning needs of our students. We use data to assess student performance and adapt our instructional practices accordingly. Our commitment to supporting all students includes but is not limited to those with differing abilities and multi-language learners, ensuring that they receive appropriate instruction, interventions, and support tailored to their needs.

SPECIFICALLY DESIGNED INSTRUCTION FOR ENGLISH LEARNERS:

Feaster will meet all applicable legal requirements for English Learners, including long-term English Learners (“LTELS”) or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Feaster will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

HOME LANGUAGE SURVEY

Feaster will administer the home language survey upon a student’s initial enrollment into a California public school (on enrollment forms).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California English Language Development (“ELD”) Standards.

RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents/guardians of the language reclassification and placement including a description of the reclassification process and the parents/guardians’ opportunity to participate, and encouragement of the participation of parents/guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

Our English Learners in transitional kindergarten through eighth grade receive integrated English Language Development instruction throughout the day and/or designated ELD at their language proficiency level. We employ a range of strategies, such as Multi-Language Learner approaches, vocabulary development, and structured talk, to support ELs during instruction. Student progress is continuously monitored by the classroom teacher, and annual assessments, such as the state ELPAC assessment. These provide additional insight into their language development.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

Student progress is monitored throughout the year by the classroom teacher and annually with the ELPAC.

Dual Language Admission Criteria

We will individually assess students to ensure they meet the following criteria:

- (1) Performing at no lower than two grade levels below the benchmark.
- (2) Receiving a recommendation from their homeroom teacher.

Guardians and students will be informed of acceptance or denial after completing the interest form.

STUDENTS WITH DIFFERENT LEARNING ABILITIES:

A standards-based program for all students. Feaster Charter School staff understand how important it is to adequately serve our students who qualify for Special Education services. Feaster shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). Our staff will serve all students who are covered under the ADA, the Individual with Disabilities Education Act IDEA and Section 504 of the Rehabilitation Act of 1973. Feaster shall be categorized as a public school of the District in accordance with Education Code Section 47641(b). Feaster shall comply with all state and federal laws related to the provision of special education instruction and related services and all District and Special Education Local Plan Area ("SELPA") policies and procedures; and shall utilize appropriate District and SELPA forms. Feaster will be solely responsible for its compliance with Section 504 and the ADA, and the facilities utilized by the Charter School shall be accessible for all students with disabilities.

Feaster recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Students in the Special Education program are provided with the same opportunities as students in general education classes. Students attend field trips, receive awards, sing in the choir, play on sports teams, serve on the student council and participate in student activities.

SECTION 504 OF THE REHABILITATION ACT

A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

SERVICES FOR STUDENTS UNDER THE IDEA AS A PUBLIC SCHOOL OF THE DISTRICT PURSUANT TO EDUCATION CODE SECTION 47641(B)

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Feaster seeks services from the District for special education students enrolled in the Charter School in the same manner as provided to students in other District schools. Feaster will follow the District and SELPA

policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of student records. Feaster will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified students.

STUDENT STUDY TEAM (SST)

At Feaster we have an extensive Student Study Team (“SST”) process to provide targeted, data-driven interventions to students as a Tier 3 support. SST meetings will typically include the parent/guardian, the general ed teacher, student (when appropriate) and/or other staff.

STUDENTS WITH AN IEP

Students who have an IEP receive special education services through our Resource Specialist Program Teachers and aides, psychologist, and speech therapist (if applicable to their IEP goal). Students enrolled in the Resource Specialist Program receive a standards-based academic program that is differentiated to meet each child’s identified learning needs.

IMPACT TEACHERS

To meet the varied academic needs of learners at Feaster Charter School, Feaster employs a team of highly well qualified, credentialed Impact Teachers who are committed to providing supplemental and intensified supports for students identified as needing additional academic support. Impact teachers provide research-based, differentiated small group instruction to students in greatest academic need, as identified by multiple sources of data. Impact teachers collaborate with classroom teachers and school staff to communicate progress, as well as provide support and guidance on effective interventions and best practices to accelerate student achievement across multiple tiers of instruction. Additionally, Feaster TK teachers have the appropriate credentials to work with this group.

COMMUNITY SCHOOLING

Four key pillars are the cornerstone of Feaster’s Community School Strategy:

- 1. Integrated Student Supports**
- 2. Active Family and Community Engagement**
- 3. Expanded Learning Time and Opportunities**
- 4. Collaborative Leadership and Practice**

INTEGRATED STUDENT SUPPORTS

A range of on-site and community services and supports to help overcome barriers to success are offered.

SOCIAL EMOTIONAL LEARNING

Social emotional learning is a necessary component to equip all students with essential skills and competencies such as self-awareness, self-management, relationship skills, social awareness, and responsible decision-making. These skills help students foster positive relationships, positive self-image, and other life skills necessary to be successful in the 21st century. Feaster implements a variety of data-driven, research-based best practices through a multi-tiered system of supports, collaboration with teachers, and in collaboration with other educational partners.

WELLNESS

Feaster prioritizes the mental and physical wellness of all students. We employ a team of highly qualified, credentialed Professional School Counselors. Through the use of vetted screening tools, Feaster identifies students with emotional and mental health needs and ensures they are connected to appropriate support services. Additionally, the school proactively partners with community services to meet the diverse mental and physical health needs of its student body and their families. This collaborative approach strengthens Feaster's commitment to fostering a nurturing and supportive environment that promotes the overall well-being of its students.

RESOURCES FOR FAMILIES

Feaster offers a mix of resources that allow families and students to thrive. Through community partnerships, we offer parent education classes, housing assistance, food assistance, clothing assistance, and a variety of other community referrals for services. We also offer a series of holistic programming that may include workshops for mental health, trauma-informed care, and restorative practices.

ACTIVE FAMILY AND COMMUNITY ENGAGEMENT

We are committed to fostering strong partnerships based on trust and respect with families to address educational inequities and ensure a well-rounded education for our students. Communication is critical to keep parents informed about their child's academic, social-emotional, mental, and physical progress. Regular parent teacher conferences are scheduled throughout the year to provide parents/guardians with specific feedback on their child's growth and achievements.

To strengthen the school-home partnership and promote safe and welcoming spaces, we organize various events throughout the school year. These can include but are not limited to Back to School and curriculum nights, Coffee with Administration, PTO meetings, and other community gatherings. These events serve as opportunities for parents, teachers, and community members to come together, exchange ideas, and collaborate in supporting the success of our students.

Community schooling links schools to like-minded community members, community-based organizations, social service agencies, health clinics, and higher education institutions.

Feaster Charter School partners with a variety of community services to support the needs of our students.

EXPANDED LEARNING OPPORTUNITY PROGRAM

Community schooling includes providing out-of-school time opportunities for student's academic, physical, and social-emotional growth. Providing as much as one-third more learning time, students are able to experience the arts, physical activity, hands-on learning activities, and academic supports in small group or individualized settings.

At Feaster Charter School, we have the Falcons Accelerate program for before and after-school, intersession, and summer activities encompassing our clubs, athletics, performing arts, and career technical education. Falcons Accelerate is a comprehensive program working with both ASES funding and ELOP funding to create a continued learning environment in which students take core concepts learned during the day and apply them to real world context. In this program, students develop skills to prepare them for college and career with the goal of being prepared for high priority industry sectors.

COLLABORATIVE LEADERSHIP AND PRACTICES

It is foundational and critical for a community school to leverage the collective expertise of all its educational partners. Collaborative leadership and practices help ensure that implementation of the school's Mission is inclusive, creates shared ownership of the work, and is tailored to the needs based on input from everyone.

Feaster Charter School's collaborative leadership practices include but are not limited to:

- Parent participation in school committees
- Parent and community member participation in the Feaster Charter School's Board
- Family and community data collection through various methods including two-way communication at Coffee with the Administrators
- Professional Learning Cycles
- Instructional Leadership Team
- Teacher collaboration
- Parent, student, staff, and community input through listening projects

COMPULSORY SCHOOL ATTENDANCE

Feaster Charter School requires all students, grades TK-8, to come to school each day, in accordance with state law on compulsory attendance in schools. The Charter School permits limited causes for excused absences, consistent with District policy. The Charter School will implement all attendance policy procedures with students who do not come to school. Such procedures culminate with the District's School Attendance Review Board, which is composed of representatives from various youth-serving agencies, to help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. Additionally, lack of attendance can result in involuntary removal from the Charter School.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

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

We establish goals for our students that are in alignment with our curriculum, drawing upon national, state, and local standards as guiding benchmarks.

The goals set by Feaster Charter School for enhancing student achievement are closely aligned with the goals outlined in our LCAP. We place a strong emphasis on data analysis and research to inform our practices. By starting with a clear understanding of our current levels of achievement, we set objectives to surpass and excel beyond our existing benchmarks.

GOALS, ACTIONS, AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Feaster’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of students, in and aligned with the Eight State Priorities as described in Education Code section 52060(d), can be found in Feaster’s Local Control and Accountability Plan (“LCAP”).

Feaster’s current LCAP is on file with the District and is also available on Feaster’s website. Feaster shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Feaster reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Feaster shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the Charter School.

LOCAL CONTROL AND ACCOUNTABILITY PLAN GOALS:

The LCAP serves as a comprehensive framework that outlines our schoolwide goals, as well as specific objectives for each subgroup of students. It encompasses a range of areas, including academic achievement, student support services, parental involvement, school climate, and more. By aligning our goals with the Eight State Priorities, we ensure a cohesive and holistic approach to fostering the success and well-being of all our students.

GOAL 1: FCS will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Students with Disabilities (“SWD”), English Learners, Low Income, Foster Youth, and Homeless students.

WHAT WILL FEASTER DO TO REACH THIS GOAL?

- Employ 6 MindLabs teachers: 3 STEM and 3 VAPA. Equip Mindlabs teachers with appropriate curriculum and instructional materials.
- Partner with career connected schools and equip them with appropriate instructional materials. Equipping all staff with appropriate instructional materials.
- Provide educational excursions for students to support equitable opportunities and academic progress.
- Provide access to up-to-date 1:1 device to students and staff. Provide each classroom with the most up-to-date televisions, Apple TVs, access to WiFi, and printers. Provide school-wide mobile device management for each of our student devices and staff devices.
- Provide parenting classes, English classes and other advancement opportunities for parents.
- Employ MTSS- Instructional Assistant
- Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.
- Provide professional development to expand equitable initiatives and opportunities for all students and families.

GOAL 2: FCS will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Students with Disabilities, English Learners, Low Income, Foster Youth, and Homeless students.

WHAT WILL FEASTER DO TO REACH THIS GOAL?

- Employ 3 full-time equivalent (“FTE”) Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.
- Hire 1 registered nurse FTE
- Employ 3 FTE school counselors. Equip the counseling department with appropriate curriculum and instructional materials.
- Purchase and implement Second Step curriculum for all classroom teachers
- Develop mentorship program for students with appropriate supplies needed.
- Employ 1 FTE Behavior IA
- Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports
- Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.
- Provide a comprehensive Positive Behavior Intervention and Supports (“PBIS”) framework at Feaster Charter. Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.

- Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.
- **GOAL 3:** FCS will improve and increase access to services for all students to improve academic achievement with a specific focus on Students with Disabilities, English Learners, Low Income, Foster Youth, and Homeless students.

WHAT WILL FEASTER DO TO REACH THIS GOAL?

- Hire 5.5 FTE Instructional Assistants per grade level
- Contract online programs for i-Ready Mathematics, i-Ready Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.
- Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD
- Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.
- Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, i-Ready Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.
- Hire 1 FTE Spanish language Instructional Assistant
- Hire 3 FTE Reading Impact Teachers to provide reading intervention. Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.
- Additional per diem hours for staff who provide afterschool reading and math tutoring.
- Professional development for the Instructional Leadership Team. Equip the Instructional Leadership Team with necessary supplies, curriculum, and resources.
- Provide professional development to improve or increase student services to improve academic achievement.
- Collaboration between the General Education Teachers and Special Education Department.
- Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with Individualized Education Program ("IEP").
- Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.
- We will provide professional development to teachers in Designated and Integrated English Language Development best practices.
- All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.

All At-Risk LTELs and LTELs will receive designated ELD instruction at least once daily.

ELEMENT 3: METHODS OF MEASUREMENT

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

At Feaster Charter School, we use multiple assessment measures to evaluate student progress. Our assessment tools and formats are regularly reviewed to ensure effectiveness in measuring student achievement and supporting their social-emotional, mental, behavioral and physical development.

Students have the opportunity to demonstrate mastery through various assessments, including diagnostic, formative, summative, and performance-based assessments. These assessments provide a comprehensive understanding of each student's abilities and growth.

To evaluate our instructional practices, Feaster Charter School collects and analyzes data, which informs our decision-making and supports continuous improvement.

ASSESSMENTS

Feaster shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statutes, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(d)(1).

The following assessments are used to gather student data for the purpose of informing instruction, identifying student needs, and making instructional and systemic decisions:

Assessments include but are not limited to:

- **ACADEMIC**

- **STATE ASSESSMENTS**

- CAASPP
 - California Science Test

- **LOCAL ASSESSMENTS**

- Achieve3000 Level Set
 - I-Ready Math and Reading

- Interim Assessments

- Writing assessments
 - Performance tasks
 - Standards Aligned Report Cards
 - Student Work

- **SOCIAL EMOTIONAL/MENTAL HEALTH**

- Daily Check-Ins
- California Healthy Kids Survey
 - Site Created Surveys
- Satchel Pulse
- Mental Health Screeners
- **BEHAVIORAL**
 - SWIS Referral Data
 - Resiliency Meetings
- **PHYSICAL**
 - Physical Fitness Test

IMPLEMENTATION OF GOALS WILL BE SUPPORTED THROUGH:

Including, but not limited to-

- Professional development for staff: We prioritize continuous professional growth and provide targeted professional development opportunities and feedback to equip our staff with the knowledge and skills necessary to effectively support student learning and achievement.
- Weekly grade level collaboration: Our teachers are released weekly to engage in collaborative meetings. These meetings allow for the analysis of student data, sharing of best practices, the alignment of instructional strategies, and goal setting.
- Weekly analysis of student work and data: We dedicate time each week to analyze student work and data, allowing us to gain insights into student progress and tailor our instruction to meet individual needs. This ongoing analysis enables us to make informed instructional decisions and provide timely interventions or enrichment opportunities.
- Professional Learning Cycles (“PLCs”): Our educators participate in Professional Learning Cycles, which involve structured and focused learning around instructional practices. These cycles provide opportunities for collaborative problem-solving, resource sharing, and the exploration of innovative teaching strategies.
- Instructional Coaching: We offer instructional coaching support to our teachers, providing them with individualized guidance, feedback, and resources to enhance their instructional practices. This coaching model promotes reflective teaching, continuous improvement, and the implementation of research-based instructional strategies.
- Family and community engagement: We recognize the importance of involving families and the community in our educational process. We strive to establish strong partnerships with parents/guardians and community members, offering regular communication, workshops, and events to foster collaboration and support student success.

ELEMENT FOUR: GOVERNANCE STRUCTURE

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

SECTION 1 – OVERVIEW OF SCHOOL GOVERNANCE

Feaster Charter School's administrative and governance structure is one of shared decision-making and was created to reflect the school's mission, vision, and design. The structure focuses primarily on monitoring and supporting student achievement and academic progress, then budget approval, creation of school-wide focus, generating relevant policies, and identification and implementation of best practices to support student achievement and strategic planning,

Feaster Charter School shall be nonsectarian in its programs, admission policies, and employment practices, and all other operations, and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) against any pupil on the basis of ethnicity, national origin, gender, language, disability or any other basis prohibited by state and federal laws. Refer to Element 8 for specific student admission requirements policies and procedures.

Feaster Charter School shall collaborate extensively with the Chula Vista Elementary School District in a District/Charter School partnership while operating as a separate governing entity in order to meet/exceed the student achievement goals described in Element Two. Operations and Personnel matters at Feaster Charter School will be under the responsibility of the Executive Director, Director, Director, and Principals (the "Administrative Team"), working in collaboration with the Instructional Coaches, Program Coordinators, and the Instructional Leadership Team ("LT"). Our Administrative Team and our Instructional Leadership Team will develop professional development that is congruent to our school-wide focus. Operational services such as payroll, site maintenance, and other negotiated services will be provided by CVESD under a service buyback agreement. The Administrative Team and representatives as identified by the Feaster Charter School Board, with the support of the designee of CVESD, reserve the right to collaboratively negotiate identified services with Charter Management Bodies as deemed necessary.

To prioritize student-centered decisions above all else, the governance structure of Feaster Charter School is designed to facilitate inclusive shared decision-making. This design ensures that all educational partners involved in the student's learning journey share leadership responsibilities. It is expected that all educational partners at Feaster Charter School wholeheartedly embrace collaboration and cooperative decision-making, with student achievement serving as the central focus of all our endeavors.

SECTION 2 – GOVERNANCE

FEASTER CHARTER SCHOOL BOARD

The Feaster Charter School Board shall serve as the governing board and create site policies by working with the Administration Team. The Feaster Charter School Board is responsible for

- approving the annual and interim budget reports and expenditures;
- approving, monitoring, and supporting progress toward the educational goals of the LCAP, based on a recommendation from the Administrative Team,
- monitoring adherence to the Feaster Charter School charter petition;
- approving compensation for staff with Charter Board employee members abstaining from voting on or influencing or attempting to influence another member of the governing body, to comply with Education Code Section 47604.1(d).

The Board shall be comprised of two staff members (one certificated, one classified, both non-management), three parent representatives from the Feaster attendance area, and two local community business or civic leaders that are neither staff members nor family of staff members. These two local community business or civic leader members will be subject to the majority approval of elected Board members, and Feaster Charter School staff. Criteria for appointment of local business or civic leaders shall reflect expertise in fiscal and contract matters that are relevant to the Boards overall duties and responsibilities. The Board may, from time to time, adopt policies and procedures to conduct its elections and define “local community” for purposes of Board membership.

The Charter School’s Executive Director shall serve as secretary to the Board (but is not considered a Board member) and shall coordinate and prepare for Board and Board Elections meetings. The Executive Director, in collaboration with the Board, will appoint a nominating committee. The nominating committee will solicit nominations from parents, charter staff, and the local business or civic community for membership to the board. For local business or civic community members, the nominating committee will work in collaboration with the Executive Director to identify and invite candidates with necessary expertise and networks for membership to the Board, with ultimate approval by the Board. Once nominations are received, the Executive Director will select a fair and impartial election committee to conduct an election process approved by the Board. This election and certification of votes shall be approved by a simple majority (51% or more) of the Charter School’s staff. In the event that more than two community candidates are nominated, the Charter School staff will receive a ballot with the names of the local business and civic community candidates and will vote. The two candidates with majority votes will be presented to the Feaster Charter School Board for their its simple majority (51% or more) approval.

The Executive Director will also be responsible for ensuring the Board adheres to all requirements of the Brown Act and Education Code Section 47604.1(c), and work with the Board to establish bylaws that will guide a direct implementation of effective meetings. As Secretary to the Board, the Executive Director will keep accurate and detailed minutes of each Board meeting and will submit the minutes of each meeting for subsequent Board approval. Board meetings will be conducted at least every quarter (4 times annually, July through June).

A quorum of four members will be required to discuss or vote on any issue, and benefits and compensation issues can only be discussed or voted on with all five parent/community Board members present. To comply with conflict-of-interest requirements only parent representatives and community business leaders may vote on benefits and compensation actions. With a Board quorum present, all Board actions must reflect a majority decision by the voting members.

TERM OF OFFICE FOR THE CHARTER BOARD:

- Parent and Community members will serve a two-year term and will be eligible to be nominated for a second two-year term for a total of four years.
- Certificated and classified staff members at the charter school will serve two-year terms and are eligible to be nominated for additional terms thereafter, without limits.
- Parents will vote for parent members, Charter School certificated staff for certificated members, and Charter School classified staff for classified members. Community members are voted on by Charter School employees and selected directly by the Board.
- Vacancies will be filled by an election process.
- Attendance and Terms of Office for Board members will be closely monitored.

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, ethics, conflicts of interest, and the Brown Act.

QUALIFICATIONS & EDUCATIONAL EXPERIENCE OF BOARD MEMBERS:

- Certificated/Classified Members
 - o Must be employed by Feaster Charter School at all times while serving on the Board
- Parent Members
 - o Must submit a statement of qualifications and must be a parent of a current Feaster student
- Community Members
 - o Must submit a statement of interest form to Feaster Charter School within 10 school days of initial posting, have experience on fiscal matters and meet other qualifications set by the Board from time to time.

GOVERNING BOARD MEETING PROTOCOL

The Feaster Charter School Board will use the following order in conducting its meetings:

- Reviewing the minutes of the previous meeting
- Reports of Standing Committees
- Reports of Select Committees
- Unfinished Business
- New Business

CHAIRPERSON

- Shall preside at all Feaster Charter School Board Meetings.
- Responsibilities include:
 - Call the meeting to order at the appointed time

- Announce the business to come before the Board in its proper order
- Enforce the Board's policies relating to the order of business and the conduct of the meetings
- Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
- Explain what the effect of a motion would be if it is not clear to every member
- Restrict discussion to the question when a motion is before the Board
- Rule on parliamentary procedure
- Put motions to a vote, and state clearly the results of the vote
- Consult with the Charter School's Executive Director or designee on the preparation of the Board's agenda
- Appoint and disband all committees, subject to Board approval
- Call such meetings of the Board, as he/she may deem necessary outside of regular meetings
- Confer with the Executive Director or designee on crucial matters which may occur between Board meetings
- Be responsible for the orderly conduct of all Board meetings
- Share relevant information with other Board members and present a monthly report sharing progress on Board business, projects and any other relevant school business

VICE-CHAIRPERSON

- Maintain board records and documents
- Log all motions and maintain binder in front office
- Maintain binder of all meetings of current and prior year meetings
- Develop/maintain School policies
- Support Chairperson in any matter deemed necessary
- Perform all duties of chairperson when chair is absent
- Submit monthly report detailing progress of any committees he/she leads as well as any progress related to any school issues/business
- When the Chairperson resigns or is absent or disabled, the Vice Chairperson shall perform the Chairperson's duties.

CERTIFICATED/CLASSIFIED REPRESENTATIVE

- Chair meetings of the Teachers/Classified Committee on a routine basis as established by the committee.
- Consult with the Feaster Charter School Board on Teacher/Classified initiatives and issues

Submit a monthly report related to any teacher/classified related issue including field trips, trainings and any other matters

PARENT REPRESENTATIVE

- Conduct regular meetings with the Parent Teacher Organization.

Inform parents and community members with regard to the Charter School's instructional focus and student achievement incentives.

BOARD MEMBER REMOVAL

The Board may remove any member who:

- Has failed to attend two or more of the Board's Regular Meetings in any calendar year
- Has been declared of unsound mind by a final order of court
- Has been convicted of a felony
- Has been found by a final order or judgment of any court to have breached any duty imposed by the California Nonprofit Public Benefit Corporation Law
- For such other good causes as the Board may determine
- A member may resign by giving written notice to the Board Chairperson. The resignation is effective on the giving of notice, or at any later date specified in the notice.
- A vacancy is deemed to occur on the effective date of the resignation of a member, upon the removal of a member, upon declaration of vacancy pursuant to these Bylaws, or upon a member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of members.
- Membership in the Board is not transferable or assignable.
- Board members may be removed by a two-thirds majority vote of the members.

SECTION 3 – ADMINISTRATION

EXECUTIVE DIRECTOR

Using the California Professional Standards for Educational Leaders (“CPSELs”), the Dashboard, or a similar instrument as a framework, the Executive Director is responsible for overseeing the Feaster Charter School, administrative leadership, personnel matters, the daily functioning/operations of the Charter School, and community relations. The Executive Director shall also be responsible for overseeing certificated, classified, and the Charter School staff members. The Executive Director will have the responsibility and authority to operate and manage the site and staff in such a manner as to comply with the charter agreement and maximize student achievement. The final evaluator for the purposes of employment of the Executive Director will be the CVESD Superintendent.

DIRECTOR

Using the CPSELs, the Dashboard, or a similar instrument as a framework, the Director is responsible for overseeing the operations of Feaster Charter School, personnel matters, the daily functioning / operations of the Charter School, and community relations. The Director shall also be responsible for overseeing certificated, classified, and the Charter School staff members. The Director will have the responsibility and authority to operate and manage the site and staff in such a manner as to comply with the charter agreement and maximize student achievement. The final evaluator for the purposes of employment of the Director will be the Executive Director.

PRINCIPALS

Using CPSELs, the Dashboard, or a similar instrument as a framework, the principals are responsible for the instructional leadership, personnel matters, the daily functioning/operations of the Charter School, student discipline, and community relations. The principals shall also be responsible for the

oversight and evaluation of certificated, classified, and the Charter School staff members. The principals have the responsibility and authority to operate and manage the site and staff in such a manner as to comply with the charter agreement and maximize student achievement. The final evaluator for purposes of employment of the principals will be the Executive Director

SECTION 4 – CHARTER SUPPORT PERSONNEL

Feaster Charter School recognizes the crucial role of instructional leadership in driving student achievement. Additionally, the school acknowledges the importance of accountability in supporting various structures that contribute to its success. These structures encompass areas such as school finances, teacher professional development, parent and community involvement, technology, facilities, discipline, and counseling.

To ensure that the Executive Director can prioritize student achievement, it is essential to have support personnel in place, as the school budget allows. These charter personnel work directly under the supervision of the Administrative Team and align their efforts with the team's overall direction for the school. Comprehensive job descriptions for these positions are maintained on file to provide a detailed understanding of their roles and responsibilities within the school. Some of these positions include but are not limited to:

LEAD TEAM

The Lead Team shall be composed of at least one teacher per grade level and some support departments as appropriate. The Leadership Team will work with the administrative team in articulating decisions about high impact issues including assessment, curriculum, instruction, and operations at the school. The Instructional Leadership Team meets regularly with their teams to share and discuss instructional direction and allow for input on relevant operational matters. Lead Teachers will have a one-year term and will go through an interview process.

COUNSELING

Mission Statement

The mission of Feaster Charter School's comprehensive school counseling program is to support the whole child by providing equitable access to data-driven and evidence-based social-emotional, academic, and career programming for long-lasting results. Through direct services, advocacy, and collaboration with key educational partners, school counselors strive to create an environment of safety, respect, responsibility, and academic excellence to foster resilient learners.

Vision Statement

The vision for Feaster Charter School's comprehensive school counseling program is to promote and enhance the academic, social/emotional, behavioral, and mental health outcomes of all students. We envision a future where all students are equipped with the academic and personal/social skills needed to reach their maximum potential in a diverse society for career and lifelong success.

INSTRUCTIONAL ASSISTANTS

Instructional assistants at Feaster Charter School provide targeted support to meet students' individual needs. They strategically implement tier 2 interventions, support instructional practices, and gather data to inform instruction. Responsibilities include:

- Collaborating with teachers to implement targeted interventions
- Providing individualized and small-group instruction
- Monitoring student progress and reporting data
- Supporting a positive and inclusive learning environment
- Participating in professional development when appropriate

BEHAVIOR INSTRUCTIONAL ASSISTANT

The Behavior Instructional Assistant works closely with students, teachers, and administrators to foster a positive and supportive learning environment. They provide individualized support to students who require assistance with behavior management and social-emotional development. The Behavior Instructional Assistant collaborates with teachers to implement behavior intervention strategies, helps students develop social skills, and maintains documentation of student progress. They also support the implementation of school-wide positive behavior programs and assist in fostering a safe and inclusive school climate.

BUSINESS MANAGER

The Business Manager oversees financial operations at Feaster Charter School. They are responsible for managing the school's budget, monitoring expenditures, and ensuring financial stability. The Business Finance Manager collaborates with the administrative team to develop annual budgets, tracks financial performance, and provides financial reports to stakeholders. They also work closely with vendors, handle purchasing processes, and ensure compliance with financial regulations and policies. Additionally, the Business Finance Manager may assist in grant management and financial planning to support the school's strategic initiatives.

MULTILINGUAL INSTRUCTIONAL ASSISTANT

The Multilingual Instructional Assistant at Feaster Charter School provides support to English Learners. Responsibilities include assisting in the instructional program for multilingual students, helping with the identification, assessment, and record maintenance of EL students, administering and scoring initial and summative ELPAC, assisting the LEA ELPAC coordinator with state testing, serving as a liaison between parents, school, and the language acquisition and development department, and maintaining accurate and up-to-date student files and records.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Each certificated and classified employee at the Feaster Charter School will meet the state-licensing requirement applicable for the position the employee holds. Verification will be done through the established procedures with the Human Resources Department of the Chula Vista Elementary School District. Certificated and classified personnel will be interviewed based on their eligibility through the employable list provided by Human Resources. The selection and appointment of Feaster Charter School staff members shall be the exclusive prerogative of the Feaster Charter School Executive Director, after having received input from an interview committee designees' representative of the position being interviewed such as grade level leads & and teachers, parents, and classified personnel.

In partnership with CVESD's Human Resources, and as a fiscally independent charter school, fiscal and personnel decisions shall be internal to the charter as approved by the Charter Board. Feaster Charter School, through its designees and as approved by the Charter Board, shall have the sole responsibility and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel consistent with federal and state laws, rules and regulations and the Feaster Charter School. In accordance with Education Code Section 47605(d)(1), Feaster Charter School is and will continue to be nonsectarian in its employment practices and all other operations. Feaster does not discriminate against protected classes in its staffing selections.

With the provision of applications received by CVESD's Human Resources Department, the Administrative Team and/or administrative designee will conduct a paper screening of qualified candidates. An interview with a designated interview committee will be conducted with those screened candidates of the highest quality. The interview committee may determine additional processes to evaluate prospective employees, to include, but not be limited to: a review of a candidate's portfolio, lesson observation, and/or other evidence of good teaching practices as defined in the Feaster Charter School Teacher Evaluation Process based upon California Standards for the Teaching Professions. If no qualified candidate is selected the position will be reposted.

The Charter School may look outside the District to fill positions or may contract for such services as determined by the needs of the Charter School (e.g., contract with staffing agencies). These individuals will be considered Charter School employees.

All Feaster Charter School employees must comply with CVESD's employee processing policies and procedures to include, but not be limited to: fingerprints, criminal records search, employment physical, proof of identity, eligibility to work in the United States, and tuberculosis ("TB") screening. The Charter School will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (race or ethnicity, religion, sexual orientation, nationality, gender, gender identity, gender expression, actual or perceived disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees hired

will be considered employees of the Charter School to which transfer rights and reciprocity do not apply. This status is further detailed in Element 13 of the Charter Petition.

The Feaster Charter School complies with the requirements of the State of California with regard to the recruitment and hiring of teachers. The criteria (qualifications) for persons applying for certificated positions are critical and required for all teaching positions at Feaster Charter School to ensure the achievement of our vision and philosophy. Teachers shall hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. Feaster may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.***
- (ii) for all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).***

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. Feaster Charter School will ensure the safety of the students, staff, and volunteers by complying with the current District standards and policies for health and safety as well as all state and federal safety laws.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

IMMUNIZATIONS

Students enrolled at Feaster will be required to provide records documenting that they have complied with state mandates for immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to

current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

DIABETES

Feaster shall make type 1 diabetes informational materials accessible to the parent or guardian of a student when the student is first enrolled in elementary school.

Feaster will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

Feaster shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. Feaster shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), Feaster will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the California Department of Education’s model policy, as revised.

PREVENTION OF HUMAN TRAFFICKING

Feaster shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

MENSTRUAL PRODUCTS

Feaster shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. Feaster shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

ALL GENDER RESTROOMS

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female

restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

Feaster shall provide breakfast and lunch free of charge during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

Feaster shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

MENTAL HEALTH EDUCATION

If Feaster offers one or more courses in health education to students in grade 7-8, Feaster shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Feaster shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SCHOOL SAFETY PLAN

A School Safety Plan will be adopted by Feaster, to be reviewed and updated annually by March 1. The School Safety Plan shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address Feaster's procedures for complying with applicable laws related to school safety, including Education Code Section 32282(a)(2)(A)-(L).

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

Feaster Charter School will ensure that its facilities will meet federal requirements, including the Americans with Disabilities Act.

DRUG-, ALCOHOL-, AND SMOKE-FREE ENVIRONMENT

Feaster Charter School is a smoke-free, alcohol-free, and drug-free environment.

VISION, HEARING, AND SCOLIOSIS

Feaster Charter School will screen students for vision, hearing, and scoliosis. Feaster will adhere to Education Code Section 49450, *et seq.* as applicable to the grade levels served by the Charter School.

MEDICATION IN SCHOOL

Feaster Charter School will comply with Education Code Section 49423 regarding administration of medication to students in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

FACILITY SAFETY

Feaster will continue to be located at 670 Flower Street, Chula Vista, California. Feaster will continue to have access to the services and support of the Chula Vista Elementary School District in order to implement required health and safety standards and to maintain the structural integrity and operation of the physical school site. Feaster may pursue options to contact for services beyond the District over the course of the Charter. All District services are agreed to in the Business Agreement or Memorandums of Understanding.

The Charter School shall comply with 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Buildings Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

BLOODBORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne viruses, including human immunodeficiency virus 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.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time there is a new employee hired.

BULLYING PREVENTION

Feaster shall adopt procedures for preventing acts of bullying, including cyberbullying. Feaster shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

SUPPORTING LGBTQ STUDENTS

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other

certificated employees and maintain records of such training as required by Education Code Section 218.

HOMICIDE THREATS

Feaster shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

At the beginning of the first semester, Feaster shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

ATHLETIC PROGRAMS

Feaster shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

TRANSPORTATION SERVICES

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT SEVEN: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

Admission preference will be given to students within the Feaster Charter School boundary (attendance) area who are willing to make a commitment to the Charter philosophy, program, and outcomes as specified in the criteria for admission (Element 8).

Recruitment and admission practices are expected to reflect the racial and ethnic, special education, and English Learner balance of the general population of the Chula Vista Elementary School District as well as meet the needs and requirements of our program. No student will be denied admittance to the school based on any protected classification.

DEMOGRAPHICS

Feaster Charter School's enrollment for the 2023-2024 school year includes:

- Total Number of Enrolled Students: 1,100
- Student Groups:
 - Multi-Lingual Learners: 56.2% (643 students)
 - Foster Youth: 0.2% (2 students)
 - Unsheltered: 0.2% (2 students)
 - Socioeconomically Disadvantaged: 75.9% (868 students)
 - Student with Disabilities: 6.7% (77 students)
- Race/Ethnicity:
 - African American: 1.9% (22 students)
 - American Indian: 0.2% (2 students)
 - Asian: 0.5% (6 students)
 - Filipino: 1.6% (18 students)
 - Hispanic: 90.7% (1,038 students)
 - Two or More Races: 1% (12 students)
 - Pacific Islander: 0.1% (1 student)
 - White: 3.8% (44 students)

The Chula Vista Elementary School District enrollment (in charter and non-charter schools) for the 2023-2024 school year includes:

- Total Number of Enrolled Students: 22,226
- Student Groups:
 - Multi-Lingual Learners: 27.4% (6,079 students)
 - Foster Youth: 0.3% (74 students)
 - Unsheltered: 1.7% (368 students)
 - Socioeconomically Disadvantaged: 48.2% (10,708 students)
 - Student with Disabilities: 15.1% (3,349 students)
- Race/Ethnicity:
 - African American: 4.2% (933 students)
 - American Indian: 0.2% (38 students)
 - Asian: 2.7% (601 students)
 - Filipino: 10.3% (2,292 students)
 - Hispanic: 67.7% (15,039 students)
 - Two or More Races: 5.9% (1,304 students)
 - Pacific Islander: 0.3% (77 students)
 - White: 8.5% (1,892 students)

As such, Feaster has a balance of racial and ethnic students, special education students, and English learner students that is reflective of the general population residing within the territorial jurisdiction of the Chula Vista Elementary School District.

ELEMENT EIGHT: ADMISSION POLICIES AND PROCEDURES

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

Feaster Charter School is a District/Charter partnered public charter school, with serving grades TK through 8th grade, committed to equal opportunity. The Charter School will be non-sectarian in its programs, admission policies, and all other operations, and will not charge tuition. Feaster will employ no admission exams or special admission requirements for its resident family's students beyond those already used by the CVESD. Feaster will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Feaster will admit all students who wish to attend the Charter School. Admission to the Charter School shall be open primarily to all District residents, and, as space is available, to non-District residents, on a non-discriminatory basis without regard to race, color, national origin, creed, sex, ethnicity, behavior, age, ancestry, proficiency in English language, or academic achievement or any other characteristics listed in Education Code Section 220. All parents/guardians of students admitted to Feaster will provide their own transportation to and from school.

In accordance with Education Code Section 47605(e)(4)(A), Feaster shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), Feaster shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), Feaster shall post a notice developed by the CDE on Feaster's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Parents or guardians are encouraged to contribute to their child's education by:

- Sending their child to school regularly and on time.
- Ensuring homework is completed and reviewed.
- Reading and signing Home/School communications
- Attending Student Conferences
- Attending Awards Assemblies, Back to School, and Curriculum Nights
- Serving as a classroom and school volunteer if possible
- Participating in Family Educational Programs

- Abiding by school rules, programs, and procedures defined by the Charter
- Being familiar with the Parent Handbook and Grade Level Standards.
- Regularly checking for online resources provided by the school.

ATTENDANCE BOUNDARY SCHOOL FOR GRADES TK-6

For all students grade levels TK-6, FCS is an attendance boundary school. This means that all students residing within the Feaster attendance boundary may enroll without regard to a lottery or attendance limitation.

MIDDLE SCHOOL (GRADES 7-8) PUBLIC RANDOM DRAWING PROCEDURES

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level (7-8) has received more applications than availability. In the event Feaster Charter School has more middle school students wanting admission beyond the capacity of the school site, the Charter School will conduct a public random drawing (or “lottery”) to determine admission for the impacted grade level. There will be a separate lottery for the dual immersion pathway that will follow the same rules and procedures as the English-Only classes.

The FCS Board will make all necessary efforts to ensure public random drawing (lottery) procedures are fairly executed and procedures transparent. Lottery drawings will be recorded for the public to view in person upon request. An explanation of priority enrollment tiers will be provided at the beginning of the drawing. There is no weighted priority assigned to the priority categories; rather, students will be drawn from tiers beginning with all applicants who qualify for the first priority category (Tier 1). If there are more students in a priority category than there are spaces available, a random drawing will be held from within that priority category until all available spaces are filled. Any remaining students will be automatically placed on the waitlist in the order they are drawn. If all students from the priority category have been selected and there are remaining spaces available, students from the second priority category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and priority categories are exhausted in the order provided above.

PRIORITY ENROLLMENT FOR MIDDLE SCHOOL

Admission preference in the case of a public random drawing will be prioritized in the following manner:

- **TIER 1 PRIORITY**
 - Children of Feaster Charter School employees (not to exceed 10% of the projected total enrollment, above 10% will roll over into Tier 3 priority)
- **TIER 2 PRIORITY**
 - Intradistrict and Interdistrict Transfer students with siblings currently enrolled at FCS.
- **TIER 3 PRIORITY**
 - Residents of the District Generated Boundary Attendance area

- All other Interdistrict and Intradistrict transfer students.

ZONE TRANSFERS – INTERDISTRICT AND INTRADISTRICT

For families applying outside of the Feaster Charter School community, continued admission is contingent on attendance and discipline as defined in a parent contract generated for Zone Transfers.

Feaster and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

WAITLIST

At the end of the public random drawing, all students not granted admission due to capacity will be placed on a wait list according to their lottery draw. The wait list will allow students the option of enrollment in the case of an opening before and during the current school year. In no circumstance will a waitlist carry over to the following school year. The waitlist will be prioritized based on the drawing order. As openings become available, students on the waitlist will be contacted in the sequential order in which they appear. To secure their spot, students will need to submit the required documents within a specified timeframe, which will be communicated to them in advance.

RULES, DATES AND DEADLINES

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on Feaster's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. Any students who submit their applications after the deadline will automatically be added to the end of the waitlist. If the application is submitted after the lottery drawing has taken place, they will be added to the waitlist on the day it is submitted. Feaster will inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date.

Feaster will conduct the lottery no later than the spring for the fall enrollment of the following school year.

ENROLLMENT PACKET

Once a student has been admitted, the student's parents will fill out an enrollment packet, which shall include the following:

1. Student enrollment form
2. Parent Compact Form
3. Proof of Immunization
4. Home Language Survey
5. Completion of Emergency Medical Information Form
6. Proof of minimum age requirements

7. Release of records⁷

⁷ In accordance with Education Code Section 47605(e)(4)(B), Feaster shall not request a student's records or require a parent/guardian or student to submit the student's records to Feaster before enrollment.

ELEMENT NINE: ANNUAL INDEPENDENT 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. Education Code Section 47605(c)(5)(l).

An annual independent financial audit of the books and records of Feaster will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). 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.

Feaster Charter School will utilize an external independent auditor with, at minimum, a CPA and experience in educational institution audits, and who is approved by the State Controller on its published list as an educational audit provider. The responsibility for determining external auditors is vested in the Feaster Charter School Board of Directors who will consider input from the Administrator, Director of Finance, and/or Chula Vista Elementary School District.

The audit will verify the accuracy of the school's financial statements, revenue and expenses related to data and reporting practices. The audit will also include attendance and enrollment accounting practices and a review of the school's internal controls related to financial transaction of the charter.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office Management and Budget Circulars.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Executive Director, Director of Finance, Charter School Board, the Chula Vista Elementary School District, the County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year.

The Charter School's Executive Director, Business Manager, and staff will review any audit exceptions or deficiencies and report any exceptions to the Charter School Board and the District with corrected measures and recommendations for policy and procedures that will resolve any and all negative findings. Any disputes regarding the resolution process are contained in Element 14 of this Charter.

Each year the charter will submit the required financial reports to CVESD, and the County Superintendent of Schools as required by Education Code Section 47604.33.

The Charter School will keep track of financial data and compile information in the prescribed format as needed for its annual statement of receipts and expenditures for the prior fiscal year. All statutorily required financial data for authorizers will be provided to CVESD by September 15th of each year.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Feaster Charter School will maintain a comprehensive Suspension and Expulsion Policy and Procedures. This Policy and its procedures will be printed and distributed annually as part of the school's parent/student handbook and will clearly describe the Charter School's discipline expectations. Each

student and the student's parent/guardian⁸ will be required to verify that they have received and understood the policies annually.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction.

INVOLUNTARY REMOVAL

No student shall be involuntarily removed by Feaster for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until Feaster issues a final decision. In the case that the parent/guardian does not request a hearing before the date listed in the notice for Involuntary Removal, then the involuntary removal will be official after that date and the student will be dropped from enrollment.

As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

GROUND FOR SUSPENSION AND EXPULSION OF STUDENTS

The criteria for suspension and expulsion of Feaster students will be the same as those established by the Chula Vista Elementary School District, as well as any other grounds imposed pursuant to the provisions as outlined in the Feaster Charter School Discipline Plan ("Discipline Plan").

Pursuant to Education Code Section 48901.1, no student in grades K-5 (indefinitely) and grades 6-8 (through July 1, 2025) shall be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, and no student in any of grades K-8 shall be expelled for those acts.

DISCIPLINE REVIEW BOARD –

The School Discipline Review Board functions to ensure fairness, accountability, action and equitable treatment in matters of student discipline. Its primary purpose is to review administrative recommendations for involuntary removal or expulsion of students. When faced with recommendations of disciplinary actions, the board conducts thorough examinations of the circumstances, considering all

⁸ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

relevant factors, including the student's behavior, past disciplinary records, and the potential impact on their education. This comprehensive evaluation process ensures that decisions regarding involuntary removal or expulsion are fair, consistent, and proportionate to the situation at hand.

DISCIPLINE REVIEW BOARD ("DRB") PROTOCOLS

1. Composition of the DRB:
 - a. The DRB will be composed of at least three members, including a certificated member and an administrator. All members of the DRB should be impartial and have no vested interest in the outcome of the disciplinary proceeding. The DRB members will be selected by the Executive Director.
2. Notice of Hearing:
 - a. In the case of expulsion, the Discipline Review Board will convene to hear and consider the recommended expulsion. The student and their parents/guardians will be given written notice of the hearing at least 5 school days before the hearing date. The notice should include the date, time, and place of the hearing and a summary of the complaint against the student.
 - b. In the case of involuntary removal, upon receiving the notice of involuntary removal, the parents may request a hearing before the Discipline Review Board. The hearing will occur within 5 school days of the parent request. If no hearing is requested within 5 school days, the removal is final.
3. Presentation of Evidence:
 - a. Both the administrator recommending disciplinary action and the student should be given an opportunity to present evidence and arguments at the hearing. The evidence presented should be relevant to the complaint. The student will be provided with a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the student has the right to bring legal counsel or advocate.
4. Confidentiality:
 - a. The DRB proceedings should be kept confidential to protect the privacy of the parties involved.
5. Decision-making:
 - a. The DRB should make its decision based on the evidence presented at the hearing and should provide a written explanation of its decision.
6. Disciplinary Action:
 - a. The DRB shall have the authority to impose alternative disciplinary action, which may include detention, community service, or other disciplinary action recommended unless otherwise required by law.
7. Procedural fairness:
 - a. The DRB proceedings should be conducted in a fair and impartial manner, and the student should be given an opportunity to respond to the complaints against them.
8. Review of protocols:
 - a. The DRB protocols should be reviewed periodically to ensure that they are up-to-date and in compliance with any applicable laws or regulations.

SUSPENSION PROCEDURE

The Charter School staff follow the discipline guidelines for suspension procedures as established by the Feaster Charter School and the Chula Vista Elementary School District. This is detailed in the parent/student handbook and outlined in the discipline procedure outlined in the Parent Handbook.

HOMEWORK ASSIGNMENTS DURING SUSPENSION

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

AT HOME OR IN SCHOOL SUSPENSION

If a student is suspended or expelled, Feaster Charter School will implement an at home or in school suspension. This will be handled within Feaster Charter School. The details of the suspensions will be recorded using eSchool Plus, the student information system used by the district.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer, or the Discipline Review Board, to determine whether the student should be expelled. The procedures in the Discipline Plan provide for such a hearing and the notice of said hearing, as required by law.

The administrative team, or designee, shall provide notification of the expulsion decision to CVESD via an official email to the superintendent and a follow-up hearing with parents, the student, student representative, District designee, a Charter School representative. Feaster Charter School will provide CVESD with the last known address and a copy of the student's cumulative record, if requested.

EXPELLED STUDENTS / ALTERNATIVE EDUCATION

Students who are expelled are allocated to an alternative school within the San Diego County Office of Education. The following school year, the students are able to attend a different school within the CVESD.

NOTICE TO TEACHERS

Feaster shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offense(s) set forth in the Discipline Plan.

ELEMENT ELEVEN: 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. Education Code Section 47605(c)(5)(K)

Feaster Charter School will contribute to the State Teachers' Retirement System ("STRS") and the Public Employees' Retirement System ("PERS") and other retiree benefits in alignment with the current District schedule.

Feaster Certificated, Classified, and Charter School staff will participate in the benefits packages offered to noncharter District employees of the same status. This includes medical, dental, and vision packages as offered in benefits fairs. These benefits will be paid for by Feaster Charter School on behalf of its employees.

The salary schedule on which these benefits are based will reflect: alignment with the District salary schedule up to the Feaster Charter School salary caps, a percentage increase on that schedule as the budget allows for a longer day or longer year, cost of living increases ("COLA"), employee raises that would affect a recalculation of the table. The Salary Schedule for this year is attached.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

Feaster is a school of choice, and no student shall be required to attend Feaster. Those students who reside within the District, but choose not to attend Feaster, will be able to attend a District school as determined by the district boundaries for our community. Information on these attendance area boundaries will be provided through the District, at our school site office, and the CVESD website.

Those students who choose not to attend Feaster Charter School do not have the right to admission in a particular school within CVESD unless a zone transfer and any required accompanying paperwork has been approved by CVESD. Parents will receive a notification of this in the Parent Handbook.

Transportation to and from Feaster Charter School becomes a parental responsibility. Zone and Inter/Intra-district transfer requests will be processed in the manner described in the Chula Vista Elementary School District Policy and Procedures.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

Certificated and Classified staff will be at Feaster Charter School by choice. Certificated and Classified Charter School employees at Feaster will have only such transfer and accrued service year rights as any person would have who would be applying from outside the District.

All employees, classified and certificated, except the executive director and employees for Special Education and Child Nutrition Services, are Charter School employees.

Staffing

Feaster Charter School shall serve as the hiring agent for all certificated and classified staff. Feaster Charter School shall select teachers and non-instructional staff from applicants among the District employees, and from outside the District. Assignment of staff within Feaster Charter School shall be at Feaster Charter School's discretion.

Feaster Charter School will follow district process in establishing proposed categorical staffing needs for the school. The Feaster Charter School Executive Director and Administration shall hold accountable the teachers and non-instructional staff at Feaster Charter School.

All staff at Feaster Charter School are provided the right to an assistance plan based on the recommendation of the Executive Director and Administration.

Executive Director selection is a decision of the CVESD Superintendent based upon recommendation from the Charter School Board. This recommendation shall include a process of feedback and input from the staff, parents, and community. The Charter School Board, CVESD Superintendent/or Designee, staff, and parents will have representation on the executive director interview panel. Feaster Charter School is a dependent charter of CVESD and as such, the Superintendent will have the responsibility to evaluate the Executive Director annually. The Superintendent, in consultation with the Charter School Board, also has the authority to release the Executive Director. This authority shall include, but not be limited to, the authority granted the Superintendent pursuant to Education Code Section 44951.

Salary

Teachers and other employees will be placed on the Charter School salary schedule that is competitive with the salary schedule of CVESD. Scheduled salaries include compensation for Feaster Charter School's longer workday and/or year. Projected revenues and expenditures will be reviewed annually, and a recommendation will be made through the Executive Director, and Business Manager to the Feaster Charter School Board, with input from the leadership team, for cost-of-living adjustments and stipends to remain competitive with the district prior to the beginning of the new school year. Teachers may also apply for instructional coach, new teacher and induction coach, or a lead teacher.

Maximum Class Size Limitation

Feaster Charter School will participate in the class size reduction program in grade levels for which adequate class size funding is received and building facilities can accommodate. Feaster Charter School will not exceed class size maximums as defined in state law. Feaster Charter School grade level teams are free to group and regroup students for instruction, so class sizes may vary and exceed that limit as determined by the Feaster Charter School program needs during the day.

Where in classes that exceed the maximum class size requirements of students: 23 in Kindergarten – third, 30 in fourth – sixth, and 25 in seventh and eighth, teachers will be compensated \$5 dollars per day for every student on the class roster over the maximum.

Work year/day

The core work year and workday for teachers will meet or exceed state requirements for instructional minutes. Both the length of the day and the school year are flexible according to student needs for achievement as determined through the governance structure. For all days over the contract year, teachers may receive a stipend, as the budget allows.

Contracts

All certificated and non-instructional contracts shall be received by the employee no later than April 15th of the current school year for the following school year, unless on an assistance plan. Any employee on an assistance plan will receive their contract by May 15th of the current school year for the following school year.

Staff Development

All staff development days and meetings for certificated staff are mandatory.

Evaluation

Continuing employment of the teachers and non-instructional personnel at Feaster Charter School shall be subject to an annual satisfactory evaluation by the Feaster Charter School Executive Director, Director, principal and/or designee. The Executive Director, Director, Principal and/or designee shall have the authority and responsibility to observe and evaluate all staff and to consult with supervisors and lead teachers.

Probationary teachers and classified staff, defined as those in their first and second years of service, will undergo annual evaluations throughout their probationary period. Following the successful attainment of consecutive ratings of 3 or 4 for teachers, or Meets or Exceeds for classified staff, during these two years, teachers and classified staff will transition to a three-year evaluation cycle, which will remain in place until they reach ten years of service, contingent upon continued performance ratings of 3 or 4 for teachers and Meets or Exceeds for classified staff. For both teachers and classified staff with ten or more years of service, there will be a transition to a five-year evaluation cycle after receiving the respective ratings of 3 or 4, or Meets or Exceeds, in their evaluations.

In recognition that this program is a different model than current district schools, there may be circumstances where a teacher or staff member is not being successful in the Charter School program. The school will work with individuals on a professional growth plan to facilitate their success. If the individual continues not to be successful, the principal may give notice to them no later than May 15.

Where certificated staff at Feaster Charter School are experiencing documented performance issues, unless these have to do with the safety and wellbeing of children, they will be considered in need of an assistance plan. Assistance will have been determined through an analysis of student achievement data, standards for the teaching profession, support/implementation of the direction and design of the charter, collaboration with the grade level team, observations, and walk-throughs. The assistance plan will be developed at any time by the Executive Director or principal in consultation with the lead teacher and the certificated employee and presented to the employee receiving such service. Said employee will implement the elements of the assistance plan for the year and re-election will be determined on satisfactory execution of the same as determined by the Executive Director, Director or principal. Throughout the year progress monitoring and feedback will be provided and documented in reference to implementation and successful completion of the goals stated in the assistance plan.

Staff Grievances

The district will not resolve or deal with any grievance in such a manner as to interfere with the ability of Feaster Charter School to manage or administer the Charter School consistent with responsibility under the Charter (refer to element 14).

ELEMENT FOURTEEN: DISPUTE RESOLUTION

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provision of the charter. Education Code Section 47605(c)(5)(N).

Education Code Section 47605 (c)(5)(N) requires that a charter designate the procedures to be followed by the charter school and the chartering authority in the event of a dispute relating to the provisions of the charter. In the case of Feaster Charter School, the chartering authority is CVESD.

In the event of a dispute between Feaster Charter School and CVESD relating to the provisions of the Charter and whether goals and requirements are being met, the District or Feaster Charter School shall provide written notice to the other of the nature of the dispute and the facts which the party believes support the failure to comply. This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible violation unless extenuating circumstances exist.

After receipt of this notice, the District Superintendent or designee and the Executive Director of Feaster Charter School shall meet to resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.

If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues chosen from a list containing seven names provided by the San Diego County Superintendent of Schools, or as otherwise agreed upon by the parties. The first opportunity for striking shall be determined by lottery. The parties shall alternatively strike until one name remains. Within 10 calendar days of appointment or as soon thereafter as is practicable, or as otherwise mutually agreed, the parties shall meet with the mediator to resolve the dispute. Any agreement reached shall be written and preserved as set out in the previous paragraph.

If the dispute is unresolved 15 calendar days after the mediation, either party may request that the State Mediation and Conciliation Service provide the names of arbitrators experienced in matters relating to the schools of California. Using the striking process, a chosen arbitrator shall allow for a hearing in which both parties may submit evidence in support of their positions. The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be final and binding except as set out in CCP Section 1280 *et seq.* The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose or not choose to be represented by counsel. Each party shall bear its own costs and evenly divide the cost for the mediation and arbitration. The award of the arbitrator shall be preserved and guide how future disputes with same or similar issues are resolved.

ELEMENT FIFTEEN: 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. Education Code Section 47605(c)(5)(O).

If Feaster's charter should ever be revoked or non-renewed, and were the school to cease to operate, a final audit under the supervision of the Feaster Charter School Board and the Chula Vista Elementary School District shall be conducted to determine the disposition of all assets and liabilities. The Charter School assets remaining after the payment of all debts and liabilities shall be distributed to the district. The closure plan approved by the governing board of Feaster Charter School shall direct the Executive Director to provide for notice to parents/guardians, CVESD, county office of education, contractors, the retirement systems in which the Charter School's employees participate (e.g., PERS and STRS), the California Department of Education, and other public agencies of the charter school's closure as well as the effective date of the closure. Upon the school's closure, pupils' records shall either be returned to the district or transferred to the school to which the pupils transfer. Personnel records shall be sent to the department of human resources of CVESD.

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