

FEASTER CHARTER SCHOOL

Charter 2017-2022

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Feaster Charter School
670 Flower St. ~ Chula Vista, CA 91910 ~ (619) 422-8397

CHARTER REVISION
2017-2022

Purpose of the Charter Petition

This is a proposal to renew the charter petition between Feaster Charter School (“the charter school”) and the Board of Education for the Chula Vista Elementary School District (CVESD), (“the district”). The term of this charter shall begin on July 1, 2017 and expire on June 30, 2022.

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. A copy of any amendment will be forwarded to the State Department of Education.

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 46 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. The large district-owned park area between Jefferson and Broadway is shared between the school during its operational hours, and the City of Chula Vista and Recreation Department after 6 p.m. and on weekends. 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 60-37956. 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 1,245 students in transitional kindergarten through eight grades. Feaster Charter is a neighborhood school: all of our students live within walking distance of the school with the exception of students attending on zone transfers.

Presently, all of our students receive free and reduced price lunches. Over 92% of the children enrolled in the general education program are Title I students.

A large percentage of our students are English Language Learners (ELL). Currently, 61% of our students are classified as English Learners. Our student population is diverse with 2.3% African American, 3.5% White, 90.7% Hispanic, 0.6% Asian, 2.1% Filipino, 0.2% Pacific Islanders and 0.2% 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 K-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. The transitional kindergarten day is 3.5 hours per day Monday through Friday. The shortened day is to allow teachers additional time to receive professional development. An extended instructional day and/or intersession program is provided when funding is available to students who have been identified as at-risk students.

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 ethnicity, natural origin, gender, sexual orientation, or disability.

Element One

A description of the educational program of the school, designed, among other things, to identify those whom the 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 the program must include the objective of enabling pupils to become self-motivated, competent and lifelong learners.

Our Vision and Mission

Our mission is to use resources, research, and data to help all students develop the skills, knowledge, and expertise necessary to succeed in work and life. Within a context of core knowledge instruction based on the Common Core State Standards, students will learn the 21st century essential skills of critical thinking, problem solving, communication, and collaboration.

At Feaster Charter School, students are at the center of our decision-making. We are focused on instructional excellence and accept no excuses for lack of student performance. We are a school where instruction matters, teachers engage in the identification and implementation of research-based practices that make a positive impact on student learning. Our teachers use current research on teaching and learning to improve their instructional practice for the success of all students. All staff is committed to increasing student achievement for all students. Teachers and staff are evaluated and can be rewarded for their performance in moving student achievement forward. Through the focus on standards, assessment, curriculum and instruction, professional development, and learning environments, students leave our school prepared to thrive in today's global economy.

Our Beliefs

- A standards-based, rigorous education is the key factor to success in the 21st Century.
- Student achievement is the watershed benchmark of all we do.
- Staff members, parents, and the community are all an integral part of ensuring student success.
- Children benefit from understanding and honoring other cultures.
- All students will be college and career ready.
- Teaching students Core Values helps them become productive members of society.
- Differentiation is the best practice for meeting the varied learning needs of all students.
- School is a place for learning for children, staff and parents.

- Parent involvement as classroom volunteers, in parent conferences and attendance at school events is an essential element of student success.
- Educating and training parents increases the academic achievement for students as well
- Staff development and coaching ensure best practices.
- Proficiency in the Arts, Sciences, and Physical Education supports students in healthy and well-rounded lifestyles.
- Technology is a tool to be used to increase student engagement, learning, and problem solving. It is a tool to research, organize, evaluate, and communicate information.

Values

At Feaster Charter School, students, parents, members of the faculty, and community members are committed to our common Vision. Together, we value diversity and promote equity for all. We take great pride in our school and always strive to create the best possible learning environment for our children.

In order to prepare for the demands of the 21st century, students need to know core curricular areas as well as how to use their knowledge and skills by thinking independently and critically. Students must be able to apply knowledge to new situations, analyze information, and comprehend new ideas, while putting into practice effective communication, collaboration, problem solving, and decision-making. We value the role of education that works with both sides of the brain, emphasizing both knowledge and creativity.

We believe that every person has an innate desire to know and to understand, and that learning is the most important journey in every person's life. The Feaster Charter students and staff are committed to an overall purpose and a set of core values.

Our Purpose:

Feaster exists to foster the academic, social, emotional, and physical achievement of ALL students in school and in life.

Core values:

- We have a Growth Mindset
- We keep all staff and every student in mind
- We commit and follow through

Curriculum and Content

Curriculum is defined by the standards adopted by the State of California. Assessments based on standards inform instruction. The school-wide goal is for each child to achieve

or exceed master of his/her grade level standards. Differentiated and rigorous curricula include:

- English Language Arts
- English Language Development
- Reading Foundational Skills in K-5
- Spanish Language Development in the Dual Immersion Program
- Mathematics
- Science
- Engineering
- History/Social Science
- Physical Education/Health
- Visual and Performing Arts
- Technology

Overview of Research-Based Instructional Best Practices and Strategies

In order to provide a learning environment that fulfills our vision and to enable our students to become lifelong learners, we are committed to developing the highest quality educational program for every student. We provide our students a transitional kindergarten through eighth grade program with a clearly articulated standards-based curriculum that ensures continuity of expectations and maximizes learning. Our goal is to achieve excellence through the implementation of innovative research-based best practices. We will adapt and modify our best practices as research and data identify new strategies and new best practices.

Current best practices include:

- A commitment to ongoing, systematic staff development based on current research.
- Implementation of a comprehensive literacy block to improve reading comprehension through a daily, school-wide literacy block.
- Organization of instruction around the standards rather than around any particular curriculum
- English Learners receive English Language Development instruction on a daily basis
- Small group instruction in reading and math, organized around the Gradual Release of Responsibility
- Dual Immersion Program for families who would like their student to have instruction in English and Spanish
- Targeted, structured teacher collaboration to look at student work, analyze data, and develop standards-based lessons.

- Use of assessments and data to guide instruction and to provide differentiation to meet the needs of all learners, including but not limited to our high-achieving students and low-achieving students. The desegregation of data by these students and target populations (i.e. English Language Learners, special education students, foster youth, homeless) will allow us to target these learners in small group and whole group instruction.
- Use of assessments and data will be used to determine and allocate instructional assistants to support classroom teachers in small group instruction.
- Writing across the curriculum.
- Hands-on use of technology by all students, TK-8, through the use of iPod Touches (K-1) and iPads (K-8).
- An active, after school program offering an array of clubs and projects
- Positive behavior support system, including a comprehensive school counseling base program that promotes and enhances student success.
- Students have the opportunity to participate in elective course.

The following research-based programs and methodologies have been identified by our teaching staff as current best practices:

- Writer's Workshop
- Research based math curriculum
- The incorporation of Visual and Performing Arts and Science, Technology, Engineering, Math, and Physical Education standards.
- School-wide implementation of differentiated, rigorous curricula that meets the individual needs of each child.
- Feaster's Dual Immersion Program is designed to teach students to be bi-literate and have an appreciation for multiculturalism.
- English Learners receiving English Language Development instruction on a daily basis
- Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition (GLAD), which are used to provide equal access to the curriculum for all students including English Learners.
- Bi-weekly assessments in English Language Arts, Spanish Language Arts, and Mathematics for diagnosis and measurement of student progress

- Weekly collaboration time for grade level teachers to plan for instruction, look at student work, and analyze student assessment data
- Articulation among grade levels to promote rigor and ensure the implementation of systemic instruction and seamless transitions from year to year.
- Examining student work through a protocol process (Focus on Results)
- Identified Title I students receive interventions in small group and/or one-on-one settings designed to address their individual reading needs as needed
- Utilizing a school wide elective program to provide opportunities for student exploration in a variety of Science, Technology, Engineering, Math and Visual and Performing Arts fields and real world experience.
- Utilizing technology as a tool to connect our learning community to the world beyond the walls of the classroom and to help our students become college and career ready
- Ongoing, targeted professional development
- Engineering program with industry partnership

Individualized and varied instructional methods address the important differences in the ways children learn. Our school is data-based, therefore data is used to assess students' performance as well as to adapt our instructional practices to the identified needs of the students. To meet the needs of all students at our school, our instructional strategies utilize practices defined by research on brain-based learning and learning modalities. All students, including English Language Learners, GATE, RSP, etc. receive curriculum and instruction appropriate to their needs. Primary language instruction is provided for Spanish speakers in our Dual-Immersion program.

- **Extensive training and support for staff.** Teachers receive extensive pre-service and in-service training and have time built into the schedule for planning and professional development. Teachers improve their practice through peer coaching and consistent, continuous focused professional development.
- **More time for learning.** We meet or exceed the state mandated number of instructional days and minutes. At the present time, our students have a longer school day. Learning is also extended through after-school tutoring and/or intersession classes for identified students.
- **A partnership with families.** We are committed to working with parents in ensuring a world-class education by providing ongoing and straightforward access to information about their child's progress. Student Learning Conferences are scheduled throughout the year to provide parents with specific feedback on their child's progress. We are a community center providing a variety of classes including English language classes, parenting classes, and health education. Mobile health clinics also provide services for our community. There are various events throughout

the school year to improve school-home communication: Back to School and curriculum nights, PTO meetings, and other community gatherings.

- **Specifically designed instruction for English Language Learners.** All English Learners in transitional kindergarten through eighth grade receive embedded English Language Development instruction throughout the day. Students are grouped by language levels and receive English Language instruction based on their current abilities in the four areas of language; Speaking, Listening, Reading and Writing. English language instruction is also provided during Science and Social Studies instruction through the use of GLAD strategies, vocabulary development and Accountable Talk. Student progress is monitored throughout the year by the classroom teacher and annually with the state English Language Development Test.
- **A standards-based program for all students.** Feaster Charter school staff understands how important it is to adequately serve our students who qualify for Special Education services. Our staff will serve all students who are covered under the Individual with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. At Feaster we have an extensive Student Success Team (SST) process to determine whether a student qualifies for an Individual Education Plan (IEP). A percentage of the students at Feaster Charter School receive special education services. The Chula Vista Elementary School District (CVESD) provides Special Education funding, personnel and service delivery for students. 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. Students in the Special Education program are provided with the same opportunities as students in general education classes. Students attend fieldtrips, receive awards, sing in the choir, play on sports teams, serve on the student council and participate in student activities.

Our Goals for Student Achievement

In order to measure adequate growth each year we set goals for student achievement. These annual goals align with state priorities. These goals are set with the input of stakeholders and with the approval of our charter board.

Each year our goal is to show growth in the following areas:

- The overall number of students that met and exceeded on the CAASPP (California Assessment of Student Performance and Progress) exam in Language Arts will increase by 3.5%.
- The overall number of students that met and exceeded on the CAASPP exam in Mathematics will increase by 3.5%.
- The overall number of students that met and exceeded on the district Local Measures Reading exam for K-1 will increase by 3.5%.
- The overall number of students that are college and career ready on the Achieve 3000 lexile exam will increase by 3.5%.
- The overall number of English Language Learners that met and exceeded on the CAASPP exam in Language Arts will increase by 5%.

- The overall number of English Language Learners that met and exceeded on the CAASPP exam in mathematics will increase by 5%.
- The overall number of Special Education students that met and exceeded on the CAASPP exam in English Language Arts will increase by 3.5%.
- The overall number of Special Education students that met and exceeded on the CAASPP exam in mathematics will increase by 3.5%.
- The overall number of foster youth and homeless students that met and exceeded on the CAASPP exam in English Language Arts will increase by 3.5%.
- The overall number of foster youth and homeless students that met and exceeded on the CAASPP exam in mathematics will increase by 3.5%.

We will meet these goals by using bi-weekly, quarterly and yearly assessments to drive our instruction. We will provide differentiated instruction to students in small and whole group to continue building on students' strengths and target their needs. We will look at student work and assessment data during collaboration so that teachers can share best practices with their colleagues.

Element Two

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program.

Feaster Charter School’s educational program includes having students reach their highest potential in all areas of the curriculum. Goals for students continue to be aligned to our curriculum using national, state and local standards. Our curricular programs are research based and have proven results with students of diverse backgrounds.

We also set annual goals for our English Language Learners so that they will progress at least one level a year as measured by the ELPAC (English Language Proficiency Assessments for California).

The Feaster Charter school goals for improving student achievement are aligned with the intent of students being college and career ready as evidenced in our focus on data and research. We begin with our present levels of achievement and set our objectives to meet or exceed our current achievement levels. The CAASPP data below is taken from our 2015/2016 results.

- In the area of English Language Arts on the CAASPP, an average of 56% of our students score at the proficient and advanced levels. Our goal is to increase this percentage by 3.5% every year.
- In the area of Mathematics on the CAASPP, an average of 41% of our students score at the proficient and advanced levels. Our goal is to increase this percentage by 3.5% every year.
- Currently an average of 32% of our English Language Learners score at the proficient and advanced levels on the English Language Arts CAASPP. Our goal is to increase this percentage by 5% every year.
- Currently an average of 28% of our English Language Learners score at the proficient and advanced levels on the Mathematics CAASPP. Our goal is to increase this percentage by 5% every year.
- We recognize that regular attendance is a critical component for learning. The Feaster Charter School will engage in a yearly review of attendance and engage in practices and programs to positively impact our 97% Average Daily Attendance, and reduce the 33% mobility rate.
- Our goal is to have 100% parent participation in parent-teacher conferences for the 1st and 3rd quarters of every school year.
- Because we believe parents are partners in student learning and achievement our Parent Teacher Organization (PTO) is a vital component for student outcomes. The PTO serves as a forum for communication, involvement and

training. As such we aim for a steady increase in the level of communication and participation through parent participation in regularly scheduled PTO meetings every other month, community forums based on expressed interest, and regularly calendared curriculum nights. Baseline data will be accumulated and tracked year to year to measure involvement.

- There will be an increase in the level of parent satisfaction with school to home communication as measured by the results of the Harris Interactive Survey.

The outcomes stated above can be readily used to identify student needs and reflect on best teaching practices. The outcomes can be further disaggregated by standard, target sub group, and student to create a plan of action for the school year. The outcomes will be monitored throughout the school year in the form of formal assessments such as quarterly assessments, bi-weekly assessments and yearly assessments and informal assessments, such as exit tickets, student work and student conversations.

As reliable and valid assessments are generated in other curricular areas we are committed to evaluating these and, wherever and whenever possible, implementing them for our use.

The staff and parents will review the data generated, process the data with respective groups and supervisors, and develop elements in a professional growth plan and/or school site plan dealing with identified areas of need. All plans will be shared with affected groups, and supervisory bodies.

Element Three

The method by which pupil progress in meeting those pupil outcomes is to be measured.

Currently, Feaster Charter School uses common multiple measures including CAASPP/SBAC or its equivalent, as part of the state performance assessment indicating levels of learning statewide. Additionally, our English Language Learners are assessed using the ELPAC to measure their progress in English language development. District reading and mathematics assessments are used as part of the district's local measurement tools to determine if students are meeting basic skill levels. Common measures will be used for comparative review of student achievement.

Progress in reading and mathematics will be assessed in a variety of ways. In addition to the State and district assessments, Feaster students in grades 3-8 are assessed on a regular basis using a computer-based benchmark assessment program. These Benchmark assessments are aligned to the California Common Core State Standards and serve as a strong predictor for student success on the state CAASPP Assessment. Site level assessments vary and are determined according to school needs and a consensus of reliable and valid measures. These are administered quarterly by classroom teachers with the support from administration and instructional coaches to monitor the level of student academic performance and progress. Assessment tools and formats will be reviewed on a yearly basis to determine the implementation of the most effective measures for student achievement.

Additionally, in order to monitor student progress on an ongoing basis;

- Writing assessments are administered quarterly.
- Data on assessments will be analyzed in grade level meetings and used to develop yearlong writing plans
- All writing genres (specific to individual grade level standards) will be assessed.
- Student work will be analyzed on a monthly basis.
- Standards-based report cards (K-6) and report cards (7-8) will be used to communicate student achievement to parents/families.
- All grade levels will use computerized standards-based regular assessments to monitor student progress towards the California Common Core State Standards
- Grade level teams will review results and engage in an error analysis to target common student needs across the grade and for individual classrooms.
- Teachers will collaboratively plan with grade level teams for instruction and differentiation of their instruction to meet the needs of each student
- These assessment reports, reviews, and plans will be submitted to the site administrator on a regular basis.
- Collaboration between the RSP team and the homeroom teacher will occur to monitor student progress toward IEP goals.
- Student monitoring will occur three times a year with administration to share data and identify students who are struggling or in need of differentiation in the core academic subjects.

Element Four

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

Section 1 – Overview of School Governance

Feaster Charter School 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, admissions policies, and employment practices, and all other operations, and shall not discriminate 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.

Feaster Charter School shall collaborate extensively with the Chula Vista Elementary School District (CVESD) 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, Principals, and Associate Principal, working in collaboration with the Instructional Coaches, Technology Curriculum Coordinators, and the Instructional Leadership Team (ILT). 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 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 ensure that student-centered decisions take ultimate precedence over all other matters, the governance structure of Feaster Charter School is designed to assure an inclusive shared decision-making design where all parties involved in the educational process of students share leadership. The expectation is that stakeholders at Feaster Charter School must embrace collaboration and cooperative decision-making with student achievement as the focus of everything we do.

Section 2 – Governance

Feaster Charter Board

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

- a) approving the annual and interim budget reports and expenditures;

- b) approving monitoring, and supporting progress toward the educational goals of the LCAP, based on a recommendation from the Administrative Team,
- c) monitoring adherence to the Feaster Charter Petition;
- d) approving compensations for staff with Charter Board employee members abstaining to comply with conflict of interest standards.

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, and Feaster charter 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 school's Executive Director shall serve as secretary to the Board, but is not considered a member of the Board, and shall coordinate and prepare for meetings of the Board and Board Elections. 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. Once nominations are received the Executive Director will select a fair and impartial election committee to conduct a secret and secured ballot election process. This process shall be approved by a simple majority (51% or more) of the charter staff. In the event that more than two community candidates are received the charter staff will receive a ballot with the names of the local business and civic community candidates and vote. The two candidates with majority votes will be presented to the Feaster Charter Board for their simple majority (51% or more) approval.

The Executive Director will also be responsible to ensure that the Board meets all the terms and conditions of the Brown Act and work with the Board to establish by laws 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 minutes of each meeting for subsequent Board approval. Board meetings will be conducted at least every quarter in the school year (4 times, July through June).

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

Term of Office for the Charter Board:

- All 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.

- First runner up nominees of parents, certificated, and classified groups will be appointed to the position of alternates who will serve in the instance of a vacant position.
- Parents will vote for parent members, charter certificated staff for charter certificated members, and charter classified staff for charter classified members.
- Vacancies will be filled first by alternates or if needed by an election process.
- Attendance and Terms of Office will be closely monitored.

Qualifications & Educational Experience of Board Members:

- Certificated/Classified
 - Must be employed by Feaster Charter School
- Parent Member
 - Must submit a statement of qualifications
- Community
 - Must submit a statement of interest form to Feaster Charter School within 10 school days of initial posting and have experience on fiscal matter.

Governing Board Meetings Protocol

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

- Reading of 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 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 (the Board shall be governed by Robert's Rules of Order)
 - Puts motions to a vote, and state clearly the results of the vote
 - Consult with the 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 the regular meeting
 - Confer with the school principal 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
- **Teacher/Classified Representative**
 - Chair meetings of the Teachers/Classified Committee on a routine basis as established by the committee.
 - Consult with the Feaster Charter Board on Teacher/Classified initiatives and issues
 - Submit a monthly report related to any teacher/classified related issue including field trip, trainings and any other matter
- **Parent Representative**
 - Conduct regular meetings with the Parent Teacher Organization on a routine basis
 - Inform parents and community members with regard to the school's instructional focus and student achievement incentives
 - Provide fun opportunities for parent/student/staff interaction to facilitate a sense of family and community within Feaster Charter

When the Chairperson resigns or is absent or disabled, the Vice Chairperson shall perform the Chair's duties.

Board Member Removal

The Board may remove any member who:

- 1 Has failed to attend two or more of the Board's Regular Meetings in any calendar year
- 2 Has been declared of unsound mind by a final order of court
- 3 Has been convicted of a felony
- 4 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
- 5 For such other good causes as the Board may determine **ember**
- 6 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.
- 7 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.
- 8 Membership in the Board is not transferable or assignable.
- 9 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 CVESD Dashboard, or a similar instrument as a framework, the Executive Director is responsible for overseeing the VAPA and STEM academy, instructional leadership, personnel matters, the daily functioning/operations of the school, and community relations. The Executive Director shall also be responsible for overseeing certificated, classified, and charter 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 purposes of employment of the Executive Director will be the CVESD Superintendent.

Principals

Using the California Professional Standards for Educational Leaders (CPSELs), the CVESD Dashboard, or a similar instrument as a framework, the Principal is responsible for the instructional leadership, personnel matters, the daily functioning/operations of the school, student discipline, and community relations. The Principal shall also be responsible for the over-sight and evaluation of certificated, classified, and charter staff members. The Principal 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 purposes of employment of the Principal will be the Executive Director

Leadership Team

The Leadership Team shall be composed of at least one teacher per grade level as appropriate for grade level. The Instructional 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.

Associate Principal

Using the California Professional Standards for Educational Leaders (CPSELs), the CVESD Dashboard, or a similar instrument as a framework, the Associate Principal shall support the Principal in the identification, evaluation, and/or implementation of standards and/or researched-based curriculum in the core subject areas. The Associate Principal reports to and is evaluated by the Executive Director. The Associate Principal will also assist the Principal with discipline issues and community relations.

Section 4 – Charter Support Personnel

Feaster Charter School recognizes and values instructional leadership as the primary contributor for student achievement and still recognizes the need for accountability for supporting structures. School Finances, Teacher Professional Development, Parent and Community Involvement, Technology, Facilities, Discipline, and Counseling supports are just some of the supporting structures that have been identified as important to the operation of a successful school. In order to prioritize these needs and to have the Site

Administrator's primary focus be on student achievement support personnel are essential to the school. These charter personnel are under the direct supervision of the Administrative Team and collaborate with the Administrative Team's direction for the school. As the budget allows, and according to the Administrator's yearly recommendations, support personnel, including Curriculum Coordinators, represent our commitment to instructional leadership and school operational support. More detailed job descriptions are kept on file.

Element Five

The qualifications to be met by individuals to be employed by the school.

Each certificated and classified employee at the Feaster Charter School will meet the state-licensing requirement applicable for the position he/she 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 Principal, after having received input from interview committee designees' representative of the position being interviewed such as grade level leads & 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, discipline personnel consistent with federal and state laws, rules and regulations and the Feaster Charter School. Feaster Charter School is and will continue to be an affirmative action employer that does not discriminate 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 and/or other criteria such as the Qualities of Highly Effective Teachers and the Skillful Classroom Instructor. In the event that 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 an art school to provide the art program). These individuals will be considered Charter Employees.

All Feaster Charter School employees must comply with C.V.E.S.D.'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 TB screening. The charter school will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law. 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 highly qualified teachers. The criteria 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.

Instructional Coaches Qualifications

- Four or more years of successful teaching experience.
- Masters degree
- Leadership skills as evidenced in areas such as specific leadership training, consultation work, workshops, administrative classes.

Lead Teacher Qualification

- Three or more years of successful teaching experiences.
- Experience and/or professional development investment in specific curriculum and classroom management
- Enrollment or completion of masters program

Classified Employees

- Will meet the state licensing requirements for the position he or she holds.

Element Six

The procedures that the school will follow to ensure the health and safety of pupils and staff are described below. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

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. Students enrolled at Feaster will have complied with state mandates for vision and hearing screening, immunizations, and dental check ups.

A School Safety Plan will be generated annually and submitted to CVESD for review and approval. Additionally, all employees of the school site and volunteers, whether they are

certificated, classified, charter, or short-term-at-will, will comply with background checks, and TB tests to ensure the safety of all students and staff.

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

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

Feaster Charter will provide for screening scoliosis to the same extent as required of students in non-charter public schools.

Feaster Charter will comply with state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.

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 plant. 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.

Element Seven

Racial and Ethnic Balance

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 admissions (Element 8).

Recruitment and admission practices are expected to reflect the racial and ethnic balance of the general population of the Chula Vista Elementary School District attendance area as well as meet the needs and requirements of our program. No student will be denied admittance to the school based on ethnicity, national origin, gender, disability, or achievement level.

Element Eight

Admission Requirements

Feaster Charter School is a District/Charter partnered public school, with grades TK through 8th grade, committed to equal opportunity. The School will be non-sectarian and employ no admissions exams or special admissions requirements for its resident families beyond those already used by the CVESD.

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. All parents/guardians of students admitted to Feaster will provide their own transportation.

In the event Feaster Charter has more students wanting admission beyond the capacity of the school site, the charter will conduct a public random drawing to admission to determine which students will be admitted for that given school year.

All parents/guardians of enrolled students will be expected to make a commitment to the Feaster Charter philosophy and program.

Parents or guardians are encouraged and expected 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 Learning Conferences
- Attending Awards Assemblies, Back to School and Curriculum Nights
- Serving as a classroom and school volunteer
- 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 on-line resources provided by the school.

PRIORITY ENROLLMENT

Families applying for admission will be prioritized in the following manner:

- District Generated Boundary Attendance area
- Children of Feaster Charter School employees not to exceed 10%
- Current Zone Transfers meeting the Feaster Charter requirements.

ZONE TRANSFERS – INTERDISTRICT AND INTRADISTRICT

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

Element Nine

The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.

The Feaster Charter School will agree to utilize the external auditors with experience in education, for an annual independent audit of the school's financial affairs. The

responsibility for determining external auditors is found in the Feaster Charter Board 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 general 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 Board, and the Chula Vista Elementary School District.

The Charter School's Executive Director, Director of Finance and staff will review any audit exceptions or deficiencies and report any exceptions to the school's Charter Board and 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 School as required by Education Code §47604.

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 financial data will be provided to CVESD by September 15th of each year.

Element Ten

The procedures by which a pupil may be suspended or expelled.

Feaster Charter School will maintain a comprehensive set of student discipline policies. These policies will be printed and distributed as part of the school's parent/student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, use of the technology, and work habits. Each student and his or her parent or guardian will be required to verify that they have received the policies annually.

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.

The school Behavior Support Committee is comprised of the Positive Behavior Committee (PBC) members and the counseling department. Together with the administrative designees work in collaboration with the Grade Level Teams and the school administration to develop interventions in an effort to minimize the need for suspensions and expulsions. The committee will review and recommend other strategies to include, but not be limited to, curriculum modification, behavior modification strategies, and parent involvement for students who have not responded to established interventions.

Discipline at Feaster Charter School attends to the following practices;

- 1.) The school staff follows 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.
- 2.) Preventative measures are the core of our practice and instituted for student success.
- 3.) The Behavior Support Committee:
 - a. Meets and reviews patterns and concerns with regard to discipline data reports that are drawn up quarterly by the administrative designee.
 - b. Meets and discusses interventions for offending students.
 - c. Posts quarterly reports for staff, as well as a description of action that will be taken by the committee.
 - d. Reviews the guidelines for suspension annually
 - e. Maintains a Progressive Discipline Log for offending students, which is also shared with classroom teacher and counseling department
 - f. Supports teachers with the SST process
 - g. Works with students to implement Peace Patrol
 - h. Works to provide students with preventative strategies
- 4.) A designee by the administrator facilitates and works collaboratively with the Behavior Support Committee by engaging in activities such as establishing a student mentoring program, identifying and scaling disciplinary consequences, and implementing and supporting safe school and anti-bullying programs.
- 5.) The suspension and expulsion liaison for Feaster Charter is the Executive Director of Operations and Instruction. Prior to suspending or expelling a student, Feaster Charter will adhere to the following procedures as described in the Staff Handbook:
- 6.) If a student is suspended or expelled, Feaster Charter will:
 - Implement an at home or in school suspension. This will be handled within Feaster Charter. The details of the suspensions will be recorded using eSchool Plus, the student information system used by the district.
 - Provide notification of expulsion to CVESD via an official email to the superintendent and a follow-up hearing with parents, the student, student representative, district designee, a charter representative. Feaster Charter will provide CVESD with the last known address and a

- copy of the student's cumulative record, if requested.
- Educational Alternatives:
 - 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.

Element Eleven

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.

Feaster Charter School will contribute to STRS and PERS and other retiree benefits in alignment with the current district schedule.

Feaster Certificated, Classified, and Charter staff will participate in the benefits packages offered to regular 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

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.

Those students who live within the Feaster Charter School community attendance area, but choose not to attend Feaster, will be able to go to 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 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

A description of the rights of any 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.

Certificated and Classified staff will be at Feaster Charter School by choice. Certificated and Classified charter 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, with the exception of Special Education and Child Nutrition Services, are charter employees.

Staffing

Feaster Charter School shall serve as the hiring agent of 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 with the Leadership Team providing input, and the Executive Director establishing proposed categorical staffing needs for the school. The Feaster Charter School Executive Director 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 principal, associate principal or executive director.

Executive Director selection is a decision of the CVESD Superintendent based upon recommendation from the Charter Board. This recommendation shall include a process of feedback and input from the staff, parents, and community. The Charter Board, CVESD Superintendent/or Designee, staff, and parents will have representation on the executive director interview panel. Feaster Charter 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 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 44951

Salary

Teachers and other employees will be placed on the charter school salary schedule that is competitive with the salary schedule of CVESD. Staff shall be compensated in accordance with compensation principles that can include performance-based incentives, as the budget allows. 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 director of finance to the Feaster Charter 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 curriculum coordinator/coach, technology coordinator or the leadership team.

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.

Work year/day

The core work year and work day 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 his/her 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, principal and/or designee. The Executive 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.

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 well being 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 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 section 14).

Element Fourteen

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provision of the charter.

DISPUTES WITH THE CHARTER GRANTING ENTITY

California Education Code Section 47605 (b)(14) requires that a charter designate the procedures to be followed by the charter school and the “entity” creating the charter in the event of a dispute relating to the provisions of the charter. In the case of the Feaster Charter School Petition, the entity authorizing the charter shall be the Chula Vista Elementary School District, referred to throughout this document as CVESD.

The Feaster Charter School shall be governed in accordance with the provisions as set out for Governance and Operations in Element 4 of the Feaster Charter Petition.

In the event of a dispute between the Feaster Charter School and the 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 supports 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 the 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. 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 otherwise mutually agreed, the parties shall meet 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 meeting, 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.

DISPUTES ARISING FROM WITHIN THE FEASTER CHARTER

The following procedure shall be the sole process for resolution of disputes arising out of the Feaster Charter School.

Stage I. Immediate Supervisor

Any employee having a grievance shall present the grievance in writing to his or her immediate supervisor so as to be received by the immediate supervisor within twenty-one (21) days of the event or condition resulting in the grievance. If the grievance is not resolved within seven (7) days of receipt by the immediate supervisor, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the principal or his/her designee so as to be received by that designee within fourteen days (14) of original receipt of the grievance by the immediate supervisor. If the grievance is with the principal, the employee shall move to Stage II of the grievance process.

Stage II. The Principal-Immediate Supervisor

Any employee having a grievance shall present the grievance in writing to his or her principal so as to be received by the principal within twenty-one days (21) of the event or condition resulting in the grievance. The principal shall meet with the employee and immediate supervisor. If the grievance is not resolved within fourteen (14) days of receipt by the principal, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the Executive Director of Feaster Charter School or his/her designee so as to be received by that designee within twenty-eight days (28) of original receipt of the grievance by the principal.

If the grievance is with the principal the employee shall move to Stage III of the grievance process.

Stage III. The Executive Director-Principal

Any employee having a grievance shall present the grievance in writing to his or her principal so as to be received by the principal within twenty-one days (21) of the event or condition resulting in the grievance. The principal shall meet with the employee and immediate supervisor. If the grievance is not resolved within fourteen (14) days of receipt by the principal, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the Executive Director of Feaster Charter School or his/her designee so as to be received by that designee within twenty-eight days (28) of original receipt of the grievance by the principal.

If the grievance is with the Executive Director the employee shall move to Stage IV of the grievance process.

Stage IV. CVESD's Superintendent or Designee

Within fourteen (14) days of receipt of the written grievance, the Superintendent or his/her designee will speak with the employee and other. The Superintendent or his/her designee shall render a decision in writing within seven (7) days of the meeting.

Stage V. Mediation

At the request of either party, the Feaster Charter School will request the services of the National Conflict Resolution Center to resolve any disputes before moving to Stage VI.

Stage VI. Committee consisting of the Feaster Charter Board and Other Designated Parties

Within fourteen (14) days of the decision by the Superintendent or his/her designee, a written appeal may be submitted to a Grievance Committee consisting of three Feaster Charter Board members and three superintendent-designated CVESD representatives. A copy will also be sent to the Superintendent or his/her designee.

The Superintendent or his/her designee will respond to the appeal within 7 days. The Grievance Committee will speak with the employee and all interested parties in writing 7 days of receiving the response from the Superintendent or his/her designee. The full committee shall constitute a quorum. Decisions shall be based on the majority vote of all voting. In the event of a tie vote, the decision of the Superintendent or his/her designee shall be upheld. The Committee will render a decision within 7 days of the meeting, or of receiving a response from the Superintendent or his/her designee, whichever is later. The decision will be binding.

Element Fifteen

A declaration whether or not the Charter School will be the exclusive public school employer of the Charter School Employees.

The Feaster Charter School is deemed the exclusive public school employer of all the employees of Feaster Charter School for the purposes of the Education Employment Relations Act.

Element Sixteen

Procedures used if charter school closes.

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 Board the Chula Vista Elementary School District shall be conducted to determine the disposition of all assets and liabilities. The 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, and other public agencies of the charter school's 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.