



Fenton

Santa Monica Boulevard
Community Charter School

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

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

Submitted on August 21, 2024

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript

of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

INTRODUCTION

Fenton Charter Public Schools

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California. As a conversion charter, the attendance area served by the Charter School has remained constant, with student demographics reflective of the surrounding area: 97% Hispanic; 58.5% English Learner (“EL”); 96.8% qualifying for Free or Reduced Price Meals (“FRPM”); 15.5% Students with Special Needs ([Source: 2023 CA Dashboard](#)).

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

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

In 2011, the leadership of Fenton Avenue Charter School and the Fenton Primary Center established Fenton Charter Public Schools, a charter management organization (“CMO”), to ensure the continued and long-term viability of the schools. Soon after the establishment of the CMO, on May 1, 2012, the LAUSD Board of Education approved the renewal of the Santa Monica Boulevard Community Charter School (“SMBCCS”) charter petition, a large conversion in East Hollywood, with FCPS as the operator, and the organization nearly doubled in size, to over 2,500 students. By 2013, the three FCPS schools were the highest performing schools in their respective areas, with Academic Performance Index (“API”) scores of over 800. On August 17, 2015, the Fenton Charter Leadership Academy and the Fenton STEM Academy were opened in the east San Fernando Valley to serve students in kindergarten through fifth grades. The newest start-up charter schools share one site and are small, opening with enrollments of less than 200 students and a maximum capacity of 408 students each.

Element 1 – The Educational Program

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

WASC Accreditation

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

English Learners

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online

Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

<ul style="list-style-type: none"> The name and title of the contact person for the Charter School is: 	<i>Cary Rabinowitz, Director</i>
<ul style="list-style-type: none"> The contact address for Charter School is: 	<i>1022 N. Van Ness Avenue Los Angeles, CA 90038</i>
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	<i>323-469-0971</i>
<ul style="list-style-type: none"> The current address of the Charter School is: (Please note: As charter schools’ eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school’s current occupancy of Proposition 39 facilities is subject to change in subsequent school years.) 	<i>1022 N. Van Ness Avenue Los Angeles, CA 90038</i>
<ul style="list-style-type: none"> This location is in LAUSD Board District: 	<i>5</i>
<ul style="list-style-type: none"> This location is in LAUSD Region: 	<i>West</i>
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	<i>TK - 6</i>
<ul style="list-style-type: none"> The number of students in the first year will be: 	<i>752</i>
<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	<i>TK - 6</i>
<ul style="list-style-type: none"> Charter School’s scheduled first day of instruction in 2026-2026 is: 	<i>August 12, 2025</i>
<ul style="list-style-type: none"> The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.): 	<i>950</i>
<ul style="list-style-type: none"> The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 	<i>Traditional</i>
<ul style="list-style-type: none"> The regular bell schedule (e.g., daily hours) for the Charter School will be: 	<i>8:00 A.M. – 2:00 P.M. (TK) 8:00 A.M. – 2:10 P.M. (K-1) 8:00 A.M. – 2:20 P.M. (2-3) 8:00 A.M. – 2:30 P.M. (4-6)</i>
<ul style="list-style-type: none"> The term of this Charter for Middle and High performing schools⁵: 	<i>July 1, 2025 to June 30, 2030</i>

COMMUNITY NEED FOR THE CHARTER SCHOOL

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

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

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

The reasons cited by LAUSD included:

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

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

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

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

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

Charter Renewal Criteria and Eligibility

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

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 California School Dashboard (“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. Each of the three tiers has unique qualifying criteria.

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).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).
- 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).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. SMBCCS is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

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/literacy and Mathematics

Accordingly, SMBCCS fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence if presented by the Charter School, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

SMBCCS documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Academic Performance Data and Absolute and Comparative Performance Indicators

SMBCCS California School Dashboard State and Local Indicators

The California School Dashboard assesses a *performance level* based on how far, on average, students are from the lowest possible score for Standard Met, the “distance from standard” (DFS), and the amount of *change* said group showed from the previous school year. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for

students to be on track for college and career readiness at their grade level.¹ The data below provides year to year *performance levels, DFS, and change* during the current charter term for significant student groups at the school.

Academic Performance in English Language Arts and Mathematics (2017-2023)

Student Group: All Students

Year	English Language Arts			Mathematics		
	Performance Level	DFS	Change	Performance Level	DFS	Change
2022 - 2023	Yellow	-28.9	Increased 13.1	Yellow	-41.5	Increased 18.1
2021 - 2022	Low	-42	NA	Low	-59.6	NA
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					
2019 - 2020						
2018 - 2019	Orange	-21.8	Declined 7.9	Yellow	-30.6	Increased 5.6
2017 - 2018	Yellow	-13.8	Increased 19.4	Yellow	-36.2	Increased 12.7

Over the course of the current charter term, California School Dashboard data highlights consistent increases in both English Language Arts and Mathematics. Students at SMBCCS have decreased their “distance from standard, DFS”), meaning that they have shown positive growth, in 2 out of 3 reporting years in ELA (2018, 2023) and in 3 out of 3 reporting years in Mathematics (2018, 2019, 2023).

Student Group: English Learners

Year	English Language Arts			Mathematics		
	Performance Level	DFS	Change	Performance Level	DFS	Change
2022 - 2023	Orange	-55.1	Maintained 1.5	Yellow	-68.5	Increased 3.9
2021 - 2022	Low	-56.6	NA	Low	-72.4	NA
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					
2019 - 2020						

¹ <https://www.caschooldashboard.org/reports/19647336019079/2023>

2018 - 2019	Orange	-34.3	Declined 7.5	Yellow	-39.8	Increased 6.7
2017 - 2018	Yellow	-26.7	Increased 14.8	Yellow	-46.5	Increased 9.8

Over the course of the current charter term, English Learner students decreased the DFS in Mathematics in all reporting years. In English Language Arts, these students decreased the DFS in the 2018 reporting year and maintained the DFS in 2023.

Student Group: Hispanic

Year	English Language Arts			Mathematics		
	Performance Level	DFS	Change	Performance Level	DFS	Change
2022 - 2023	Yellow	-29	Increased 14.2	Yellow	-41.7	Increased 19.4
2021 - 2022	Low	-43.2	NA	Low	-61.1	NA
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					
2019 - 2020						
2018 - 2019	Orange	-23.6	Declined 9.2	Yellow	-32.2	Increased 5
2017 - 2018	Yellow	-14.3	Increased 19.7	Yellow	-37.1	Increased 12.7

Student Group: Socio-Economically Disadvantaged

Year	English Language Arts			Mathematics		
	Performance Level	DFS	Change	Performance Level	DFS	Change
2022 - 2023	Yellow	-29	Increased 13.3	Yellow	-42	Increased 18.1
2021 - 2022	Low	-42.3	NA	Low	-60.1	NA
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					
2019 - 2020						
2018 - 2019	Orange	-23.1	Declined 8.8	Yellow	-30.6	Increased 6
2017 - 2018	Yellow	-14.2	Increased 19.1	Yellow	-36.5	Increased 12.8

The results of Hispanic and Socio-Economically Disadvantaged students are very similar at the Charter School during the current charter term. Students in these groups moved closer to the standard in all reporting years in Mathematics. These students showed a decline in English

Language Arts in 2019, but rebounded in the 2023 reporting year with increases of 13.3 points for SED students and 14.2 points for Hispanic students.

Student Group: Special Education

Year	English Language Arts			Mathematics		
	Performance Level	DFS	Change	Performance Level	DFS	Change
2022 - 2023	Orange	-95.8	Increased 17.2	Orange	-120.5	Increased 15.4
2021 - 2022	Very Low	-113	NA	Very Low	-135.9	NA
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					
2019 - 2020						
2018 - 2019	Red	-99.3	Declined 13.6	Red	-109.3	Maintained .6
2017 - 2018	Orange	-84	Increased 21.9	Orange	-107.9	Increased 14.6

Special education students showed significant growth in the 2018 and 2023 reporting years. The students maintained in 2019 in Mathematics and declined in English Language Arts.

2023 CA School Dashboard Academic Performance as Compared to the State of California

In line with Assembly Bill 1505, the tables below compare 2023 performance levels, DFS, and year to year change between SMBCCS and the State of California. The Charter School’s average distance from standard is less than that of the State of California across all student groups except the “All Students” group for ELA. This is even more impressive considering the Charter School’s larger representation of Hispanic or Latino students, Socio-Economically Disadvantaged students, English Learners, and Students with Special Needs than that of the State of California.

English Language Arts

SMBCCS (ELA)					State of California (ELA)					School to State DFS Comparison
Student Group	%	Perf. Level	DFS	Change	Student Group	%	Perf. Level	DFS	Change	
All Students	---	Yellow	-28.9	Increased 13.1	All Students	---	Orange	13.6	Maintained -1.3	Lower
Hispanic	97	Yellow	-29	Increased 14.2	Hispanic	56.1	Orange	40.2	Maintained -1.7	Higher
SED	96.8	Yellow	-29	Increased 13.3	SED	61.5	Orange	42.6	Maintained -1.2	Higher

EL	58.5	Orange	-55.1	Maintained 1.5	EL	19	Orange	-67.7	Declined -6.5	Higher
SWD	15.5	Orange	-95.8	Increased Significantly 17.2	SPED	13.1	Red	-96.3	Maintained 1.8	Higher

Mathematics

SMBCCS (Math)					State of California (Math)					School to State DFS Comparison
Student Group	%	Perf. Level	DFS	Change	Student Group	%	Perf. Level	DFS	Change	
All Students	---	Yellow	-41.5	Increased Significantly 18.1	All Students	---	Orange	-49.1	Maintained 2.6	Higher
Hispanic	97	Yellow	-41.7	Increased Significantly 19.4	Hispanic	56.1	Orange	-80.8	Maintained 2.6	Higher
SED	96.8	Yellow	-42	Increased Significantly 18.1	SED	61.5	Yellow	-80.8	Increased 3.2	Higher
EL	58.5	Yellow	-68.5	Increased 3.9	EL	19	Orange	-93.4	Maintained -1.4	Higher
SWD	15.5	Orange	-120.5	Increased Significantly 15.4	SPED	13.1	Orange	-127.3	Increased 5.5	Higher

Chronic Absenteeism (2017-2023)

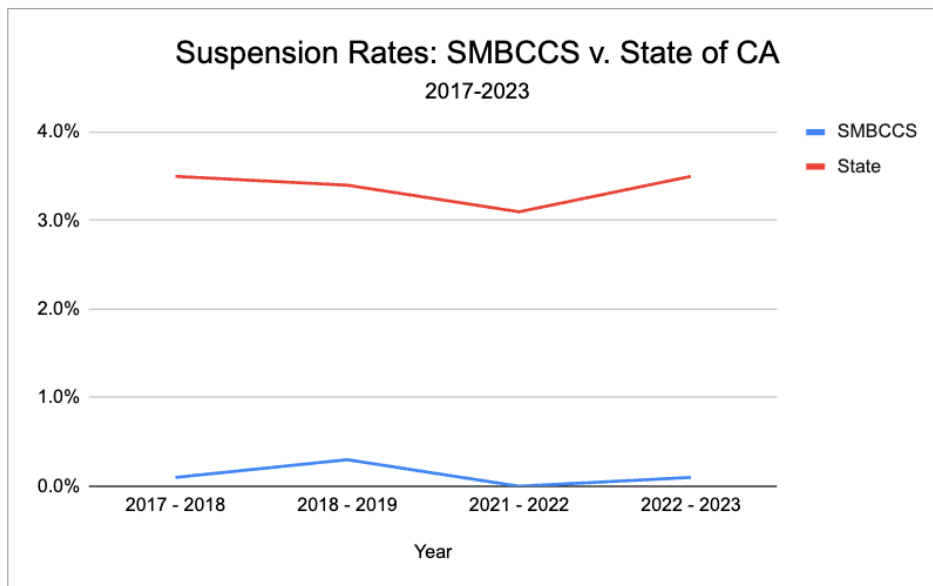
The table below shows the percentage of students at the Charter School as compared to the State who were absent 10 percent or more of the school year. SMBCCS maintained a status lower than that of the State for the entire charter term.

Year	SMBCCS			State of California		
	Performance Level	Status	Change	Performance Level	Status	Change
2022 - 2023	Blue	3.2%	Declined 14.2%	Yellow	24.30%	Declined 5.7%
2021 - 2022	High	17.4%	--	Very High	30%	--
2020 - 2021	Reporting Suspended Due to the COVID-19 Pandemic					

2019 - 2020						
2018 - 2019	Orange	7.3%	Increased 2.1%	Orange	10.10%	Increased 1.1%
2017 - 2018	Green	5.2%	Declined .9%	Yellow	9%	Maintained .3%

Suspension Rates (2017-2023)

The graph below compares suspension rates at the Charter School and the State of California. During the current charter term, the State of California averages rates approximately 3 percentage points higher than SMBCCS.



SMBCCS California School Dashboard Local Indicators

The State Board of Education approved five local indicators tied to priority areas identified in the Local Control Funding Formula:

- 1) *Basics: Teachers, Instructional Materials, Facilities*² – addresses the percentage of appropriately assigned teachers; students’ access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.

SMBCCS meets this standard. The following data is posted to the California School Dashboard.

² California School Dashboard Local Indicator – Basics: Teachers, Instructional Materials, Facilities; <https://www.caschooldashboard.org/reports/19647336019079/2023/conditions-and-climate#local-indicators>

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	42	100%	Above
County	62,129.05	85.1%	Above
Statewide	279,044.88	84%	n/a

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

- 2) *Implementation of Academic Standards*³ – The Charter School takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. The Charter School’s approach consists of informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback.

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

SMBCCS meets this standard. Responses to the Dashboard’s reflection tool can be found online in the areas of professional development, instructional materials, and policy and program support.

- 3) *Parent and Family Engagement*⁴ – this measure addresses how the Charter School builds relationships between school staff and families, builds partnerships for students outcomes and seeks input for decision-making.

SMBCCS meets this standard. A thorough summary of progress can be found on the California School Dashboard.

³ California School Dashboard Local Indicator – Implementation of Academic Standards;
<https://www.caschooldashboard.org/reports/19647336019079/2023/academic-performance#local-indicators>

⁴ California School Dashboard Local Indicator – Parent and Family Engagement;
<https://www.caschooldashboard.org/reports/19647336019079/2023/conditions-and-climate#priority3>

- 4) **School Climate Survey**⁵- this survey is given to 3rd – 6th grade students, all staff both classified and certificated, and families of SMBCCS in an effort to gain feedback in five categories: 1) Organization 2) Curriculum 3) Instruction 4) Assessment 5) School Culture. The percentages below represent students, staff, and community members that strongly agree or agree with questions falling in each category. Results of the survey will be added to the school’s LCAP and Charter Renewal Petition documents.

SMBCCS meets this standard.

The school consistently measures perceptions of safety and connectedness through various methods. Recent measurements include administration of the California Healthy Kids Survey, schoolwide audits from the Charter Schools Development Center (CSDC) and Western Association of Schools and Colleges (WASC), and a comprehensive climate survey.

Key learnings from surveys conducted reflect SMBCCS’s various mediums for teacher, student and parent engagement paired with our comprehensive and well-balanced governance model provide all stakeholders with a sense of belonging within our community and a desire for continued growth and success.

Santa Monica Blvd. Community Charter School also has a comprehensive website that serves as a great resource, ready and easily accessible to all stakeholders that includes academic progress and specific sub-group performance, the School Accountability Report Card (SARC) and Title III report, detailed information about Common Core, WASC review, and the school’s curriculum, programs and other resources. Input received through our surveys and interactions are incorporated into school plans, such as the LCAP, to establish priorities which reflect and meet the needs of the school community.

- 5) *Access to a Broad Course of Study*⁶ – this measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

SMBCCS meets this standard. A summary of progress can be found on the California School Dashboard.

Measurements of Academic Performance – Verified Data

The law also permits middle performing charter schools to provide data showing measurable increases in academic achievement, via verified data:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

⁵ California School Dashboard Local Indicator – Local Climate Survey;
<https://www.caschooldashboard.org/reports/19647336019079/2023/conditions-and-climate#priority6>

⁶ California School Dashboard Local Indicator – Access to a Broad Course of Study;
<https://www.caschooldashboard.org/reports/19647336019079/2023/academic-engagement#priority7>

(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 peers.

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

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “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 California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics), English Language Proficiency Assessments for California (“ELPAC”) by Educational Testing Service, Grades K–12 and i-Ready K-8 by Curriculum Associates, Grades K–8 to meet the verified data requirement.⁷

California Assessment of Student Performance and Progress
2023 English Language Arts/Literacy and Mathematics Summative Assessment Results

SMBCCS students in grades 3-6 take the CAASPP Smarter Balanced summative assessments in May each year. Results identify where students are doing well or need help to better support their learning at school and for parents to better support their learning at home. Students take these assessments on Apple iPads with proctoring and test administration overseen by school administration and credentialed teachers/test administrators.

Before assessments begin, parents are invited to learn more about the assessments and how they can prepare their child for success during parent meetings strategically scheduled throughout the year. Some resources provided to parents include those available on the *Starting Smarter* website <https://ca.startingsmarter.org> or practice tests available on <https://www.caaspp.org>.

Each year, teachers also receive professional development on resources to help plan instruction that is in-line with CAASPP expectations such as those found at <https://smartertoolsforteachers.org> and training on the proper administration of the assessment such as that found on the <https://www.caaspp.org>.

Smarter Balanced Summative Assessment English Language Arts/Literacy Results (2023)

⁷ California Department of Education, Academic Progress and Postsecondary Indicators; <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

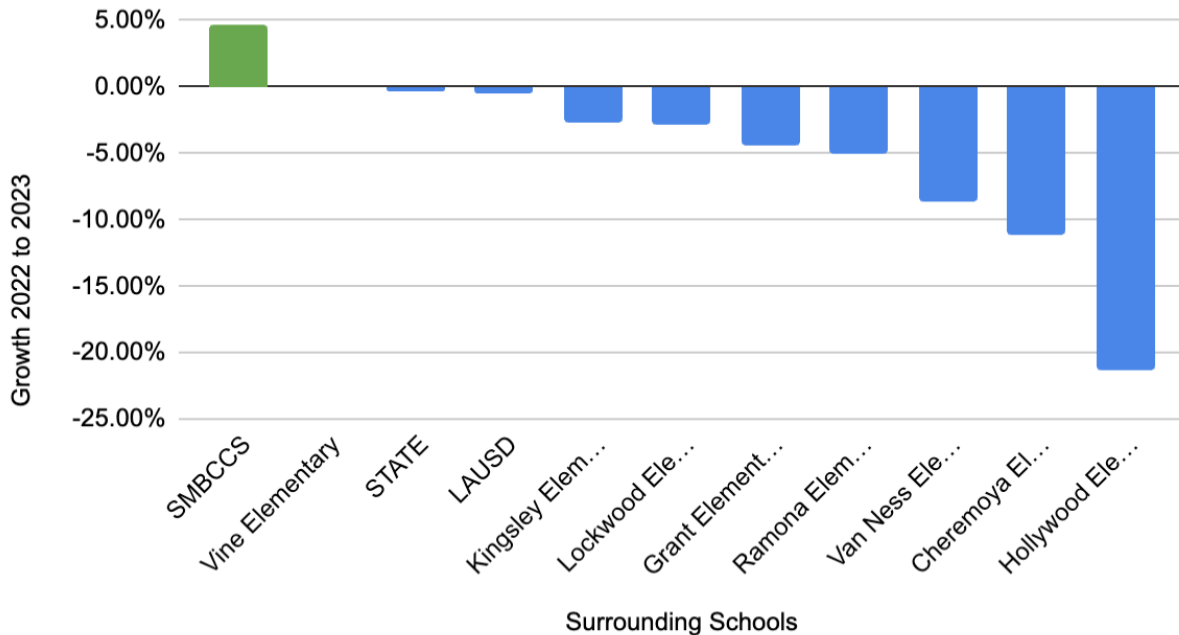
The table below includes the percentage of students who Met or Exceeded the Standard on the Summative ELA assessment in 2023. Note the demographic data embedded in the tables from the California School Dashboard for both Santa Monica Boulevard Community Charter School and the State of California. CAASPP data presented in this section is even more impressive when considering the Charter School’s larger representations among reported student groups.

Student Group	SMBCCS (ELA)		State of California (ELA)		School to State DFS Comparison
	Demographics (%)	Standard Met or Exceeded (%)	Demographics (%)	Standard Met or Exceeded (%)	
All Students	---	37.95	---	46.66	Lower
Hispanic or Latino	97.0	37.84	56.1	36.08	Higher
SED	96.8	37.77	61.5	35.27	Higher
EL	58.5	14.65	19.0	10.77	Higher
SPED	15.5	8.82	13.1	15.75	Lower

Santa Monica Boulevard Community Charter School’s three largest student groups comprise the large majority of students at the school. Students in these categories outperformed those at the State level on the English Language Arts/Literacy summative assessment. The school is committed to continued work and collaboration in supporting the needs of students with special needs at the school.

SMBCCS was pleased to see a 4.61 point gain in ELA as well and be the only school among 8 surrounding schools to show positive growth on the 2023 summative assessment.

2023 Summative Assessment Growth (ELA)



Smarter Balanced Summative Assessment Mathematics Results (2023)

The table below includes the percentage of students that Met or Exceeded the Standard on the Summative Math assessment in 2023. Note the demographic data embedded in the table from the California School Dashboard for both Santa Monica Boulevard Community Charter School and the State of California. CAASPP data presented in this section is even more impressive when considering the Charter Schools larger representations among reported student groups.

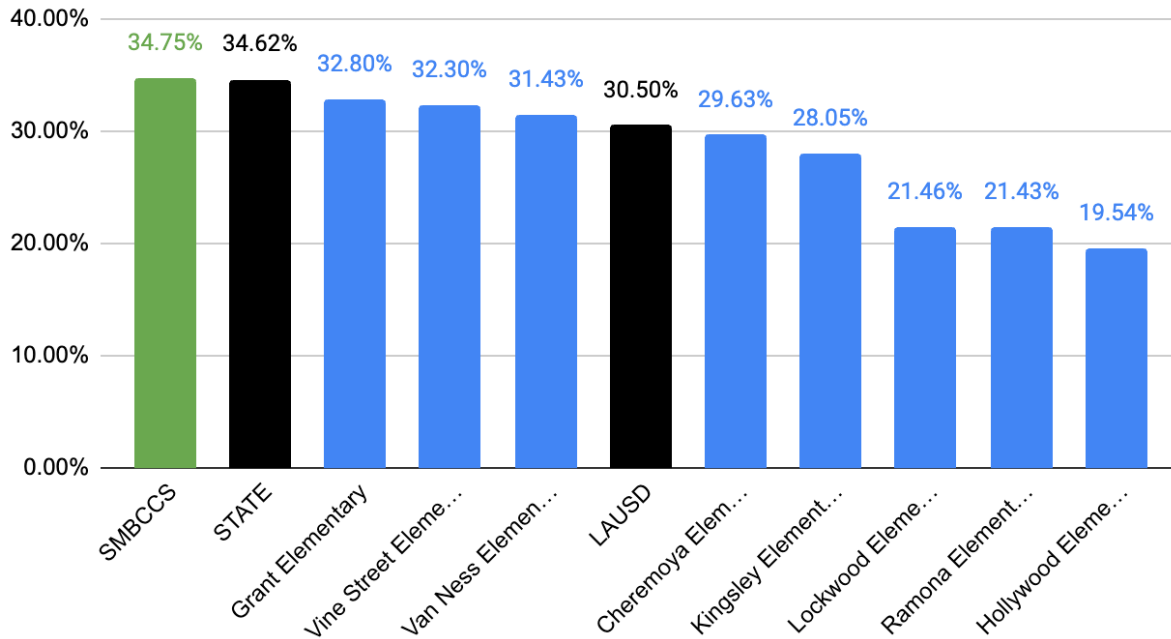
Student Group	SMBCCS (Math)		State of California (Math)		School to State DFS Comparison
	Demographics (%)	Standard Met or Exceeded (%)	Demographics (%)	Standard Met or Exceeded (%)	
All Students	---	34.75	---	34.62	Higher
Hispanic	97.0	34.81	56.1	22.69	Higher
SED	96.8	34.89	61.5	22.91	Higher
EL	58.5	13.37	19.0	9.93	Higher
SPED	15.5	10.29	13.1	12.26	Lower

Santa Monica Boulevard Community Charter School’s three largest student groups comprise the large majority of students at the school. Students in these categories significantly outperformed

those at the State level and consequently outperformed the State in the All Students student group as well. The School and the State scored at similar levels for the Students with Special Needs student group.

In addition to successes when compared to the State in 2023, SMBCCS posted the strongest Math results among 8 surrounding elementary schools as well.

2023 Smarter Balanced Summative Assessment (Math)



English Learner Progress Indicator

The tables below compare the percentage of current English learner students making progress towards English language proficiency at the School and the State in 2022 and 2023. EL students who increase an ELPI level or maintain ELPAC level 4 are counted as making progress toward English language proficiency.

2022 Student English Language Acquisition Results		
Language Proficiency Measure	SMBCCS	State
ELs Who Progress at Least One ELPI Level	47.2%	47.5%
ELs Who Maintain ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	35.0%	31.4%
ELs Who Decreased at Least One ELPI Level	17.8%	18.3%

2023 Student English Language Acquisition Results		
Language Proficiency Measure	SMBCCS	State
ELs Who Progress at Least One ELPI Level	42.9%	46.4%
ELs Who Maintain ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.2%	32.7%
ELs Who Decreased at Least One ELPI Level	18.8%	18.6%

English Language Acquisition Results are similar between the Charter School and the State in 2022, with a slightly lower percentage of ELs progressing at least one ELPI level in 2023.

i-Ready Diagnostic Assessments Results (Curriculum Associates)
2022-2023 Fall to Spring Results

Santa Monica Boulevard Community Charter School’s collaborative culture is anchored by increased and consistent time data driven planning, Tier 3 specialist support, in-classroom supports for all rooms, and daily and uninterrupted, instructional blocks to meet each student at their level of need.

Strategies and targeted support proved successful evidenced by 2022-23 End of Year i-Ready Diagnostic Data in Reading. Data showed all leveled student cohorts with progress medians above 100%, annual typical growth above 50%, students making progress toward stretch growth targets, and high percentages of students improving their baseline placements from the beginning of the year. This data reinforces continued implementation into a new charter term.

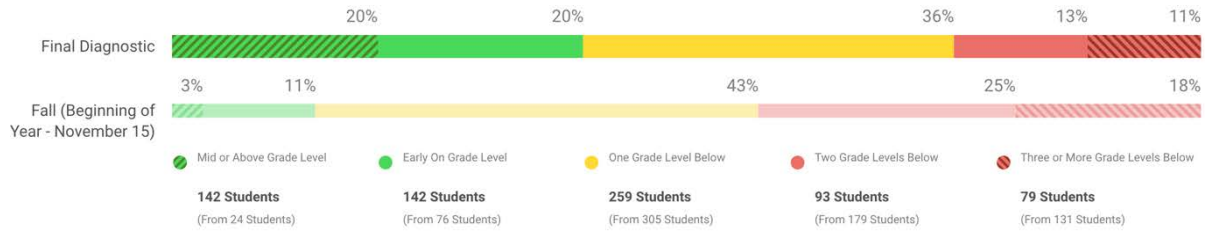
2023 Student Achievement by Baseline Placement (Reading)

Baseline Placement – student placement on the Beginning of Year Diagnostic

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	149%	64%	87%	48%	64%	25/25
Early On Grade Level	123%	58%	77%	35%	66%	77/77
One Grade Level Below	101%	51%	63%	27%	55%	310/311
Two Grade Levels Below	109%	56%	57%	19%	68%	186/187
Three or More Grade Levels Below	131%	62%	57%	16%	59%	133/133

Significant increases were also seen in student overall achievement from the beginning to end of the 2022-2023 school year. The 5-Level Placement Map below provides a visual. The bottom bar

represents beginning of year data while the top bar represents end of year data. The table below the map summarizes the data over 3 levels.



Early On, Mid or Above Grade Level		One Grade Level Below		Two or More Grade Levels Below	
BOY	EOY	BOY	EOY	BOY	EOY
14%	40%	43%	36%	43%	24%

With a focus on learning, teachers at Santa Monica Boulevard Community Charter School have the autonomy to adjust instructional focuses at the grade level to respond to student need. Practices mentioned above, while prioritized in Reading, are consistent in Math as well, specifically when professional learning teams find significant gaps amongst student groups in Mathematics.

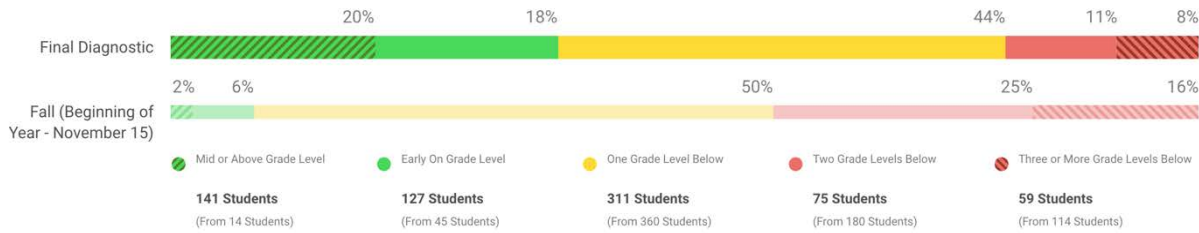
2022-2023 End of Year Diagnostic Data in Math (seen below) showed leveled student cohorts with progress medians at or above 100%, annual typical growth at or above 50%, students making progress toward stretch growth targets, and high percentages of students improving their baseline placements from the beginning of the year.

2023 Student Achievement by Baseline Placement (Mathematics)

Baseline Placement – student placement on the Beginning of Year Diagnostic

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	77%	43%	45%	36%	29%	14/14
Early On Grade Level	116%	63%	75%	26%	89%	46/46
One Grade Level Below	100%	52%	75%	29%	53%	365/370
Two Grade Levels Below	105%	56%	62%	21%	74%	182/183
Three or More Grade Levels Below	100%	50%	46%	18%	67%	119/120

As was the case in Reading, significant increases were also seen in student overall achievement in Math from the beginning to end of the 2022-2023 school year:



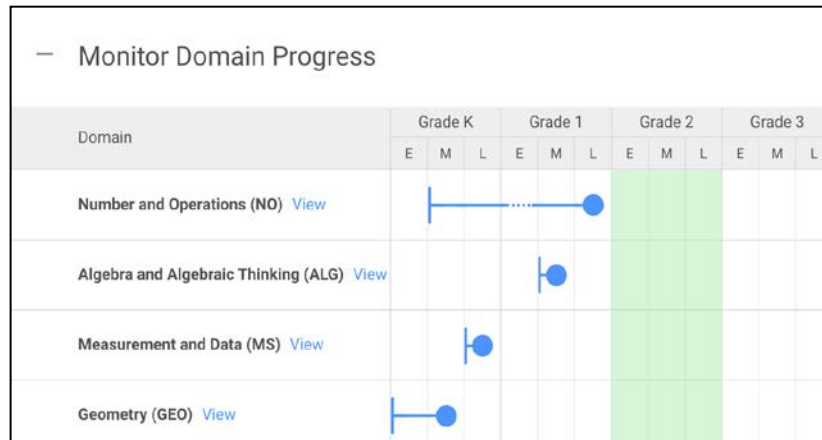
Early On, Mid or Above Grade Level		One Grade Level Below		Two or More Grade Levels Below	
BOY	EOY	BOY	EOY	BOY	EOY
8%	38%	50%	44%	41%	19%

In both Reading and Mathematics, we see the percentage of students one grade level below (yellow band) decreasing. This is a positive sign as it shows evidence of students moving through placement levels from red to green and not hitting a ceiling in the yellow band.

Math professional development in the last two years focused on introducing and reinforcing instructional concepts within the school’s new i-Ready Math curriculum, specifically the “Try-It, Discuss It, Connect It” (“TDC”) lesson structure. In 2023, teachers participated in Learning Walks where volunteers hosted teams of teachers as they observed instruction facilitated in the TDC model.

Student growth is also monitored by i-Ready’s instructional platform. Students log into the platform for a minimum of 30 minutes/week. Domain progress is reviewed by teachers on a continual basis and looks like the chart below.

The visual below represents a 2nd grade student’s progress toward meeting grade level expectations across four domains – Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. The student’s baseline, as determined by the BOY Diagnostic, is different in each domain and expressed by the blue vertical line. The student’s strongest baseline placement was in Algebra and Algebraic Thinking, beginning at Mid-1st Grade. The student’s lowest baseline placement was in Geometry, beginning at Emerging – Kindergarten. The student shows the strongest growth in Numbers and Operations, with a baseline at Mid-K and current growth at Late-1st Grade.



2022-2023 i-Ready Diagnostic Assessments Results: Student Groups

As is stated in “Deep Dive: Using i-Ready as a Student Growth Measure,” the i-Ready growth model offers a typical growth measure to tell you how much a student has progressed and help you determine if a student is on track to meet growth goals. It can be used to set goals, see how much your students have progressed, and make informed instructional decisions. A student’s typical growth is the average annual growth of students at each grade and placement level. Typical growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level. We want students to achieve as much growth as possible by the end of the year, reaching and hopefully exceeding 100%.

To determine whether students at a school have, on average, experienced a full year’s worth of typical growth, i-Ready recommends assessing a groups median progress toward meeting their annual typical growth. The median metric is based on the “middle student,” meaning that about half of all students in the group achieved more progress and about half achieved less progress than the median. At the end of the year, 100% median progress to Typical Growth shows that students, on average, experienced a full year’s worth of typical growth.

The data below provides the median percentage progress to annual typical growth and the percentage of students who have met 100% of their typical growth for each student group.

Student Groups	Reading		Mathematics	
	GROWTH	STATUS	GROWTH	STATUS
	Progress to Annual Typical Growth (Median %)	Annual Typical Growth Met (%)	Progress to Annual Typical Growth (Median %)	Annual Typical Growth Met (%)
<i>All Students</i>	110	56	104	53
<i>English Learner</i>	100	50	97	50

<i>Hispanic or Latino</i>	112	56	104	54
<i>SED</i>	110	55	104	54
<i>SPED</i>	92	47	88	45

The Charter School was pleased to see student groups meeting their targets overall. Special education students are just below target. In gaining feedback from our special education team, it is clear that we need to set stricter norms in relation to how we administer the i-Ready assessment to our special education students. The purpose of the i-Ready assessment is to guide teachers in how to best support their students and to assess growth and achievement over time. Special education students with accommodations per IEP will at times take the assessment both with accommodations and without accommodations – a student may take the i-Ready BOY assessment with accommodations and the MOY assessment without accommodations. This practice allows teachers to judge the legitimacy of identified accommodations in preparation for subsequent IEP Meetings with family. This practice will also skew progress data for these students.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 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.**

The Success of Key or Innovative Features of the Educational Program

Professional Learning Community

Santa Monica Boulevard Community Charter School implements a Professional Learning Community (“PLC”) framework. Teacher teams review and refine their knowledge and commitment by following the PLC framework. Professional Development is provided during 7 calendared professional development Days during the school year, via weekly staff meetings, targeted minimum days, and during grade level sub days to ensure every component of the Instruction Cycle is met to fidelity. Teacher teams continue to structure grade level meetings around the 4 Guiding Questions. SMBCCS has identified essential standards, common formative assessments, and summative assessments to measure learning goals.

The charter school follows the PLC three (3) big ideas, four (4) pillars, and five (5) collective commitments.

Team Essentials

Three Big Ideas

1. Focus on Learning
2. Collaborative Culture and Collective Responsibility
3. Results Orientation

Four Pillars

1. Mission - Why do we exist?

2. Vision - What do we want to become?
3. Values/Collective Commitments - How must we behave?
4. Goals - How will we mark our progress?

Four Critical Questions that Drive a PLC

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Five Collective Commitments

1. Educators will work in collaborative teams (PLT's) and take collective responsibility for student learning. (micro)
2. Collaborative teacher teams will implement a guaranteed and viable curriculum. (micro)
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments. (micro)
4. Educators use the results of common assessments to improve individual practice and identify students in need of intervention and extension. (micro)
5. The school provides a systematic process for intervention and enrichment (RTI/MTSS). (macro).

Supporting our focus is the involvement of staff members participating in the California Principals Support Network (“CAPS”). This network meets throughout the year and works alongside PLC founders/authors/instructors, Dr. Luis Cruz and Dr. Cindy Pilar. An ongoing action plan drives the current work of implementation. This plan includes evidence of past learnings as well as the 22-23 action plan. The Directors/CMO team participates in the District Systems CAPS Network to gain a deeper understanding on how to authentically implement a PLC framework.

Instructional Approach

The Charter School has a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. SMBCCS educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population.

With much training and professional development both at the site and Fenton Charter Public School – organization level, SMBCCS has implemented an Acceleration Instructional Model called W.I.N. (“What I Need”) Time. Our model is rooted in highly effective first instruction that takes place throughout the regular day schedule. This quality instruction takes into account a highly trained staff implementing a rigorous curriculum through research based instructional strategies and social emotional support. Teachers drive and measure the effectiveness of the instructional program through the implementation of common formative assessments such as the Basic Phonics Skills Test in First Grade and the i-Ready Standards Mastery Test in Fourth Grade

that are tied to grade level Essential Standards; And summative assessments to evaluate the overall effectiveness of the program. WIN Time allows us to respond when some of our students do not meet their measurable learning goals.

At SMBCCS, WIN Time is a designated block of time at each grade level that ensures differentiated small group instruction to students at various levels of academic achievement. Instructional groups are skill-based. Teachers review data like a doctor in the operation room, identifying the specific skills where individual students may need support. In this way, a student who may be categorized as “on-grade level” may be grouped with a student below grade level due to their performance on a particular skill. The whole-child approach ensures all facets of a student’s learning foundation are addressed, strengthened and maintained.

The implementation of WIN Time at Santa Monica is supported in various ways:

- The installation of two Acceleration Specialists that support grade level teacher teams with WIN Time planning, in-classroom instructional coaching, and targeted pull-out and push-in support of students more than one grade level below.
- A team of six roving WIN Time teacher assistants (“WIN TA’s”) that move between grade levels/classrooms each day. With no overlap between grade level WIN Time blocks, WIN TA’s can support all rooms equitably. These teacher assistants are supervised by our Acceleration Specialists. WIN TA’s have time to actively reflect on the day’s instruction and plan, prepare and train for upcoming lessons. Acceleration Specialists also build in time at least twice monthly, and as needed, to observe TA instruction and provide direct, interactive coaching within lessons
- 60 minutes of planning time at least once a week for collaboration to take place among grade levels.
- Lead Teacher meetings before/after school
- Prescheduled Planning Days to prepare trimesters of learning
 - Available substitute time is pre-planned and involves a collaborative approach for an entire grade level
- Six (6) minimum days for planning time for the implementation of the program
- The collaboration of General Education and Special Education teachers to embed Special Education students in their areas of need allowing them to meet within Tiered groupings during WIN Time as well as their specialized time per IEP document.

Embedding Support to Special Education Students:

One of the most crucial tenets of Santa Monica’s Acceleration Model, as modeled after the Response to Intervention framework, is that the process is geared toward the collective success of all students. With this in mind, as initial WIN Time planning began at Santa Monica in the 2022-2023 school year, Educational Specialists began reviewing student PLPs and proposed schedules in an attempt to provide service minutes during students’ identified WIN Time. This was a collaborative effort between educational specialists, acceleration specialists and classroom

teachers to allow students with an IEP to learn alongside their non-special education peers, have the opportunity to benefit from peer modeling/coaching, and limit the need for students to be pulled out of the classroom during highly effective first instruction.

Our approach addresses the social and emotional needs of all students, depth and complexity to differentiate instruction, accelerates learning for gifted and high achieving students, and it targets critical instructional areas that will propel students on grade level and approaching proficiency for advancement in all areas.

The Charter School’s Acceleration Model consists of a combination of intervention strategies and acceleration strategies. The following is a comparison of typical intervention practices compared to acceleration. The acceleration instructional approach can be applied to any subject at any time of the day. At the core of acceleration is building student self-confidence by introducing them to hand-picked basic skills that are connected to the core class instruction ahead of time.

Acceleration is compared to remediation in the research done by Suzy Pepper Rollins in [Learning in the Fast Lane: Eight Ways to Put All Students On the Road to Academic Success](#).

FIGURE 1.1. Acceleration and Remediation: A Comparison

	Acceleration	Remediation
Self-efficacy	<ul style="list-style-type: none"> • Self-confidence and engagement increase. • Academic progress is evident. 	<ul style="list-style-type: none"> • <i>Students perceive they're in the "slow class," and self-confidence and engagement decrease. Backward movement leads to a sense of futility and lack of progress.</i>
Basic skills	<ul style="list-style-type: none"> • Skills are hand-picked just in time for new concepts. • Students apply skills immediately. 	<ul style="list-style-type: none"> • <i>Instruction attempts to reteach every missing skill. Skills are taught in isolation and not applied to current learning.</i>
Prior knowledge	<ul style="list-style-type: none"> • Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> • <i>Typically does not introduce prior knowledge that connects to new learning.</i>
Relevance	<ul style="list-style-type: none"> • Treats relevance as a critical component to student motivation and memory. 	<ul style="list-style-type: none"> • <i>Typically does not introduce prior knowledge that connects to new learning.</i>

Connection to core class	<ul style="list-style-type: none"> • Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> • <i>Instruction is typically isolated from core class.</i>
Pacing and direction	<ul style="list-style-type: none"> • Active, fast-paced, hands-on. • Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> • <i>Passive, with focus on worksheets or basic software programs. Backward movement; goal is for students to "catch up" to peers.</i>

The school’s instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

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

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

Time on Task – This refers to the amount of time students are engaged with a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

Access to Resources - The autonomy and flexibility of charter status has enabled the Charter School to provide its students with a plethora of resources unique to most traditional public schools including two acceleration specialists, an instructional coach, an Art specialist, and two instructional technology coaches that provide computer science classes to all students once per week and support teachers in the integration of ISTE standards in daily instruction.

Results Measuring Progress – The School routinely utilizes the results of formative and summative assessments to measure student academic progress. Likewise, the School maintains records on i-Ready, Illuminate and other

platforms to monitor the academic progress, attendance, language acquisition, and student behavior.

LAUSD Charter Schools Division Annual Performance-Based Oversight Visits

During the current charter term, we have been pleased to see that the success of school programming was shared by the Charter Schools Division as evidenced by the results of the School’s Annual Oversight Visits. SMBCCS has consistently received the highest marks possible (4 - Accomplished) in the areas of Governance and Organizational Management and Operations. We have received scores of 4 (Accomplished) and 3 (Proficient) in Student Achievement. CSD consistently provides us with favorable reviews of our explicit direct instruction, use of graphic representation, student writing, classroom environment, and our special education program.

	Governance	Student Achievement and Educational Performance	Organizational Management and Operations	Fiscal Operations
2023-2024	4	3	4	4
2022-2023	4	2	4	4
2021-2022	4	No Rating	4	4
2020-2021	4	3	4	4

As we seek the third charter renewal for Santa Monica Boulevard Community Charter School as a Fenton Charter Public School, we are mindful of the current era of school finance and accountability. The Local Control Funding Formula (“LCFF”), the Local Control and Accountability Plan (“LCAP”), Common Core State Standards (“CCSS”), and the California Assessment of Student Performance and Progress student assessments present challenges for SMBCCS and its unique and underrepresented student population. It is important for us to reflect and build upon all that has been accomplished during the first two renewals as we implement new reforms and programs implementation at SMBCCS. One way to accomplish this goal is through analysis of our annual School Climate Survey data.

School Climate Surveys were given to 3rd – 6th grade students, all staff both classified and certificated, and families of SMBCCS in an effort to gain feedback in five categories: 1) Organization 2) Curriculum 3) Instruction 4) Assessment 5) School Culture. The percentages below represent students, staff, and community members that strongly agree or agree with questions falling in each category. Results of the survey will be added to the school’s LCAP and Charter Renewal Petition documents. This survey is given annually in the Spring.

Categories	Staff	Students	Parents
Organization	97%	89%	94%

Curriculum	98%	88%	98%
Instruction	98%	93%	92%
Assessment	91%	94%	94%
School Culture	92%	95%	95%
Overall Satisfaction	95%	92%	95%
Participation Rates	66% (66 out of 100)	87% (368 out of 425)	84 Responses

Results for reflection within the School Climate Survey include:

91% of staff agree or strongly agree in the effectiveness of current assessments

- Santa Monica and FCPS strive to identify publisher and diagnostic assessments that will effectively meet student needs and prepare them for state assessments

95% of students agreed or strongly agreed with surveyed questions in the School Culture category

- The school culture category included questions around school safety and a feeling of being welcomed
- SMBCCS provides a variety of support staff to students, has numerous supervision staff during non-instructional time, and implements behavior rewards weekly. The data implies that practices are working well at the school to make students feel safe in their learning environment

88% of students responded they agree or disagree in the category of Curriculum.

- Questions in this category focused on the level of rigor within the Curriculum, teacher/student rapport, the effectiveness of homework, and parent-teacher communication. Although high, responses from students imply the need to further develop relationships between staff and students and ensure curriculum continues to meet the levels of rigor necessary for students engagement and acceleration

~~Strong Parent Participation~~

- ~~• The data indicates satisfaction in all areas from parents, however further practices may be necessary to receive more input from families~~

Success of the Charter School’s Educational Program in Meeting the Specific Needs of its Students Population

Meeting the needs of our student population requires reframing, reinforcement, revitalization and consistent resource provision to our families and community. As a Title 1 school with a population of 96.8% socio-economically disadvantaged families, we know that educating a student of the 21st century requires a wrap-around approach ([Source: 2023 CA Dashboard](#)).

In this way, the school is pleased to have received an initial planning and full implementation grant to launch the Community Schools program. Led by the Fenton Charter Public Schools Community Schools Director, the program is organized following the four pillars of the Community Schools Program: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities.

Pillar 1 - Integrated Student Supports

During initial planning, information was gathered regarding resources and supports currently provided at each of the Fenton schools. These resources and supports were evaluated in an effort to standardize what is offered at every Fenton school. School visits will continue with an emphasis on gathering information regarding existing student support partnerships.

Family Center Directors are established at each Fenton school to implement the following:

- Goal 1: Provide in-person parent classes (Examples: parenting classes, technology classes)
- Goal 2: Provide support to increase in-seat attendance (Example: assisting with calls to parents and providing support)
- Goal 3: Facilitate at least one fundraiser for the site
- Goal 4: Increase communication between home and school (Examples: newsletter, parent portal)

Pillar 2 – Extended Learning Time & Opportunities

The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten (“TK”) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded Learning Coordinators are established at each Fenton school to provide a variety of enriching opportunities for our students. Three big ideas are the driving reason for the Expanded Learning Coordinator positions. The ELO-P program is to be run inclusive of all After School activities - Consider it to be an “After School Academy.”

Big Idea #1 - **Increase Enrollment** in “Expanded learning” before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

Big Idea #2 - **Fiscal Responsibility** to ensure programs are sustainable and are an appropriate use of public funds.

Big Idea #3 - **Safe and Supportive** environments will be maintained to adopt, implement, and maintain at all times a comprehensive emergency plan, health and safety procedures, and Restorative Justice practices.

Pillar 3 - Family & Community Engagement

In an effort to increase parent engagement and participation, Santa Monica will provide parents increased opportunities to visit the schools and engage in activities. The school also clearly communicates with parents as to all of the existing ways they can join in and be active members of the school community.

Parent Volunteer Handbook and Packet – The Fenton Charter Public Schools Parent Volunteer Handbook and Packet is available in the main office and distributed during Summer Meet and Greet events, as well as Parent Orientation meetings.

Parent Classes - In collaboration with our Family Center Director, parent classes are scheduled at each site. These classes include sixteen to thirty-two in person sessions. *Parent Education Bridge for Student Achievement Foundation* (“PEBSAF”).

Parent Assemblies/Workshops – Parent assemblies and workshops are offered based on parent survey input, schoolwide needs assessments, and current trends.

Pillar 4 - Collaborative Leadership & Practices

As parents become more familiar with the school, they will be given opportunities to engage in the school’s decision-making process. This may include participating in the schools’ governing committees and or councils. With more frequent opportunities to get to know the school, we are hopeful that parents and guardians will feel more comfortable in participating.

STEAM Model

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

Students participate in STEAM-focused assemblies and themed days throughout the year that showcase the various elements of the STEAM model and learn from other students, teachers, and experts in the field. Listed below are a few highlights of the STEAM program at SMBCCS.

Element 11	
Twig Science	Twig Science, for students in TK-6th grade, is a phenomena-based, digital-forward, 3-D learning, state approved curriculum that taps into every student’s natural instincts to try to make sense of the world. A key feature of student-centered learning is collaborative discussion, and Imagine Learning Twig Science embeds discussion routines to support students’ sharing and collaborating.
Young Sheldon STEM Initiative Grade	SMBCCS received a “Young Sheldon STEM Initiative Grant” to continue developing Computer Science programming during a typical day at school.
Technology	
CCSS Implementation	The CCSS team and Lead Teachers work collaboratively to ensure all teachers receive ongoing support and guidance to equip students with the skills they need to thrive.
iLabs (Lower Grade iLab and Upper Grade iLab)	Two computer “iLabs” along with two Instructional Technology Coaches (“ITC”) to implement technology integration for all students and prepare them to be college-and career-ready. The ITCs instruct teachers on lessons/activities to engage students in the use of technology. Academic preparation is an essential part of readiness for middle school, high school, college, careers, and life in the 21st century.
Access to Technology	Students have received additional technology in their classrooms to access technology through a variety of platforms for vibrant lessons to enhance student learning. These devices include 1 to 1 iPads in all grades, voice amplification systems, and a state of the art Promethean Board. Having these devices in the classroom will enable our Instructional Technology Coaches to enhance our robotics program and reach levels of redefinition, in which technology allows for the creation of new tasks previously viewed as inconceivable.
Common Sense Digital Citizenship Certified School	Common Sense is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology. We exist because our kids are growing up in a culture that profoundly impacts their physical, social, and emotional well-being. We provide families with the advice and media reviews they need to make the best choices for their children. Through our education programs and policy efforts, Common Sense empowers parents, educators, and young people to become knowledgeable and responsible digital citizens.
Apple Learning Tours	The FCPS Technology Team and Instructional Technology Coaches have attended Apple Learning Tours to explore software that will provide students with a dynamic learning experience.
Engineering	
Rally in the Valley	The SMBCCS Robotics Team led by our ITC’s and volunteer teachers participate in the “Rally in the Valley” event each year. Students

	implement coding strategies through a Lego Robotics programs. We are excited to showcase our students at this event each year.
Technology Laboratory	SMBCCS has two Instructional Technology Coaches (Lower Grade and Upper Grades) to create a laboratory of practice in which students engage in technology in new and innovative ways twice a week. Students engage in Dash and Dot Robots, Lego Robotics, Javascript, and mini workshops on a variety of platforms.
Arts	
Arts Specialist	Utilizing Proposition 28 funding, all SMBCCS students engage in hands-on, engaging Arts lessons once a week in the Art lab. The Arts teachers collaborates with general education and special education teachers to integrate the school's ELA curriculum into our Arts program that encourages a progression of learning and exposure for our students.
Art in the Classroom & Computer Lab	Art instruction and engineering are consistently integrated into math, science and technology. All disciplines blend art with content instruction, when appropriate.
Young Storytellers Foundation	The Young Storytellers Foundation ("YSF") provides SMBCCS with mentor-screenwriters that spend one hour a week helping 10 of our students learn the basics of storytelling and in creating their own 5-7 page screenplay. During the Big Show, professional actors performed each student's script in the auditorium. YSF offers this program to our students two times a year.
Music Center on Tour Program	SMBCCS receives school assemblies from the Music Center through the Music Center on Tour program. The Music Center on Tour offers more than 70 performances in music, dance, theatre, and storytelling from internationally acclaimed artists. We are excited to present our students with this wonderful program.
Mathematics	
Math Integration	Math instruction and engineering are consistently integrated into art, science and technology. All disciplines blend content instruction, when appropriate.
i-Ready Math Classroom	Ready Common Core Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The math program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.
i-Ready Personalized Instruction	i-Ready Personalized Instruction is a powerful tool that supports your teaching and provides targeted instruction to every student's strengths and areas of growth. It also provides you with real-time data and insights into student learning. ⁸

⁸ i-Ready Central: *Get the Most from Personalized Instruction*; <https://i-readycentral.com/articles/getting-the-most-from-personalized-instruction/>

<p>“Try -It, Discuss-It, Connect It”</p>	<p>Math professional development focused on introducing and reinforcing instructional concepts within the school’s i-Ready Math curriculum, specifically the “Try-It, Discuss It, Connect It” lesson structure. In 2023, teachers participated in Learning Walks where volunteers hosted teams of teachers as they observed instruction facilitated in the TDC explorative model of instruction.</p> <p>i-Ready’s TDC Model is one that we continue to strengthen at Santa Monica</p>
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Community Partnerships

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

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

Police Activities League: The Police Activities League (“PAL”) is a California nonprofit public benefit corporation that provides services to foster positive relationships between youth and police officers. The PAL program visits the school to provide student mentoring, workshops for students and families, and staff presentations. The PAL program will partner with SMBCCS beginning in the 2024-2025 school year to serve on a school committee that meets with families when students are experiencing severe attendance challenges.

Saban Community Clinic: Saban Community Clinic is a private healthcare clinic based in Los Angeles. SMBCCS works closely with Saban Community Clinics to provide onsite workshops to families and students as well as refer families to various services the Clinic provide. Saban will partner with SMBCCS beginning in the 2024-2025 school year to serve on a school committee that meets with families when students are experiencing severe attendance challenges.

Pacific Clinics: Pacific Clinics is a California nonprofit public benefit corporation that provides behavioral and mental healthcare services to youth and families. SMBCCS works closely with Pacific Clinics to provide schoolsite workshops to families and students as well as refer families to various services the Clinics provide. Pacific Clinics will partner with SMBCCS beginning in the 2024-2025 school year to serve on a school committee that meets with families when students are experiencing severe attendance challenges.

Mathnasium: Mathnasium partners with SMBCCS within the school’s Expanded Learning program to provide afterschool tutoring to approximately 72 students on campus. Math concepts are strengthened during 16-week sessions and growth is determined based on pre and post

diagnostic assessments administered to students. These sessions occur throughout the year and have shown to successfully support students.

Everybody Dance! LA: Everybody Dance! LA partners with SMBCCS both during the school day and within our Expanded Learning Program to provide high-quality dance instruction to all students at the school. Students participate throughout the year and participate in a culmination presentation each year.

Jazz Empowers: Jazz Empowers is a non-profit organization that partners with SMBCCS in our Expanded Learning program to develop well-rounded musicians who can read music, play by ear, understand music theory, improvise, and thrive as musicians. Our partnership affords our students the opportunity to participate in bucket drumming, piano classes, and jazz band throughout the year.

Platform 1440: “p1440” is a non-profit organization that partners with SMBCCS to provide volleyball lessons to students on campus during our Expanded Learning program. The organization is rooted in the idea of making every day count and to providing professional development and growth to the community.

Young Storytellers: The Young Storytellers Foundation (“YSF”) provides SMBCCS with mentor-screenwriters that spend one hour a week helping 10 of our students learn the basics of storytelling and in creating their own 5-7 page screenplay. During the Big Show, professional actors performed each student’s script in the auditorium. YSF offers this program to our students two times a year.

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

Oversight Visits

- LAUSD Oversight Visit (February 20, 2019) (4s in Governance, Student Achievement and Educational Performance, and Organizational Management, programs, and Operations)
- LAUSD Board Member Visit, Nick Melvoin (April 22, 2019) (Positive Review)
- LAUSD Oversight Visit (February 6, 2020) (4s in Governance and Organizational Management, Programs, and Operations)
- Charter Operated Programs, Option 3 Visit (March 4, 2020) (Positive Review)
- WASC Self Study Visit (March 9 – March 11) (Six-Year Accreditation Status)
- Department of Public Health, COVID-19 Oversight (October 8, 2020) (Positive Review)
- District Validation Review (November 30, 2021) (Full Compliance)
- LAUSD Oversight Visit (March 5, 2021) (4s in Governance and Organizational Management, Programs, and Operations and Fiscal Operations)
- LAUSD Oversight Visit (February 3, 2022) (4s in Governance and Organizational Management, Programs, and Operations and Fiscal Operations)

- LAUSD Oversight Visit (March 1, 2023) (4s in Governance and Organizational Management, Programs, and Operations and Fiscal Operations)
- WASC Mid-Cycle Visit (April 20, 2023)(Positive Review)
- LAUSD Oversight Visit (April 2, 2024) (4s in Governance and Organizational Management, Programs, and Operations and Fiscal Operations)
- LACOE Community Schools Division, Coordinator Visit (June 6, 2024) (Positive Review)

Areas of Challenge that the School has Experienced and How the School has Improved and/or will Improve in Such Areas

In her book of essays, *Letter to My Daughter*, Maya Angelou said, “You cannot control all of the events that happen to you, but you can decide not to be reduced by them.” Santa Monica Boulevard Community Charter School alongside schools and school districts throughout Los Angeles, California, and the Nation, have endured an inexplicable impact from the COVID 19 Worldwide Pandemic. It’s effects on the education system and our students will be felt for years and possibly decades to come as students and their families were forced to participate in distance learning from the safety of their home for over a year.

In the Spring of 2021, roughly half of Santa Monica’s student population returned to in-person instruction to participate in hybrid instruction which saw them sharing their physical classroom with approximately 12 of their peers in person and approximately 12 of their peers at home via Zoom.

The school reopened, welcoming all students back for in-person instruction on August 10, 2021, and required all students to submit a negative COVID 19 test before returning on campus. As the school attempted to “get back to normal” amid ever-changing recommendations and requirements of mitigating strategies and Exposure Management protocol from the District, County, and State we find opportunities to identify what has been learned during this time of change and how those experiences can continue to strengthen our overall program.

Learning New Tools and Infusion of Innovative Practices

SMBCCS distributed Apple iPads to all students soon after schools were closed in March 2020. With this distribution, students were able to learn in a synchronous environment via Zoom with their teachers. As 50% of students returned to Santa Monica in a hybrid model in the Spring of 2021, and our entire enrollment in the Summer of 2021, an overarching iPad Take-Home Model was instituted across all grade levels. Students were formally assigned an iPad and became responsible for transporting their iPad between home and school. The model works to reinforce Santa Monica’s focus on technology and further our drive to provide students with a rigorous and innovative curriculum that thrives both inside and outside of the classroom. It has also afforded teachers the ability to learn, experience and experiment with new tools for teaching such as Apple Classroom, Google Classroom, Seesaw, and various educational software platforms and applications that bolster and give new life to lessons and instructional practices in classrooms.

One initiative that fueled the Charter School’s drive to “get back to work” was a new partnership with The Schlesinger Academy of Innovation – Genesis Lab at the Marciano Art Foundation in the 2020-2021 school year. The school participated in Genesis’s Explorer Program. All classrooms attended the Lab on a field trip, located just a few minutes from our school. On their trip they were challenged through art and technology to use their creativity and imagination to help solve local and global community problems. Student teams were given the opportunity to connect with the problem, think up solutions, build prototypes, and present their findings to their peers.

Our STEAM Leads serve as ambassadors to the Lab. They support teachers in scheduling trips and integrating STEAM aspects learned into the classroom. This Fall they have attended three professional development sessions with educators from the Lab. In the Spring, our teachers will work with grade levels to facilitate STEAM lessons in classrooms.

Parent Communication and School Partnerships

In Line with SMBCCS LCAP Goal 2 – Increasing meaningful and purposeful student, teacher, and parent engagement, Santa Monica did an excellent job of leveraging its already strong emphasis on home-school communication with its use of schoolwide communication platforms like Bright Arrow and Class Dojo and continued consistent parent informational and workshop-based meetings such as monthly Parent Forums on a variety of topics, School Site Council, English Learner Advisory Committee, and Coffee with the Principal.

New community partnerships were also added and continued into the 2021-2022 school as Gabriella Dance and the Saban Community Clinic who supported families with COVID 19 testing and vaccinations.

Instructional Practices and Support of Diverse Learners

The many required mitigation strategies and exposure protocols made it very difficult for teachers to properly and consistently address the diverse needs of students in the classroom. These included the installation of Plexiglas barriers on student desks and teacher desks, masking, distancing requirements, and required quarantines. Weekly COVID 19 testing at Santa Monica also taken necessary minutes away from instruction making lesson pacing more challenging and taking time away from necessary one to one and small group time in classrooms. As the requirement for some of these exposure management strategies lessened many teachers began re-implementing the instructional strategies used pre-pandemic such as Kagan Cooperative Learning, and more consistent small group time. Student attendance, however, remains a challenge and effects the consistency and continuity of learning for students in almost all classrooms. In response, the school holds School Community Review Board (“SCRB”) meetings composed of all grade level teachers, support staff members like our school psychologists and school counselor, 1-2 administrators, our Family Center Director, and the family in need. The purpose of this meeting is to identify the obstacles to consistent student attendance and develop a plan that will culminate with increased in-seat time. Beginning in the 2024-2025 school year, the school has developed a Memorandum of Understanding to welcome representatives from the Saban Community Clinic, Pacific Clinics, and the Police Activities League onto Santa Monica’s School Community Review Board. This change will bring new perspectives to the way we support our families and create a

direct line to community resources for our needy families, hopefully resulting in increased in-seat attendance.

The addition of our partners intends to create the following composition for School Community Review Board meetings moving forward -

One representative from each of the following (7 total):

Saban Community Clinic, Pacific Clinics, Police Activities League, School Administrator, School Support Staff, Attendance Clerk, Family Center Director, Classroom Teacher (other additions as needed/applicable)

Monitoring and Supporting Mental Health and the Social Emotional Well-Being of Students and Staff

Santa Monica has taken several measures to monitor and support the mental health and social emotional well-being of both pupils and staff during the current charter term. Our school counselor, Xareni Robledo, took a lead role organizing school wide events for students and families in addition to providing, surveying, and monitoring direct interventions and preventions throughout the year. Efforts included;

- Building efficiencies in prevention and intervention scheduling
- Developing a student self-referral process
- Developing a staff self-referral process
- Celebrating our efforts during such themed events such as Red Ribbon Week and National School Counseling Week

The Staff Referral Form was a crucial tool that was created during the Pandemic and Distance Learning that continues to be integrated into our program. Teachers use the form to input both SEL and Academic concerns they are having with students and families. The referral form connected our Student Support Team members, Teachers, and Administrators in a process of screening, direct intervention, monitoring, and follow up.

The school's committed response to community needs requires the intentional and targeted work of personnel, professional development, curriculum, technology integration, and monitoring student progress. These are some ways the Charter School meets this need:

Instructional Technology Coaches: The Instructional Technology Coach role serves students in the primary and upper grades on the implementation of the Common Core State Standards and integration of technology. In addition to providing direct services to students, this role provides teachers with training to implement technology and instructional practices to prepare our students with the skills and strategies to thrive on the CAASPP.

ELD Mentor Teachers: SMBCCS is committed to providing support in the area of ELD with "mentor" teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. SMBCCS will have mentor teachers fluent in Spanish (preferred, but not required) and with a track record of success in working with

English language learners. These mentor teachers will receive a stipend and provide ongoing support to assist our teachers with the implementation of effective practices they are currently using.

Professional Development

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

Curriculum

Mathematics: SMBCCS has adopted a new state adopted Math curriculum, i-Ready Math Classroom, to ensure our students receive the most current and state of art curriculum. Instructional Technology Coaches are working with a variety of vendors to provide our students with an adaptive testing experience for mathematics to ensure students success on the CAASPP.

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

Technology

All students will have an iPad assigned to them at the beginning of each school year. All teachers are assigned a MacBook, iPad, and iPad pencil that integrates with the classroom promethean and technology infrastructure. This provides SMBCCS students with a 1:1 digital learning environment to work on a variety of platforms for success on the CAASPP.

Monitoring Student Progress

With the passing of AB 1505, SMBCCS has implemented i-Ready Diagnostic Assessments as well as i-Ready Instructional Platform that measures students' progress in mathematics (K-6), and reading. The i-Ready system creates a personalized assessment experience by adapting to each student's learning to precisely measure student progress and growth for each individual.

STUDENT POPULATION TO BE SERVED

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

Santa Monica’s student capacity is 950 students from transitional kindergarten through sixth grade, the majority of whom are from immigrant families from Mexico and Central America. The Charter School’s ethnic population includes a 97% Hispanic, with no other significant ethnic populations. Of these students, 58.5% are English Learners, 96.8% qualify for free or reduced price meals, and 15.5% are students with disabilities ([Source: 2023 CA Dashboard](#)).

Specific Student Educational Interests, Backgrounds, or Challenges

SMBCCS is committed to serving a wide range of students that require a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. SMBCCS educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population.

- 1) Social/Emotional Needs** – Abraham Maslow’s hierarchy of needs suggest physiological and safety needs must be met before higher-level needs are satisfied. Given SMBCCS’s demographics, a significant percentage of the student population require explicit attention paid to their social/emotional needs.⁹ The Charter School will view our parents and the community as key participants in the education of our students. SMBCCS will develop reciprocal relationships that enrich and enhance students’ experiences in and out of school.¹⁰ The community will view SMBCCS as a jewel and as a safe haven.

FCPS has partnered with Yale University to be the first California schools to become a “School of the 21st Century,” a program geared to meeting the needs of students and their families through strong community/school relationships¹¹. The Mutt-i-grees program of FCPS, also out of Yale University, helps create a safe learning environment by helping children become more kind, caring and compassionate to their friends, families and animals.

The school is also aware that meeting the socio-emotional needs of students is not a one-size-fits-all process. In this way, the Charter School continues to seek new and thought-provoking ways to empower, engage, and fulfill both the internal and external, emotional and academic needs of our students.

- 2) High Achieving** – SMBCCS works diligently to implement a variety of strategies to identify and support gifted and talented students.¹² High achieving students are identified utilizing summative and formative classroom assessments, teacher observations, and performance on standardized assessments. Teachers design projects

⁹ Zins, J., Weissberg, R., Wang, M. and Walberg, H. J. (2004) *Building academic success on social and emotional learning: What does the research say?* Teachers College: Columbia University

¹⁰ Yale Center in Child Development and Social Policy (2003). *Portraits of four schools meeting the needs of immigrant students and their families*. New Haven, Connecticut.

¹¹ Henrich, C.C., Ginicola, M.M, & Finn-Stevenson, M. (2006). *The school of the 21st century is making a difference: Findings from two research studies* (Issue Brief). New Haven, CT: Yale University, School of the 21ST Century (21C) Program.

¹² Kaplan, S. (2005). Layering differentiated curriculum for the gifted and talented. In F.A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (2nd ed., pp. 107-131). Waco, TX: Prufrock Press.

that engage students’ higher order thinking skills, such as analyzing, evaluating and creating.

- 3) **On Grade Level** – Santa Monica Boulevard Community Charter School maintains a thriving high quality educational program.¹³ This all begins with exceptional teachers who have wholly committed themselves to the success of their children, and have left the traditional comforts and security provided by traditional public schools to work at SMBCCS. Teachers meet in the beginning of the school year with administration during Professional Goal Setting Conferences to analyze summative assessment data and to identify strengths and weakness along with setting goals for the year. Teachers routinely use data, research, and standards-based curriculum to help children achieve. Teachers meet biweekly with one another at their grade level and across grade levels to share best practices with one another. Strategic plans are rooted in frequent assessments to monitor student achievement and provide targeted instruction.

- 4) **At Risk** – SMBCCS provides children with prevention and intervention strategies. Teaching strategies are rooted in a systematic approach to respond to student need.¹⁴ Students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and the ELPAC. SMBCCS will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The Charter School will use a variety of assessments to monitor and inform instructional decisions. The special needs students SMBCCS serves include eligibilities of autism, specific learning disability, speech and language impairment, hearing impairment, developmental delay, and other disabilities.

Five Year Enrollment Plan

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

ENROLLMENT /ROLL-OUT PLAN					
GRADE	2025-26	2026-27	2027-28	2028-29	2029-2030
TK	40	40	40	40	60
K	102	106	118	130	120
1	95	100	105	110	120
2	103	110	120	130	144
3	87	110	120	130	143
4	123	130	135	140	144
5	127	125	130	135	144
6	75	75	75	75	75
TOTAL	752	796	843	890	950

¹³ Marzano, R.J., Pickering, D., Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

¹⁴ McDougall, D., Saunders, W. M., Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at Getting Results schools. *International Journal of Disability, Development and Education*, 54(1), 51-89.

Goals and Philosophy

Mission and Vision

The mission of Santa Monica Boulevard Community Charter School is to successfully educate all students through the implementation of a rigorous standards-based curriculum that is infused with technology-enriched instructional strategies and learning opportunities.

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

- The **students** of Santa Monica Boulevard Community Charter School will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards.
- The **students, parents and employees** of Santa Monica Boulevard Community Charter School will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The **employees** of Santa Monica Boulevard Community Charter School will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The Santa Monica Boulevard Community Charter School **community** will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the Charter School.
- The Santa Monica Boulevard Community Charter School **community and partners** will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

An Educated Person of the 21st Century

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

College and Career-Readiness

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

Use of Technology

In an effort to prepare all students for college-and-career readiness, SMBCCS has upgraded all classroom audio-visual equipment over time to provide the most recent technology for students and teachers. New Promethean Boards added in the 2023-2024 school year are placed in the front of the room, but are on wheels to allow for flexibility within and throughout campus. Teachers can also utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with others. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer HDMI outputs for higher resolution and greater clarity have been installed. The new equipment will be housed safely and can be positioned in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.

How Learning Best Occurs

Barbara K. Given's (2002) work on educational neuroscience and brain development reveals five learning systems: emotional, social, cognitive, physical and reflective. These learning systems are equally influenced by a child's genetic make-up and the personal experiences and learning opportunities provided by the home and school. Although all systems are key to successful learning, the emotional system is of primary significance. In a classroom lacking emotional security and personal relevance, effective learning will not flourish.

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

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

Barbara K. Given

Teaching to the Brain's Natural Learning Systems, 2002

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

“Increasingly, competence in recognizing and managing emotions and social relationships is seen as a key ability for success in the workplace and for effective leadership. School and parents play an essential role in preparing knowledgeable, responsible, caring adults.”

Maurice J. Elias, et al.

Promoting Social and Emotional Learning, 1997

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

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

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

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

The goals of SMBCCS enable all students to become self-motivated, competent and lifelong learners by addressing all aspects of the child’s development: emotional, social, cognitive, physical and reflective. The goals also place specific emphasis on the development of early literacy and strong English language development. All goals are supported by extensive research on brain development and mastery of early reading skills (Maurice J. Elias, et al, 1997; National Reading Panel, 2000 and National Research Council, 1998).

The Charter School’s goals have also been carefully developed to align with the WASC schoolwide learner outcomes. It is critical for the Charter School to align all of its goals from a variety of plans (Charter, LCAP, LEA, Title III, and WASC) focused on the original vision of the Charter School. SMBCCS has followed its plans and goals from the initial charter in 2007 to the current renewal. During this time the Charter School’s focus has been to provide a quality education to primary age students with a focus on improving literacy while also considering the

social and emotional level of primary age students. With this, the Charter School’s underlying goals have always considered the performance of all critical student groups. Most importantly, the Charter School focuses on the development of the English learner population and the developmental needs of the students it serves.

Schoolwide Learner Outcomes

The *Schoolwide Learner Outcomes* (“SLO”) identify the skills, knowledge and competencies expected of all students enrolled in the Fenton Charter Public Schools. The SLOs are aligned with the specific goals set forth in the SMBCCS charter petition and WASC Action Plan and were designed with input from parents, community and staff.

Charter Goal 1: **Students will strive to master the rigorous academic content of the Common Core State Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.**

- SLO 1:*** Every SMBCCS student will be an academic achiever with the following:
- Able to read and comprehend, and effectively communicate ideas, opinions and information orally and in writing.
 - Able to demonstrate mathematical, logical and reasoning skills and the ability to apply those skills in a variety of contexts.

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

- SLO 2:*** Every SMBCCS student will be a self-directed learner with the following:
- Able to exhibit good study habits that include regular and punctual school attendance and effective time management to accomplish tasks.

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

- SLO 3:*** Every SMBCCS student will be an effective communicator with the following:
- Develop their English language to help them acquire the fundamental reading skills necessary to become academically competent.
 - Able to use reading, writing, speaking and listening skills to communicate accurately with others.

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

SLO 4: Every SMBCCS student will be a responsible citizen with the following:

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

LCFF STATE PRIORITIES

GOAL #1

Increase Student Achievement

Related State Priorities:

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

Local Priorities:

- : Pupil Achievement
- : Other Pupil Outcomes

Specific Annual Actions to Achieve Goal

- 1.1 Providing targeted supports to increase student achievement.
- 1.2 Language Development Programs: Supports such as English Language Development (ELD) programs help ELs acquire proficiency in English, which is essential for their success in all academic subjects.
- 1.3 Culturally Responsive Teaching: Implementing culturally responsive teaching practices acknowledges and incorporates the diverse cultural backgrounds of ELs, making learning more relevant and engaging for them.
- 1.4 Access to Resources: Providing access to essential resources, such as textbooks, technology, and school supplies, ensures that socioeconomically disadvantaged students have the tools they need to participate fully in their education.
- 1.5 Support Services: Offering support services like free or reduced-price meals, transportation, and health services addresses the basic needs of these students, allowing them to focus on their studies.
- 1.6 Academic Interventions: Targeted academic interventions, such as tutoring and after-school programs, provide additional instructional time and personalized support.

Expected Annual Measurable Outcomes

Outcome #1A: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA on the CAASPP each year.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP).

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	37.95%	39.95%	41.95%	43.95%	45.95%	47.95%
English Learners	14.65%	16.65%	18.65%	20.65%	22.65%	24.65%
Socioeconomic. Disadv./Low Income Students	37.77%	39.77%	41.77%	43.77%	45.77%	47.77%
Foster Youth	*					
Students with Disabilities	8.82%	10.82%	12.82%	14.82%	16.82%	18.82%
African American Students	*					

American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	37.84%	39.84%	41.84%	43.84%	45.84%	47.84%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					
	37.95%	39.95%	41.95%	43.95%	45.95%	47.95%

Outcome #1B: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Math on the CAASPP each year.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP).

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	34.75%	36.75%	38.75%	40.75%	42.75%	44.75%
English Learners	13.37%	15.37%	17.37%	19.37%	21.37%	23.37%
Socioeconomic. Disadv./Low Income Students	34.89%	36.89%	38.89%	40.89%	42.89%	44.89%
Foster Youth	*					
Students with Disabilities	10.29%	12.29%	14.29%	16.29%	18.29%	20.29%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	34.81%	36.81%	38.81%	40.81%	42.81%	44.81%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2A: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Status ELA (Distance from Standard – DFS)

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	-28.9	> Baseline	> FY25	> F26	> F27	> F28

English Learners	-55.1	> Baseline	> FY25	> F26	> F27	> F28
Socioeconomic. Disadv./Low Income Students	-29.	> Baseline	> FY25	> F26	> F27	> F28
Foster Youth	*					
Students with Disabilities	-95.8	> Baseline	> FY25	> F26	> F27	> F28
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	-29.	> Baseline	> FY25	> F26	> F27	> F28
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2B: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Status Math (*Distance from Standard – DFS*)

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	-41.5	> Baseline	> FY25	> F26	> F27	> F28
English Learners	-68.5	> Baseline	> FY25	> F26	> F27	> F28
Socioeconomic. Disadv./Low Income Students	-42.	> Baseline	> FY25	> F26	> F27	> F28
Foster Youth	*					
Students with Disabilities	-120.5	> Baseline	> FY25	> F26	> F27	> F28
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	-41.7	> Baseline	> FY25	> F26	> F27	> F28
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2C: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Change (Growth) Report ELA

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	13.1	> Baseline	> FY25	> F26	> F27	> F28
English Learners	1.5	> Baseline	> FY25	> F26	> F27	> F28
Socioeconomic. Disadv./Low Income Students	13.3	> Baseline	> FY25	> F26	> F27	> F28
Foster Youth	*					
Students with Disabilities	17.2	> Baseline	> FY25	> F26	> F27	> F28
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	14.2	> Baseline	> FY25	> F26	> F27	> F28
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2D: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Change (Growth) Report Math (*Distance from Standard – DFS*)

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	18.1	> Baseline	> FY25	> F26	> F27	> F28
English Learners	3.9	> Baseline	> FY25	> F26	> F27	> F28
Socioeconomic. Disadv./Low Income Students	18.1	> Baseline	> FY25	> F26	> F27	> F28
Foster Youth	*					
Students with Disabilities	15.4	> Baseline	> FY25	> F26	> F27	> F28
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					

Filipino Students	*					
Latino Students	19.4	> Baseline	> FY25	> F26	> F27	> F28
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC).

Metric/Method for Measuring: English Language Proficiency Assessment for California (ELPAC).

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	42.90%	44.90%	46.90%	48.90%	50.90%	52.90%
Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: EL reclassification rate will meet or exceed the District's reclassification rate.

Metric/Method for Measuring: EL Reclassification Rates.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	TBD					
Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					

American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5A: Percentage of students scoring at or above grade level will increase 2-3% in ELA on the i-Ready assessments each year.

Metric/Method for Measuring: i-Ready Assessments.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	40%	42%	44%	46%	48%	50%
English Learners	26%	28%	30%	32%	34%	36%
Socioeconomic. Disadv./Low Income Students	39%	41%	43%	45%	47%	49%
Foster Youth	*					
Students with Disabilities	17%	19%	21%	23%	25%	27%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	39%	41%	43%	45%	47%	49%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5B: Percentage of students scoring at or above grade level will increase 2-3% in Math on the i-Ready assessments each year.

Metric/Method for Measuring: i-Ready Assessments

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	37%	39%	41%	43%	45%	47%
English Learners	24%	26%	28%	30%	32%	34%
Socioeconomic. Disadv./Low Income Students	36%	38%	40%	42%	44%	46%
Foster Youth	*					
Students with Disabilities	21%	23%	25%	27%	29%	31%

African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	37%	39%	41%	43%	45%	47%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

**Outcome #6A: Percentage of students that meet their Typical Growth will be Above 50%.
Metric/Method for Measuring: i-Ready Assessments (ELA)**

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	56%	>50%	>50%	>50%	>50%	>50%
English Learners	50%	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	55%	>50%	>50%	>50%	>50%	>50%
Foster Youth	*					
Students with Disabilities	47%	>50%	>50%	>50%	>50%	>50%
African American Students		>50%	>50%	>50%	>50%	>50%
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	56%	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

**Outcome #6B: Percentage of students that meet their Typical Growth will be Above 50%.
Metric/Method for Measuring: i-Ready Assessments (Math)**

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	53%	>50%	>50%	>50%	>50%	>50%
English Learners	50%	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	54%	>50%	>50%	>50%	>50%	>50%
Foster Youth	*					
Students with Disabilities	45%	>50%	>50%	>50%	>50%	>50%
African American Students	*					

American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	54%	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #7: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST).

Metric/Method for Measuring: California Science Test.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	22.81%	24.81%	26.81%	28.81%	30.81%	32.81%
English Learners	1.79%	3.79%	5.79%	7.79%	9.79%	11.79%
Socioeconomic. Disadv./Low Income Students	24.07%	26.07%	28.07%	30.07%	32.07%	34.07%
Foster Youth	*					
Students with Disabilities	0.00%	2.00%	4.00%	6.00%	8.00%	10.00%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	23.37%	25.37%	27.37%	29.37%	31.37%	33.37%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

* Subgroup not numerically significant at this time.

LCFF STATE PRIORITIES	
GOAL #2	
<p>Increase meaningful and purposeful student, teacher, and parent engagement.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>

- Local Priorities:
: Parent Involvement
: Pupil Engagement
: School Climate

Specific Annual Actions to Achieve Goal

2.1 Community Schools Coordinator will assist with the engagement of parents.
 2.2 Identified staff to assist with the engagement of students.
 2.3 Provide student activities to engage students in learning

Expected Annual Measurable Outcomes

Outcome #1: Participation Rate Participation Rate on Parent Involvement Survey will be above 50%.

Metric/Method for Measuring: Participation Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	35%	51%	51%	51%	51%	51%
English Learners	35%	51%	51%	51%	51%	51%
Socioeconomic. Disadv./Low Income Students	35%	51%	51%	51%	51%	51%
Foster Youth	*					
Students with Disabilities	35%	51%	51%	51%	51%	51%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	35%	51%	51%	51%	51%	51%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Parent Satisfaction Rates will be above 90%.
Metric/Method for Measuring: Parent Engagement Survey

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	98%	91%	91%	91%	91%	91%
English Learners	98%	91%	91%	91%	91%	91%
Socioeconomic. Disadv./Low Income Students	98%	91%	91%	91%	91%	91%
Foster Youth	*					

Students with Disabilities	98%	91%	91%	91%	91%	91%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	98%	91%	91%	91%	91%	91%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School will continue to maintain an ADA rate above 94%.

Metric/Method for Measuring: ADA Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	98.82%	95%	95%	95%	95%	95%
English Learners	98.82%	95%	95%	95%	95%	95%
Socioeconomic. Disadv./Low Income Students	98.82%	95%	95%	95%	95%	95%
Foster Youth	*					
Students with Disabilities	98.82%	95%	95%	95%	95%	95%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	98.82%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: School will continue to maintain a low suspension rate < 1%.

Metric/Method for Measuring: Suspension Rates

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0.1%	<1%	<1%	<1%	<1%	<1%
English Learners	0.1%	<1%	<1%	<1%	<1%	<1%
Socioeconomic. Disadv./Low Income Students	0.1%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*					
Students with Disabilities	0.1%	<1%	<1%	<1%	<1%	<1%

African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	0.1%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5: School will continue to maintain a low expulsion rate < 1%.
Metric/Method for Measuring: Expulsion Rates

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0.0%	<1%	<1%	<1%	<1%	<1%
English Learners	0.0%	<1%	<1%	<1%	<1%	<1%
Socioeconomic. Disadv./Low Income Students	0.0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*					
Students with Disabilities	0.0%	<1%	<1%	<1%	<1%	<1%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	0.0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6: Chronic Absenteeism.
Metric/Method for Measuring: Charter School will maintain a chronic absenteeism rate below the state average.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	3.2%	<24%	<24%	<24%	<24%	<24%
English Learners	3.2%	<24%	<24%	<24%	<24%	<24%
Socioeconomic. Disadv./Low Income Students	3.2%	<24%	<24%	<24%	<24%	<24%
Foster Youth	*					
Students with Disabilities	3.2%	<24%	<24%	<24%	<24%	<24%

African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	3.2%	5%	7%	9%	11%	13%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

* Subgroup not numerically significant at this time.

LCFF STATE PRIORITIES

GOAL #3

<p style="color: blue;">Provide an Appropriate Basic Condition of Learning</p>	<p>Related State Priorities:</p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<p>Local Priorities:</p> <input checked="" type="checkbox"/> : Basic Services <input checked="" type="checkbox"/> : State Standards <input checked="" type="checkbox"/> : Course Access

Specific Annual Actions to Achieve Goal

- 3.1 Provide professional development to ensuring student success
- 3.2 Ensure all students have access to core instructional materials and technology
- 3.3 Learning environment is safe and well maintained
- 3.4 Students receive additional technology to enhance the basic instructional program.

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: CA Teaching Credential

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					

Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.

Metric/Method for Measuring: Professional Development Participation Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School will continue to provide students with state approved standards-based materials.

Metric/Method for Measuring: State Approved Standards-Based Materials

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%

Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

Metric/Method for Measuring: EL Access to CCSS-aligned Curriculum

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5: School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

Metric/Method for Measuring: School facilities cleaned and maintained.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	>90%	>90%	>90%	>90%	>90%

English Learners	100%	>90%	>90%	>90%	>90%	>90%
Socioeconomic. Disadv./Low Income Students	100%	>90%	>90%	>90%	>90%	>90%
Foster Youth	*					
Students with Disabilities	100%	>90%	>90%	>90%	>90%	>90%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	>90%	>90%	>90%	>90%	>90%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6: School facilities are safe and secure for students and staff as measured by School Climate Survey

Metric/Method for Measuring: School Climate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	88.50%	>90%	>90%	>90%	>90%	>90%
English Learners	85.85%	>90%	>90%	>90%	>90%	>90%
Socioeconomic. Disadv./Low Income Students	86.73%	>90%	>90%	>90%	>90%	>90%
Foster Youth	*					
Students with Disabilities	86.73%	>90%	>90%	>90%	>90%	>90%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	87.62%	>90%	>90%	>90%	>90%	>90%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #7: School facilities are clean as measured by School Climate Survey

Metric/Method for Measuring: School Climate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	88.50%	>90%	>90%	>90%	>90%	>90%

English Learners	85.85%	>90%	>90%	>90%	>90%	>90%
Socioeconomic. Disadv./Low Income Students	86.73%	>90%	>90%	>90%	>90%	>90%
Foster Youth	*					
Students with Disabilities	86.73%	>90%	>90%	>90%	>90%	>90%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	87.62%	>90%	>90%	>90%	>90%	>90%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

* Subgroup not numerically significant at this time.

Instructional Design

Overall Curricular and Instructional Design

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

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

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

Key Features of the Educational Program

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

Research suggests strategic instructional practices have increased student achievement among struggling readers, students of low SES, racial minorities, and English Learners.¹⁵

A cohesive instructional program is most notably known to implement procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and instructional delivery based on outcomes of the intervention in place. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.¹⁶

Core Components of a Cohesive Instructional Program

The systematic teacher practices of a cohesive instructional program include: 1) Use of Standards Based Curriculum; 2) Universal Screening; 3) Progress Monitoring; and 4) Tiered Interventions. The systematic practices are rooted in researched based components to effectively improve the academic achievement of low socioeconomic status (“SES”), racial minorities, English Learners, and students with disabilities.¹⁷

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

Systematic Practices

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

1) Use of Standards Based Curriculum

A cohesive instructional program is rooted in equipping all students with the appropriate grade level curriculum. Teachers present information through a personalized delivery of instruction to meet the needs of their students. Granting students a reliable high quality instruction helps bridge the gap in cultural capital between students of low and high socioeconomic status.¹⁸ A systematic approach begins with the child’s classroom teacher and a relationship that builds a connection to the child. It is at this point where a child learns about success or failure. By providing all children with best practices and standards-based curriculum, the child will begin the path to a successful academic experience.

¹⁵ Al Otaiba, S., & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective? An experimental and longitudinal study. *Journal of Learning Disabilities*, 39(5), 414–431.

¹⁶ Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D. et. al. (2006). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.

¹⁷ Martinez, R.S., Nellis, L.M., & Prendergast, K.A. (2006). *Closing the achievement gap series: Part II response to intervention (RTI)—Basic elements, practical applications, and policy recommendations*. Education Policy Brief, 4(8). Bloomington, IN: Center for Evaluation & Education Policy.

¹⁸ Mellard, D.F., Byrd, S.E., Johnson, E., Tollefson, J.M., & Boesche, L. (2004). Foundations and research on identifying model responsiveness-to-intervention sites. *Learning Disabilities Quarterly*, 27, 243-256.

2) *Universal Screening*

The second core component of a systematic approach is a method for the universal screening of students to establish baseline data. Universal screening will be most effective when teachers use these assessment measures to guide their instruction and inform their practice.¹⁹ Universal screening enables teachers to identify strengths and weaknesses of student learning and of their own ability to deliver instruction in a concrete manner for student understanding.

3) *Progress Monitoring*

Progress monitoring is an extension of universal screening and is used by classroom teachers and support personnel to monitor student progress of students who show signs of struggling with proficiency. Frequent data collection enables teachers to monitor student growth between summative assessments. This formative assessment tool not only documents student progress, but also enables the teacher and student to understand what instructional methods are successful on an individual basis. If a student is not successful with the current intervention in place, the teacher is able to adjust instruction to accommodate student need. Schools implementing a systematic approach to progress monitoring have shown evidence of being able to ignite a culture of continuous improvement.²⁰

4) *Tiered Intervention*

Problem solving is a necessary component of the tiered intervention approach. It is composed of four basic steps: 1) Define the problem; 2) Analyze why it is happening; 3) Develop a plan to solve the problem; 4) Evaluate if the plan worked.²¹ The problem-solving approach begins to transcend into the reflective nature of a cohesive instructional program by analyzing the systematic approaches using standards based curriculum, universal screening, progress monitoring, and tiered intervention.²²

Reflective Practices

Successful school reform efforts have been able to overcome obstacles that most schools have been unable to accomplish. School reform efforts have largely been unsuccessful because they treat schools as if they are mechanical, not living organic entities.²³ The following four practices are viewed as reflective practices necessary to ensure that systematic practices are implemented.

1) *Commitment*

Frequently missing from the implementation of a cohesive instructional program is the critical component of commitment. Most of the research on systematic instructional

¹⁹ Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.

²⁰ Stecker, P. M. (2007). Tertiary intervention: Using progress monitoring with intensive services. *Teaching Exceptional Children*, 39(5), 50-57.

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

²² Fuchs, D., Mock, D., Morgan, P. L., & Young, C.L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications. *Learning Disabilities. Research & Practice*, 18, 157-171.

²³ Snyder, K.J., Acker-Hocevar, M., Snyder, K.M. (2000) *Living on the edge of chaos: Leading schools into the global age*. Milwaukee: ASQ Quality Press.

practices validates and supports its success, but often lacks the need to have teacher buy in. A successful instructional program requires the empowering of school members with inquiry into their own practice to stimulate growth and commitment to the instructional approach. Creating an atmosphere of trust and collaboration enables change and empowers commitment to the new practice.²⁴

2) Professional Development

Professional development is fundamental to the implementation of a cohesive instructional program due in large part because it requires a change not only in how teachers think, but what they do. Teachers will be familiar with new change initiatives that require them to change the instruments in which they teach, but they typically do not alter their fundamental practice of teaching.²⁵ A cohesive instructional program is even more complicated because it requires a second order change that exists outside of their current paradigm for meeting the needs of diverse learners. Sustained technical assistance is needed to enact school reform efforts. Allocating time and resources to equip teachers with targeted assistance during professional development helps to ensure the adoption and implementation of research-based practices.

3) Leadership

The implementation of a cohesive instructional program requires successful and strong leadership by administration and lead teachers. A school reform effort flourishes or dwindles based on the ability of school leadership to ensure the goals are put into practice. A successful and strong leadership team will be able to establish a positive climate for student learning, provide professional development, manage resources, and provide accountability to ensure action is in alignment with what is espoused.²⁶

4) Harmony with Special Education

A strong trusting relationship with the special education support staff and general education staff is fundamental for the successful implementation of a cohesive instructional program. This harmony enables schools to implement a system of early interventions to students in the manner that works to meet their individual needs. A harmony between special education staff and general education classroom teachers is vital to share their collective expertise on assessment, instruction, and strategies to provide an equitable education to all students.²⁷

²⁴ Murawski, W. W., & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure, 53*(4), 267-277.

²⁵ Woodbury, S. & Gess-Newsome, J. (2002). Overcoming the paradox of change without difference: A model of

²⁶ Zepeda, S. J. (2004). Leadership to build learning communities. *The Educational Forum, 68*(2), 144-151.

²⁷ McLaughlin, M. J., & Rhim, L. M. (2007). Accountability frameworks and children with disabilities: A test of assumptions about improving public education for all students. *International Journal of Disability, Development and Education, 54*, 25-49.

Curriculum and Instruction

The CCSS and Content Standards for California Public Schools will continue to define the skills, knowledge and abilities students are expected to master from transitional kindergarten through sixth grades. The core subjects at Santa Monica Boulevard Community Charter School are English language arts, mathematics, history-social science and science. Current state adopted textbooks and materials, and other supplementary resources, establish the scope and sequence for each of the following curricular areas. SMBCCS implements the state’s CCSS.

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

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

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

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

Health Education

Using the California Health Education Framework, the Charter School supports the development of knowledge, skills, and attitudes in eight overarching standards: (1) essential health concepts; (2) analyzing health influences; (3) accessing valid health information; (4) interpersonal communication; (5) decision making; (6) goal setting; (7) practicing health-enhancing behaviors; and (8) health promotion in six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Sixth Grade Instructional Program

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

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

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

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

Sixth Grade Rotational Schedule

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

Each class will rotate the sequence on a monthly basis to ensure each classroom receives a balanced instructional program.

The SMBCCS 6th grade instructional program has proven to be highly successful in meeting the needs of our students.

Comparison of 2022 and 2023 CAASPP ELA and Math CAASPP Results between SMBCCS, LAUSD, and the state of California for 6th Grade Students

School Year	SMBCCS		LAUSD		State	
	ELA	Math	ELA	Math	ELA	Math
2022-2023	51.9	53.17	38.62	28.08	44.17	33.19
2021-2022	39.75	39.75	39.88	26.85	45.11	32.46

Source: California Department of Education (CAASPP Reporting)

SMBCCS 6th grade students outperformed LAUSD and the State in both ELA and Math on 2023 CAASPP Summative Assessments. Santa Monica saw a significant increase in both ELA and Math in 2023. Scores were comparable in 2021-2022 in ELA and SMBCCS outperformed LAUSD and the State in Math.

The following courses are defined as noncore courses:

Visual and Performing Arts (non-core):

Visual Arts:

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

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

When students are engaged in artistic experiences, they develop a “sense of self,” as well as a respect for the many cultures that make up the world. Integration of the arts gives second language learners the scaffolding necessary to gain content knowledge, and to make academic connections across the curriculum.

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

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

The Arts

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

SMBCCS has made a commitment to Arts education and to its cross-curricular implications. This commitment will remain intact as an Arts specialist has been placed to begin the 2024-2025 school year who will deliver instruction on a weekly basis to students in grades TK-6. Through our Arts program, our students acquire knowledge of Arts history, influential artists in time, and Art theory. Students learn to Arts mediums and work collaborative on projects throughout the year in integration with the ELA Core Curriculum.

Physical Education

Using the Physical Education Model Content Standards for California Public Schools as the guide for instruction, physical education will be scheduled for all grade levels to include 200 minutes of physical education every ten school days.

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

Innovative Curricular Components

Technology

SMBCCS is committed to facilitating computer literacy. Every student is assigned an Apple iPad. All teachers are assigned an Apple iPad and Macbook Air. Students and teacher can interact via such platforms as Apple Classroom and share and collaborate via Google Suite. Students and teachers have access to laptop carts and listening center materials. Students engage in Internet research, develop word processing skills, and utilize a variety of cross-curricular computer programs designed to enhance their learning. Students are expected to navigate the Internet ethically, abiding by the FCPS Internet Policy, and tenets of Digital Citizenship taught in our iLabs each year.

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

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

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

The transformational integration of technology requires commitment, resources, and support staff for effective implementation. As SMBCCS moved under the FCPS umbrella, considerations were made to ensure the necessary hardware and software were in place to provide students the tools they needed to reach the level of technology utilization that is the goal of all schools under the FCPS umbrella. FCPS has a rich history of infusing technology with classroom instruction. Rather than a subject in and of itself, learning to use technology can best be accomplished as a direct result of effective academic instruction. As students research, investigate and explore the vast array of technology tools Santa Monica Boulevard Community Charter School has made accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. Since the first implementation of the Virtual Learning System classroom (one-to-one computer to student ratio), the FCPS staff have explored how best to integrate technology use in

the classroom and have discovered that a systematic, step-by-step program is the least effective practice for encouraging confident, competent technology use. To more clearly align and integrate students' use of technology with content instruction and learning, in 2009, Fenton Avenue Charter School adopted Dr. Ruben R. Puentedura's model for enhancing technology integration. This model was adopted at Santa Monica Boulevard Community Charter in 2012 when the Charter School became a Fenton Charter Public School. This model identifies a hierarchy of technology integration which moves technology use from *enhancement* to *transformation*. To move from the lowest to the highest level of integration, technology utilization is viewed in four stages:

TRANSFORMATION		
<i>Redefinition</i>	Technology allows for creation of new tasks previously inconceivable.	Tools are used for the visualization of narrative and structural aspects of text such as the use of <i>Garage Band</i> to record and then present a visual representation of a student's reading fluency.
<i>Modification</i>	Technology allows for significant task redesign.	Textual, visual and audio tools for construction of shared knowledge such as the use of a video camera to tape a dialogue between students as they describe a scientific experiment and their collective findings.
<i>Augmentation</i>	Technology acts as a direct tool substitute, with functional improvement.	Dictionaries, study guides and history sites linked to online text.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional change.	Shakespeare texts read in online versions.
ENHANCEMENT		

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work. A digital learning environment, modeled after the learning laboratory experienced by selected FCPS staff at three executive briefing sessions hosted at Apple Headquarters in Cupertino, California, will be explored for SMBCCS.

Common Sense Digital Citizenship Certified School

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

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

creative copyright. The free resources are currently used in more than 90,000 classrooms nationwide.

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

Intervention and Enrichment Programs

Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. It plays a crucial role in supporting the implementation and ensuring the mastery of California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards.

RTI involves regular screening and assessment of all students to identify those who are at risk of not meeting the California content and performance standards. Early identification allows for timely intervention, ensuring that students receive the necessary support before they fall significantly behind. RTI relies on data from assessments to make informed decisions about the type and intensity of interventions needed. This ensures that interventions are aligned with the specific learning goals set by the CCSS, NGSS, and ELD standards.

Tiered Support System

Tier 1: Core Instruction: All students receive high-quality, standards-aligned instruction in the general education classroom. Teachers use differentiated instruction to meet the diverse needs of students, ensuring that the core curriculum is accessible to all.

Tier 2: Targeted Interventions: Students who are identified as at risk receive additional, targeted instruction in small groups. These interventions are specifically designed to address the gaps in students' understanding of the content standards.

Tier 3: Intensive Interventions: For students who continue to struggle despite Tier 2 interventions, more intensive, individualized support is provided. This tier often involves more frequent progress monitoring and specialized instruction to help students meet the standards.

RTI supports the CCSS by ensuring that all students, including those who struggle, have access to the rigorous academic content outlined in the standards. Interventions are designed to help students develop the critical thinking, problem-solving, and analytical skills emphasized by the CCSS.

Next Generation Science Standards (NGSS): RTI can be adapted to support the NGSS by providing students with additional hands-on learning opportunities and scaffolding in scientific practices. Interventions might include more focused instruction on key scientific concepts and practices to ensure that students develop a deep understanding of the content.

English Language Development (ELD) Standards: RTI is particularly beneficial for English Learners (ELs) by providing targeted language support aligned with the ELD standards. Interventions may focus on language acquisition, vocabulary development, and other areas critical to mastering both the content and language demands of the CCSS and NGSS.

RTI involves ongoing progress monitoring to track student growth and determine the effectiveness of interventions. This allows educators to adjust instruction and interventions as needed to ensure that students are making progress toward mastery of the standards. Based on the progress monitoring data, educators can create personalized learning paths for students, ensuring that each student receives the support they need to master the California content and performance standards.

RTI promotes collaboration among general education teachers, special education teachers, and specialists. This collaborative approach ensures that all educators are working together to support student mastery of the standards. RTI implementation often includes professional development for teachers to ensure they are equipped with the skills and strategies needed to provide effective interventions and differentiate instruction to meet the standards. RTI ensures that all students, regardless of their background or learning needs, have access to high-quality instruction and the opportunity to achieve mastery of the standards. This approach is particularly important in addressing achievement gaps and promoting educational equity.

Enrichment Programs

The Charter School is committed to nurturing the unique talents and abilities of all students, including those performing above grade level. We implement a variety of enrichment opportunities to ensure that these students remain challenged, engaged, and motivated throughout their academic journey.

Differentiated Instruction and Curriculum Compacting: In our classrooms, teachers use differentiated instruction to tailor learning experiences to each student's needs. This includes curriculum compacting, where students who have already mastered grade-level content engage in advanced study units, independent research projects, or accelerated content to delve deeper into complex topics.

Socio-Emotional Enrichment and Leadership Development: Understanding that advanced learners also benefit from socio-emotional development, we incorporate enrichment through leadership opportunities, mentorship programs, and community service projects. For example, students can serve as peer tutors, participate in student council, or lead school-wide initiatives, providing them with experiences that build confidence, resilience, and social awareness.

Personalized Learning Plans and Technology Integration: We utilize personalized learning plans and advanced technology platforms to extend learning based on individual strengths and interests. Tools such as adaptive learning software, online courses, and access to digital libraries allow students to pursue topics of interest independently and at an accelerated pace.

Independent Study

The Charter School may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Director or designee retains discretion to approve independent study written agreements for students. Families interested in independent study should contact their Director or designee or main office. The Charter School will provide appropriate existing services, supports, technology and resources to enable students to complete their independent study program successfully. The Fenton Charter Public Schools Board of Directors reviews and approves the Independent Study Board Policy annually prior to the beginning of each school year.

Other Areas of Study

The Mutt-i-grees™ Curriculum is an innovative program that builds on children’s affinity for animals and highlights the unique characteristics and desirability of Mutt-i-grees, or shelter dogs. The curriculum teaches social and emotional skills and is unique in its bridging of humane education and the emerging field of Social and Emotional Learning (“SEL”). In a series of easily implemented lessons, children learn critical skills that will help them in school, at home, and later on in the workplace and in their interactions with people and, of course, with animals. Students learn to develop self and social awareness, communicate effectively, manage emotions, and display empathy.

Instructional Methods and Strategies that the Charter School Will Use to Deliver the Curriculum

Thinking Maps™

Santa Monica Boulevard Community Charter School has adopted and implemented the usage of *Thinking Maps* school-wide. Thinking Maps empower students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers. Essentially, Thinking Maps are visual tools or visual learning strategies that integrate thinking skills with mapping techniques, allowing students to construct knowledge, organize information, solve problems, and communicate with others. The eight 'maps' can be broadly understood to represent our fundamental thinking processes: define, describe, compare/contrast, classify, break down into parts, sequence, cause/effect, and establish relationships between things.

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

“Thinking Maps promote “equity of access to and explicit teaching of higher order thinking tools for every child and every adult on the journey to lifelong learning.”

Thinking Maps: A Language for Learning
Dr. David Hyerle

Explicit Direct Instruction (“EDI”)

The EDI approach places emphasis on constantly checking for understanding, while echoing student responses and allowing enough wait time for students to respond, which in turn, effectively helps our large population of English learners. Although similar to the Seven-Step Lesson Plan format, EDI places significant emphasis on the consistent incorporation of Specially Designed Academic Instruction in English (“SDAIE”) and cognitive strategies, while recent studies in brain research inform all aspects of the approach. SMBCCS teachers have been trained in EDI classroom coaching techniques, which include lesson plan development, classroom observation and feedback. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students attending Santa Monica Boulevard Community Charter School:

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

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

Specially Designed Academic Instruction in English

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

With a significant student population of English Learners, the instructional program emphasizes hands-on activities to build experiential background, receptive and expressive vocabulary, and oral fluency and comprehension in English, all critical for the mastery of the challenging requirements of CCSS and other Academic Content Standards.

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

Building Background Knowledge for Academic Achievement
Robert Marzano, 2004

Sharing of Best Practices

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

State Adopted Programs

SMBCCS will continue professional development on the implementation of state adopted curriculum, such as *Benchmark Advance* (ELA/ELD) and *i-Ready*, published by Curriculum Associates (Mathematics) to enhance and sustain the instructional program.

Ensure Student Mastery

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

*Mastering the methods of champion teachers in three core elements of literacy instruction—decoding, vocabulary, and fluency – can increase the quality and productivity of your students’ reading, making them more attentive, more expressive readers and building a foundation that will increase the comprehension they take from their reading, no matter what subject you teach.*²⁸

How the Instructional Program will Provide and Support Student Development of Technology-Related Skills and Student Use of Technology

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

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

	1. Basic Operations and Concepts	2. Social, Ethical and Human Issues
Transitional Kindergarten	<ul style="list-style-type: none"> • Students take good care of school’s technology equipment 	<ul style="list-style-type: none"> • Students can leave a site and tell an adult if they feel

²⁸ Lemov, D. (2010) *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass (pg. 263)

<p>and Kindergarten</p>	<ul style="list-style-type: none"> • Students can find certain keys on the keyboard • Students can tell if they are online or not • Students can use a mouse, track pad, or touchscreen to open applications • Students can use a drawing application to create an original work of art • Students can turn on digital devices • Student can tell when the battery is low • Students can adjust volume on digital devices • Students can plug in headphones into digital devices 	<p>uncomfortable about anything they see on the Internet</p> <ul style="list-style-type: none"> • Students have an understanding about getting permission from parents or teacher before sharing private information online
<p>First</p>	<ul style="list-style-type: none"> • Student can open a web browser and use a website • Students can use a word processing software or app to type • Students can quit a program that is not working on their digital device 	<ul style="list-style-type: none"> • Students work with others in the Charter School, community, or at home to tell someone about being a good digital citizen • Students can leave a site and tell an adult if they feel uncomfortable about anything they see on the Internet
<p>Second</p>	<ul style="list-style-type: none"> • Students can record their voice using technology and put it into a presentation • Students can quit a program that is not working on their digital device • Students can name a document or file • Students can save a document to a designated location 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is • Students get permission from parents or teacher before sharing private information online • Students tell what it means to have appropriate online manners
<p>Third</p>	<ul style="list-style-type: none"> • Students can show they have keyboarding skills appropriate to their grade level • Students can use word processing application to type documents 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is • Students remind themselves and others about being responsible online • Students know how to protect my passwords by not sharing them with others

		<ul style="list-style-type: none"> • Students can make good decisions about using technology when in a group • Students can be kind and polite when using technology in a group • Students can talk about what cyberbullying is
Fourth	<ul style="list-style-type: none"> • Students can tell similarities and differences between computer hardware and software • Students can name, rename, and save files to designated location • Student use advanced tools in office suite software 	<ul style="list-style-type: none"> • If students are unsure, they can check with the teacher before copying things from the Internet • Students can use technology to teach others about digital citizenship • Students can talk about what cyberbullying is
Fifth	<ul style="list-style-type: none"> • Students can edit pictures and movies using computer software 	<ul style="list-style-type: none"> • Students can talk about what cyberbullying is
Sixth	<ul style="list-style-type: none"> • Students can use appropriate terminology to describe problems with computer or technology devices 	<ul style="list-style-type: none"> • Exhibits leadership for digital citizenship
	3. Technology Productivity Tools	4. Communication and Collaboration
Transitional Kindergarten and Kindergarten	<ul style="list-style-type: none"> • Students can use drawing tools to make pictures of an original story • Students can use graphics to show patterns 	<ul style="list-style-type: none"> • Students can use devices to draw or write with a friend • Students can use apps to draw or write with a friend
First	<ul style="list-style-type: none"> • Students can write a story, poem, or title about a digital photo that is taken • Students can use word processing programs to tell others about ideas • Students can find information using technology 	<ul style="list-style-type: none"> • Students can work with others to add graphics to a shared story • Students can use devices to draw or write with a friend • Students can work with others to write and share a story
Second	<ul style="list-style-type: none"> • Students can find places on the Earth surface using programs 	<ul style="list-style-type: none"> • Students can work with a group and use technology to make a presentation
Third	<ul style="list-style-type: none"> • Students can use virtual tours online to help understand more about what is being studied • Students can use technology to share ideas 	<ul style="list-style-type: none"> • Students can work with a group and use technology to make a presentation

	<ul style="list-style-type: none"> • Students can adjust layers in programs • Students can find information using a search engine on different types of technology 	
Fourth	<ul style="list-style-type: none"> • Students put pictures and movies into projects • Students can create and modify digital works of art using technology tools 	<ul style="list-style-type: none"> • Students can work with others to create documents that have a variety of items like word processing, tables, graphs, pictures and other graphics • Students can work with others on a document that needs input and ideas from groups
Fifth	<ul style="list-style-type: none"> • Students can make a podcast and add to voice threads online 	<ul style="list-style-type: none"> • Students can work with others in a groups to present a project using a variety of technologies
Sixth	<ul style="list-style-type: none"> • Create original works as a means of personal or group expression 	<ul style="list-style-type: none"> • Contribute to project teams to produce original works or solve problems
	5. Technology Research Tools	6. Technology Problem-Solving and Decision-Making Tools
Transitional Kindergarten and Kindergarten	<ul style="list-style-type: none"> • Students can research information when using technology 	<ul style="list-style-type: none"> • Students can use technology to participate in class discussion
First	<ul style="list-style-type: none"> • Students can create a report or presentation with information found when using technology • Students can tell others what a graph means 	<ul style="list-style-type: none"> • Students can use technology to find out more about something that they want to learn
Second	<ul style="list-style-type: none"> • Students can add information to a spreadsheet • Students can tell someone what the information means in a spreadsheet • Students can tell others what a graph means 	<ul style="list-style-type: none"> • Students can use technology to collect data from an experiment • Students can see patterns in a set of data and tell about them • Students can use technology to find more about a topic using online resources
Third	<ul style="list-style-type: none"> • Students can follow links and use drop down menus to find information • Students can navigate to reliable information on the Internet • Students can research information and collect data using the Internet 	<ul style="list-style-type: none"> • Students can use technology to help plan and organize the steps for a project

Fourth	<ul style="list-style-type: none"> • Students can properly cite digital sources • Students can organize manipulate the data that they have collected using technology • Students can find correct digital information on the Internet and tell why I have selected it 	<ul style="list-style-type: none"> • Student use digital tools to create a step-by-step plan to follow to complete projects • Students use digital tools to find a real world problem that they can work on for a project • Students work with their class and their teacher to compare and analyze information
Fifth	<ul style="list-style-type: none"> • Student choose the correct program to make graphs, charts, or tables that help understand information and draw conclusions 	<ul style="list-style-type: none"> • Students support the point of view based on my data
Sixth	<ul style="list-style-type: none"> • Students will evaluate and select information sources and digital tools based on the appropriateness of the specific task 	<ul style="list-style-type: none"> • Use multiple process and diverse perspectives to explore alternative solutions

TRANSITIONAL KINDERGARTEN

Transitional kindergarten is the first year of a two-year kindergarten program designed to help ease the transition between preschool and the early elementary grades. In the 2024-25 school year a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten. In the 2025-26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program. This program gives children an opportunity to learn important academic and social skills in a hands-on way that supports their development prior to kindergarten. SMBCCS recognizes the academic demands placed on kindergartners, and believes that the TK program is paramount to ensuring that more of our entering Kindergartners come to school academically prepared for the rigorous curriculum.

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

Instructional Program

SMBCCS has adopted The Creative Curriculum (Teaching Strategies) as our instructional program. The curriculum emphasizes play-based, child-centered learning environments where teachers observe and listen to children to understand strengths, needs, and interests, then use the information to play instructional next steps. Learning within the program is integrated over multiple domains and subjects including socioemotional, physical, cognitive, and language development as well as all core subject matter. Students are assessed in an on-going process and use information to plan meaningful and responsive experiences for the students. Assessment is embedded in everyday experiences rather than being separate and isolated. The program also

encourages family engagement. Families are seen as valuable partners with communication between home and school encouraged regularly. With the opening of the program in 2023, the TK schedule was modified to include an “introduction day” where families along with their children attend in the classroom to learn about their new environments, routines, and team expectations.

The social-emotional curriculum will be based on *Mutt-i-grees*TM lessons, which follow the resiliency model and promote compassion and critical life skills. This is the foundation of the transitional kindergarten classroom management.

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

Staffing Qualifications

Transitional Kindergarten teachers at SMBCCS have obtained professional experience in a classroom setting with preschool-age children comparable to the 24 units of education in early childhood education and/or childhood development. They meet one of the three criteria outlined below:

California Education Code Section 48000(g)(4) outlines the requirements for Transitional Kindergarten (TK) teachers:

"As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2025, one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

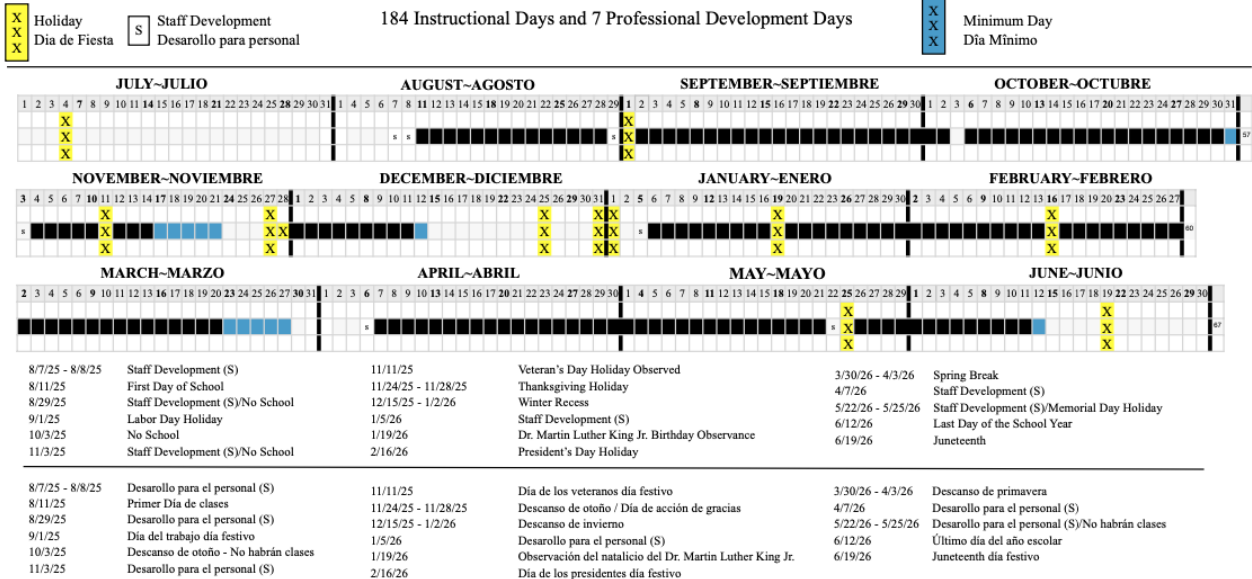
(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing."

The Charter School shall also comply with Education Code Section 48000(g) regarding adult to student ratios for TK.

ACADEMIC CALENDAR AND SAMPLES

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

FENTON CHARTER PUBLIC SCHOOLS 2025-2026



SET OF SAMPLE DAILY SCHEDULES

The daily schedule for SMBCCS will include the following:

Time	Grade	Subject	Instructional Minutes
8:00 - 10:00	TK-1st	English Language Arts	120 minutes
8:00 - 10:20	2nd-3rd	English Language Arts	140 minutes
8:00 - 10:00	4th-5th	English Language Arts	120 minutes
8:00 - 10:00	6th	6 th Grade Rotation #1	120 minutes
10:00 - 10:40	4th-5th	RTI	40 minutes
10:00 - 10:40	6th	6 th Grade Rotation #2	40 minutes
10:00 - 10:20	TK-1st	Recess	
10:20 - 10:40	2nd-3rd	Recess	
10:40 - 11:00	4th-5th	Recess	
10:40 - 11:00	6th	Recess	
10:20 - 11:00	TK-1st	RTI	40 minutes
10:40 - 11:30	2nd-3rd	RTI	40 minutes
11:00 - 12:00	4th-5th	Mathematics	60 minutes
11:00 - 12:00	6th	6 th Grade Rotation #2	60 minutes

11:00 - 11:40	TK-1st	Lunch (20 minutes) and Lunch Recess (20 minutes)	
11:30 - 12:10	2nd-3rd	Lunch (20 minutes) and Lunch Recess (20 minutes)	
12:00 - 12:40	4th-5th	Lunch (20 minutes) and Lunch Recess (20 minutes)	
12:00 - 12:40	6th	Lunch (20 minutes) and Lunch Recess (20 minutes)	
11:40 - 12:45	TK-1st	Mathematics	65 minutes
12:10 - 1:10	2nd-3rd	Mathematics	60 minutes
12:40 - 1:20	4th-5th	ELD	40 minutes
12:40 - 1:20	6th	6 th Grade Rotation #3 (ELD)	40 minutes
12:45 - 1:25	TK-1st	ELD	40 minutes
1:10 - 1:50	2nd-3rd	ELD	40 minutes
1:20 - 1:55	4th-5th	History-Social Science	35 minutes
1:20 - 1:55	6th	Rotation #3	35 minutes
1:25 – 2:10	TK-1st	History-Social Science/Art/Music/ Technology/Health/Physical Education	45 minutes
1:50 - 2:20	2nd-3rd	History-Social Science/Art/Music/ Technology/Health/Physical Education	30 minutes
1:55 - 2:30	4th-5th	Art/Music/Technology/ Health/Physical Education	35 minutes
1:55 - 2:30	6th	Rotation #3 - History-Social Science/Art/Music/ Technology/Health/Physical Education	35 minutes
2:00	TK	Dismissal	
2:10	K-1st	Dismissal	
2:20	2nd-3rd	Dismissal	
2:30	4th-6th	Dismissal	
2:00-5:15	TK-6 th	Think Together & LA's Best After School Program	
2:00-5:30	TK-6 th	Afterschool Playground	

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

The minimum day schedule for SMBCCS will include the following:

Time	Activity
7:30 – 4:00	Office Hours
8:00	Start of School
8:50 – 9:10	Recess for TK/K
9:15 – 9:35	Recess for 1 st /2 nd Grade
9:45 – 10:05	Recess for 3 rd /4 th Grade
10:15 – 10:35	Recess for 5 th /6 th Grade
10:40 – 11:20	Lunch (20 minutes) and Lunch Recess (20 minutes) for TK-1 st Grade

11:10 – 11:50	Lunch (20 minutes) and Lunch Recess (20 minutes) for 2 nd -3 rd Grade
11:40 – 12:20	Lunch (20 minutes) and Lunch Recess (20 minutes) for 4 th -6 th Grade
12:05	Dismissal for TK
12:15	Dismissal for 1 st -2 nd Grade
12:25	Dismissal for 3 rd -4 th Grade
12:35	Dismissal for 5 th -6 th Grade
4:00	Office Closes
12:05 – 5:15	Think Together & LA’s Best After School Program
12:05 – 5:30	Afterschool Playground

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

Annual Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK	Yes	169	300	10	225	5	180	0	0	184	36000	53850	17850
K	Yes	169	310	10	235	5	190	0	0	184	36000	55690	19690
1	Yes	169	310	10	235	5	190	0	0	184	50400	55690	5290
2	Yes	169	320	10	245	5	200	0	0	184	50400	57530	7130
3	Yes	169	320	10	245	5	200	0	0	184	50400	57530	7130
4	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370
5	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370
6	Yes	169	330	10	255	5	210	0	0	184	54000	59370	5370

PROFESSIONAL DEVELOPMENT

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

All professional development will focus on the mission of the Charter School. Professional development activities will be scheduled on Wednesdays and all programs and school-wide

initiatives will be implemented with ongoing support from vendors and consultants. A trainer-of-trainers model will often be used to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.

Lead Teachers act as grade level chairs and mentor teachers, provide peer assistance and coaching, and plan and lead grade level activities. The Lead Teachers, director, assistant directors and administrative coordinators form the instructional leadership team of the Charter School. Lead Teachers participate in offsite professional development workshops and conferences and act as "trainer of trainers" upon their return. Lead Teachers review student assessments and analyze results with the entire grade level team. Ideas for improvement of student learner outcomes as related to LCAP goals are discussed and planned for implementation. These meetings occur twice weekly, and allow for continuous review of student outcomes and revision of instructional practices across the grade level.

Seven full days of professional development for all certificated staff will be scheduled each school year. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of CAASPP and internal Diagnostic Assessment results from the previous year. The professional development calendar will be developed by administration and Lead Teachers to be approved by the FCPS Board of Directors. The following professional development calendar will be implemented during the initial year of charter implementation.

Month	Professional Development Focus Areas
<i>Ongoing</i>	<i>Student Progress Monitoring, Teacher Team Collaboration, Sharing of Best Practices, Alignment with Master Instructional Schedule, Literacy Coaching, Behavior Solutions Coaching, Mathematics Coaching, Leadership Development</i>
August	Beginning-Year Student Diagnostic Assessment Core Curriculum Refresher, MTSS/Behavior Solutions, ELA Essential Standards Review, Schoolwide Engagement Events
September	Instructional Approach Refresher (Explicit Direct Instruction, Thinking Maps, Kagan Cooperative Learning Structures), Math Essential Standards Review, Beginning of Year Staff Goal Setting Meetings
October	Common Formative Assessments, Student Data Review, Intervention Approach, Learning Walks
November	Schoolwide Engagement Events
December	Schoolwide Engagement Events, Mid-Year Review
January	Curriculum Review and Development, Mid-Year Student Diagnostic Assessment, Learning Walks

February	Common Formative Assessments, Student Data Review, Intervention Approach, Mid-Year Staff Goal Setting Meetings
March	Schoolwide Engagement Events, Strategic Planning for the upcoming academic year, Professional Networking at educational conferences or workshops
April	Common Formative Assessments, Student Data Review, Intervention Approach
May	Schoolwide Engagement Events, State Assessments
June	End- of-Year Student Diagnostic Assessment, New Year Planning

How the Charter School Will Recruit Credentialed Teachers Qualified to Deliver the Educational Program

Fenton Charter Public Schools has established well-defined policies and practices in order to employ personnel who will promote and implement the mission, vision and goals of the charter. The Board of Directors will determine the qualifications and job descriptions for all positions to ensure that applicants can fulfill Santa Monica Boulevard Community Charter School’s goals and expectations.

A recruitment committee, consisting of teachers, administrators and other certificated staff from FCPS, will participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at Santa Monica Boulevard Community Charter School. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff for FCPS, will interview candidates and invite selected candidates to present lessons in core subject areas. Teacher candidates will be observed by this same committee and recommended for hire to the Board of Directors.

SMBCCS selects its own staff and makes recommendations to the Fenton Charter Public Schools Board, which is deemed the exclusive public employer of its employees for the purposes of the Educational Employment Relations Act (“EERA”). The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The FCPS Code of Ethics applies to all staff, full and part-time.

Professional Development for New Teachers

To support the successful implementation of the Charter School’s educational program, the professional development plan for new teachers is strategically designed using Charlotte Danielson’s *Framework for Teaching*. By focusing on Danielson’s four domains—Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities—the plan

ensures that new educators are equipped with the knowledge, skills, and support needed to create engaging and effective learning experiences for students.

Beginning with **Domain 1: Planning and Preparation**, the Charter School prioritizes a strong foundation in curriculum design and instructional planning. During initial orientation, new teachers are introduced to the core philosophies and expectations of the school's unique educational model. Through targeted workshops, they learn to develop lesson plans that align with the Charter School's mission and instructional goals, while also focusing on the needs of diverse learners. Special emphasis is placed on using differentiated instructional strategies, incorporating formative assessments, and selecting appropriate resources to support each lesson's objectives. This foundational training enables new teachers to approach each lesson with a clear understanding of what success looks like and how to scaffold learning effectively.

Building on this foundation, **Domain 2: The Classroom Environment** focuses on creating a positive and productive learning atmosphere. New teachers are provided with comprehensive training on classroom management strategies, emphasizing the importance of establishing routines, setting clear expectations, and fostering respectful interactions among students. Professional development also addresses the integration of Social-Emotional Learning (SEL) practices, which are essential for building a classroom culture that supports both academic and social growth. The Charter School pairs new teachers with experienced mentors who model effective classroom management techniques, offering real-world examples and guidance on maintaining a structured yet supportive environment. This mentorship allows new educators to see the practical application of strategies and receive personalized feedback to refine their approach.

The plan then shifts to **Domain 3: Instruction**, which is at the heart of effective teaching. New teachers participate in ongoing instructional workshops that introduce evidence-based teaching practices, such as questioning techniques, active learning strategies, and scaffolding to promote deeper understanding. These sessions are tailored to the Charter School's specific educational program, ensuring that every instructional move aligns with the overall academic vision. Additionally, new teachers are trained in the effective use of technology to enhance student engagement and learning. A key component of the training is data-driven instruction, where educators learn to analyze student performance data to differentiate instruction, set specific learning targets, and track progress. Through this data-informed approach, new teachers are empowered to make instructional decisions that directly respond to student needs, thereby improving overall learning outcomes.

Finally, **Domain 4: Professional Responsibilities** emphasizes the importance of reflection, collaboration, and communication within the school community. New teachers are encouraged to participate actively in Professional Learning Communities (PLCs), where they can collaborate with peers, share instructional strategies, and engage in reflective discussions. These PLCs are designed to promote a culture of continuous learning and professional growth, reinforcing the Charter School's commitment to high-quality instruction. Reflective practices, such as self-assessment and goal setting, are embedded throughout the professional development program, encouraging new teachers to critically examine their own practice and set targets for improvement. Additionally, training sessions on effective communication with families are

included to ensure that new teachers are prepared to build strong partnerships with parents and guardians, fostering a holistic approach to student success.

Overall, the professional development plan for new teachers is rooted in Danielson’s four domains, providing a structured yet flexible approach that supports educators in mastering the essential components of effective teaching. By aligning professional development with these domains, the Charter School ensures that new teachers are not only well-prepared to implement the school’s educational program but are also supported in their journey toward becoming reflective and impactful educators.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

The Fenton Charter Public Schools affirm, welcome, and respond to a diverse range of English learner (“EL”) strengths, needs, and identities¹. Anticipating a consistent population of English Learners, FCPS will continue to commit the resources necessary to ensure that all EL students learn to speak, read and write English. FCPS will meet all applicable legal requirements for the EL population, such as annual notification to parents, student identification and placement, program options, English Language Development using the California English Language Development Standards, the California ELA/ELD Framework, and core content instruction aligned to Common Core. Rigorous instruction is designed to meet EL linguistic and academic needs. FCPS will ensure all teachers are EL authorized and receive consistent ELD professional development. FCPS will continue to reclassify EL students to fluent English proficient status, monitor and evaluate program effectiveness, and employ standardized testing procedures. FCPS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

FCPS uses Illuminate Education to collect, report, analyze, and interpret monthly data regarding ELs’ linguistic progress. Administrators and teachers will analyze EL student achievement throughout formative and summative assessments to determine EL progress.

Process for Identifying English Learners

- Initial identification is made through the Home Language Survey completed with all enrollment applications and by crosschecking CALPADS.
- *Initial Assessment*: Students whose home language is other than English are assessed using the ELPAC (in conjunction with the state’s timeline) within 30 calendar days after first enrolled.
- The ELPAC Initial Assessment window will be year-round (July 1–June 30)
- *Summative Assessment*: English Learners are tested once a year to measure their progress in learning English until they are reclassified as fluent English proficient (“RFEP”).
- The ELPAC Summative Assessment window will be from February 1–May 31.

Educational Programs for English Language Acquisition

FCPS has committed its resources to ensure that all students learn to listen, speak, read and write English. The school provides a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language needs. FCPS is aligned with the four interrelated principles at the foundation of the *CA EL Roadmap*.

1. *Assets-Oriented and Needs-Responsive School*

- a. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities.
- b. The needs of long term English learners are vastly different from recently arrived.
- c. School climate is affirming, inclusive, and safe.
- d. FCPS values and builds strong family and school partnerships.
- e. FCPS develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices.

2. *Intellectual Quality of Instruction and Meaningful Access*

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891–892).
- b. Students are provided a rigorous, intellectually rich, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. English learners are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. English learners are provided choices of research-based language support/development programs

3. *System Conditions that Support Effectiveness*

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources to support the conditions required to address EL needs.
- c. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.
- d. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers.

4. *Alignment and Articulation Within and Across Systems*

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be coherent across schools.

Teaching Integrated and Designated ELD

Integrated ELD: All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. Integrated ELD is during the content area time when using strategies and scaffolds for students to access the content. All teachers who have ELs in their class are responsible for integrated ELD.

In order to deliver quality Integrated ELD to all ELs, FCPS shall:

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content-Language Objectives.
- Provides students appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.).
- Requires ample oral and written production of language.

Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction, consist of 40-minute blocks that are provided for all students who are identified through the ELPAC as English Learners to ensure ELD instruction targets needs depending on the student's English Proficiency level. During Designated ELD blocks, English Learners are grouped to ensure teachers provide targeted assistance.

In order to deliver quality Designated ELD to all ELs, FCPS shall:

Provide a minimum 40 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.

Programs and Resources

FCPS adopted Benchmark Advance as the ELA/ELD curriculum (The Fenton Primary Center adopted California Wonders). The state approved ELD curriculum includes a comprehensive teacher's edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the ELD Resource System, Interim Assessment, and Leveled

Text Readers for Close Reading. Curriculum for whole group instruction includes Interactive Question-Response lessons through the Leveled Text Readers to bridge gaps in Language acquisition. In addition, the curriculum includes ELD Student Books, Decodable Readers, and Readers' Theatre Books. CCSS-based direct instruction lessons are integrated in the ELD curriculum. There are a variety of formative and summative assessments to monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program.

The following tools and practices are used during designated and integrated ELD.

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences;
- The ELA/ELD curriculum in all classrooms will promote effective strategies for English language acquisition;
- Thinking Maps will be implemented across the curriculum;
- School expectations will be clearly communicated to all students' families in parent education workshops at the Parent Center and in each classroom;
- Computers in all classrooms will provide access to a variety of resources;
- Parent Center activities and services will help non-English speaking families support their children;
- FCPS has designated ELD daily as well as integrated ELD in ELA and Mathematics. FCPS ELD lessons focus on content while taking into consideration the various ELD levels of our students (Emerging, Expanding, Bridging);

As described above, support and assistance will be provided through a variety of programs and activities to deliver quality designated and integrated ELD to all ELs. All teachers who have ELs in their class are responsible for designated and integrated ELD. It takes place in the general education classroom.

FCPS follows a "Teaching and Learning Cycle" (TLC)². FCPS Instructional Coaches, ELD Lead Teachers, and Grade Level Lead Teachers are guiding teachers through the TLC process. TLC is a coherent process for scaffolding deeper thinking, extended discussions, interactive reading, and language development - including high quality writing. Using the TLC process, teachers guide their students through five stages of learning: (1) building content knowledge through language-rich experiences (building the field) (2) exploring the language of text types, (3) jointly constructing texts, (4) independently constructing texts, and (5) reflecting on one's own written texts.

Reclassification

In alignment with the most recent guidance from the California Department of Education (CDE) "[Reclassification FAQs](#)" and "Guidance for Reclassification: 2020-21 Testing Window Extension" from the CDE, FCPS reclassification procedures utilize multiple criteria in

determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Reclassification Criteria

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and (ELPAC overall score of 4)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and (Report Card Scores of a 3)
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - a. Smarter Balanced Summative Assessment Results (Score of a 3 or 4)
 - b. Local Assessments
 - i. i-Ready Assessments (Reading and/or Language) (41 Percentile or Above)
 - ii. Publisher Assessments (Score comparable to native English speakers)

Language Appraisal Team

When an EL student in grade 1-6 meets the ELPAC and Basic Skills criteria, but not the Teacher Evaluation criterion, the LAT must convene to discuss the linguistic and academic achievement of the student. The LAT will review the ELPAC Summative results, Basic Skills results, and any other student work that will support the reclassification recommendation and document their findings in the LAT Reclassification form. Based on an analysis of student data, the LAT will either recommend the student for reclassification or develop an instructional/intervention support plan to address the student academic needs⁵.

The Director is responsible for the Language Appraisal Team and will always include the members of the Instruction Committee (Curriculum and Assessment Council). The core Language Appraisal Team is comprised of individuals who are knowledgeable about the FCPS Instructional Program options for ELs and the English Learner Master Plan, including ELD and access to grade-level core curriculum, Primary Language Support, and Primary Language Instruction for ELs. The LAT may also include special education teachers, and any other EL experts. FCPS incorporates the responsibilities of the LAT into already existing multidisciplinary team structures such as Coordination of Services Teams (COST) and/or Student Success Teams (SST) to eliminate the duplication of efforts by school personnel. The LAT Initial and/or Follow-up meetings may take place concurrently with the SST/COST Team.

Reclassification Monitoring

- Complete **Monitoring Academic Progress – Reclassified Fluent English Proficient (RFEP)** form each semester and place in EL Folder in Cumulative record.
- RFEP students are expected to meet or exceed state grade-level content standards

- Regularly gather and review data to monitor RFEP students' progress
- Notify parents of ongoing progress after reclassification
- Run the roster when grades are available, at least once a semester
- Discuss with the leadership team possible intervention programs for identified RFEP students
- Discuss action steps for those students not meeting benchmarks and those whose parents request support services
- Reclassification letters and Annual Title III letters
- Suggested intervention
- Implementation of intervention
- Notification to teachers and parents regarding intervention
- Annual monitoring of interventions program effectiveness
- Provide appropriate and additional education services when needed and annually evaluate effectiveness of such services (help with homework, support in math, etc.)

Long Term English Learner (LTEL) Monitoring

Monitor LTEL's...

- Language status via ELPAC results and daily instruction/observation
- Goals for meeting grade level standards
- Progress toward reclassification
- Meet with student's parents on a consistent basis to review progress and maintain documentation of meetings. The Language Appraisal Team (LAT) meets at least three times a year to review English Learners' progress and reclassification status. Additional meetings can be scheduled as needed, especially when considering a student for reclassification. Team members include the following:
 - Site Administrator (Principal or Assistant Principal)
 - EL Coordinator or ELD Teacher
 - Classroom Teacher(s)
 - Support Staff (e.g., RSP teachers, counselors)

Monitoring ELs Incurring Academic Deficits

- FCPS will continue to use formative assessment for immediate instructional decisions; FCPS is using i-Ready beginning-of-year ("BOY"), middle-of-year ("MOY"), end-of-year ("EOY"), in Reading and Mathematics to measure growth over time.
- Multiple computers in all classrooms provide access to a variety of on-line resources (identified by Lead Teachers and grade level teams) that specifically address gaps in English Language Development.
- Thinking Maps and Explicit Direct Instruction ("EDI") strategies will be

implemented across the curriculum.

- Teachers scaffold lessons and provide instructional support to all English Learners.
- Teachers use various techniques such as revoicing, paraphrasing, restating and clarifying to help model oral language for English Learners.
- Bilingual paraprofessionals provide translation for parent conferences.
- FCPS utilizes a Language Appraisal Team (LAT). The LAT is charged with the responsibility of monitoring and supporting the progress of all English Learners.

The LAT ensures that:

- ELs are monitored to ensure appropriate instruction, support and intervention strategies are provided to accelerate the language progress of all English Learners (ELs), including Long Term English Learners (LTELs).
- Reclassified Fluent English Proficient (RFEP) students continue to make progress and achieve academic proficiency after reclassification.

The Director is responsible for the Language Appraisal Team and will always include the members of the Instruction Committee (Curriculum and Assessment Council). The core Language Appraisal Team is comprised of individuals who are knowledgeable about the FCPS Instructional Program options for ELs and the English Learner Master Plan, including ELD and access to grade-level core curriculum, Primary Language Support, and Primary Language Instruction for ELs. The LAT may also include special education teachers, and any other EL experts. FCPS incorporates the responsibilities of the LAT into already existing multidisciplinary team structures such as Coordination of Services Teams (COST) and/or Student Success Teams (SST) to eliminate the duplication of efforts by school personnel. The LAT Initial and/or Follow-up meetings may take place concurrently with the SST/COST Team.

Evaluating Programming

The Instruction Committee, an advisory committee that reports to the Board of Directors, will continue to analyze and evaluate our English Learner program at regularly scheduled monthly meetings. Feedback will be provided at least once a year to the Board of Directors.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Monitoring students who for two years who have reclassified.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

How the charter school will identify gifted and talented students:

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

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

- Art and enrichment programming
- Individualized assistance and support from paraprofessionals.
- Team teaching to support differentiated instruction.
- Supplementary enrichment materials for core subjects.

SMBCCS will work diligently to implement a variety of strategies to identify and support gifted and talented students.²⁹ Teachers design projects that engage students' higher order thinking skills, such as analyzing, evaluating and creating.

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

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

The Charter School will ensure that the progress of Gifted and Talented Education (GATE) students is closely monitored through a comprehensive system managed by designated staff members. The school psychologist, site administrators, and teachers trained in differentiated instruction will collaboratively oversee the academic development of each GATE student. The monitoring process will involve multiple strategies, including regular data analysis of academic performance, standardized test scores, classroom assessments, and project-based learning outcomes.

²⁹ Kaplan, S. (2005). Layering differentiated curriculum for the gifted and talented. In F.A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (2nd ed., pp. 107-131). Waco, TX: Prufrock Press.

Additionally, classroom observations, collection of teacher feedback, and targeted interventions will be used to ensure students are receiving the necessary support and challenges. Participation in enrichment programs, competitions, or advanced coursework will also be tracked to align with the students' abilities and interests.

Students Achieving Below Grade Level

How the charter school will identify and meet the educational needs of students achieving below grade level

SMBCCS will implement a cohesive instructional program to strategically serve academically low-achieving students. Academically low achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments.

Students receive assistance through participation in the following activities:

- Paraprofessionals provide individualized assistance
- Multiple computers in all classrooms
- Small group and individualized instruction in all classrooms
- Behavioral and Academic Student Study Teams
- I-Ready and ESGI assessment to identify specific standards in need of remediation
- Supplementary materials aligned with core programs for use in intersession and after school programs
- Coordination of Services Team meets individually with teachers regarding meeting the needs of students struggling with academics and/or behavior

Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

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

Second, students who struggle with classroom prevention and intervention strategies will be provided with additional intensive support during a 40 minute Response to Intervention block of time.³⁰ SMBCCS will employ an RTI model in grades K-6 as part of a cohesive instructional

³⁰ Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D. et. al. (2006). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.

program. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on outcomes of the intervention in place. Students receive intensive support to address their specific area of need by a highly trained certificated teacher.

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

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

Additionally, students receive assistance through participation in the following activities:

- Paraprofessionals provide individualized assistance
- Parent workshops to support home-school activities and communication
- Multiple computers in all classrooms
- Parent and off-track student volunteers
- Afternoon tutoring sessions for selected students
- Small group and individualized instruction in all classrooms
- Supplementary materials aligned with core programs for use in intersession and after school programs

How the charter school will monitor the progress of students achieving below grade level

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

Progress monitoring of student outcomes allows educators and leaders to assess whether students are mastering the essential standards. It provides insights into individual and group learning trajectories, providing time to adjust instructional strategies as needed. Data from progress monitoring informs decision-making at various levels, including school-wide policies, resource allocation, and professional development priorities. It ensures that decisions are based on evidence of student performance and needs.

Fenton progress monitors student outcomes in a variety of ways. Several key indicators are listed below.

iReady Personalized Instruction *(suggested weekly)*

All Fenton students will work to attain a usage rate of 30-49 minutes per subject (ELA and Math) per week. Teachers are expected to incorporate this time within their daily schedule. Site leaders are expected to monitor data on a weekly basis to review usage rates and lesson pass rate. It is encouraged to provide student incentives for those meeting usage and/or pass rates. iReady recommends students aim for 45 minutes per subject with a pass rate of 70-100%.

iReady Diagnostic Assessments (ELA and Math) *(suggested 3x per year)*

iReady Diagnostic Assessments are implemented beginning, middle and end of year for all students K-6th. Data from diagnostic assessments are used to inform educator instructional decisions such as grouping students for targeted instruction, selecting appropriate learning materials, and adjusting the pace or depth of instruction. School leaders utilize this data to monitor progress towards student proficiency and growth. School leaders are responsible for summarizing grade level and schoolwide data post assessment and providing guidance for shifts in instructional decisions.

FCPS has identified targets for iReady Diagnostic Assessments for both status and growth. All Fenton students will demonstrate an increase in status from BOY to EOY assessments. All Fenton students will demonstrate a median percent progress toward typical growth or 100% or greater to demonstrate a full year's worth of learning.

Common Formative and Unit Assessments *(suggested monthly)*

Grade level common formative assessments and unit assessments take place throughout the year. Educators utilize these assessments during data analysis team discussions to review student mastery for varied targets, identify effective instructional practices, establish areas for continued improvement, prescribe targeted interventions, and enrichment opportunities for all learners. School leaders are recommended to attend team data chats in an effort to promote their continued use, ensure alignment with schoolwide goals, and provide follow up as needed.

Professional Goal Setting Meetings *(suggested 2x per year)*

Professional Goal Setting meetings with teachers are vital for fostering professional growth, aligning educational objectives, providing feedback and support, promoting collaboration, and ultimately improving student outcomes through effective teaching practices. Meetings should take place immediately following iReady Diagnostic Assessments and should provide direct guidance for responding to the student data trends. School leaders will provide additional direction prior to each goal setting window.

Socioeconomically Disadvantaged Students/Low Income Students

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

- Disadvantaged students will take part in art, music, and the use of technology to ensure exposure to enrichment opportunities.
- Teachers will conduct student interest surveys to understand enrichment opportunities that will support the interest and needs of their socioeconomically disadvantaged students

- An average class size of 20 students in Transitional Kindergarten through third grade.
- An average class size of 24 students in fourth and fifth grades, and 25 in sixth grade.
- Whole, cooperative, and small group instruction.
- Individualized direct instruction.
- A full time school counselor.
- A school psychologist.
- Arts specialist
- A technology specialist.
- A Family Center is open from 7:00 a.m. to 3:30 p.m., providing classes and other services for parents as requested by the school community.
- Field trips aligned to specific areas of study.
- iPads and Promethean Boards in all classrooms.
- Paraprofessionals to provide individualized and small group assistance.
- A competitive Drill Team.
- A structured psychomotor program.
- Supplementary materials and resources in all classes, such as manipulatives, a classroom library, and computer software.

How the charter school will identify socioeconomically disadvantaged students

Santa Monica Boulevard Community Charters School will identify students who are socio-economically disadvantaged using a variety of items. First, students will be identified as being eligible for free or reduced price meals, using a *Meal Application* or *Income Verification Form*, following federal and state guidelines. Second, the Charter School has access to direct certification from the state for students who are currently receiving government assistance. Finally, families who are homeless or living in a shelter and are willing to fill out a verification form, will be considered as socio-economically disadvantaged.

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

How the charter school will identify and meet the educational needs of socioeconomically disadvantaged students

The Charter School will provide the following supports for socioeconomically disadvantaged students:

- Family Center with a variety of resources
- Full-time counselor and psychologist
- Partnership with partnering mental health organizations for additional mental health support for students and families
- Full-time nurse to provide parents with additional support
- Full-time Administrative Coordinator who guides implementation of PBIS

- Full-time Registered Behavior Technician who supports the implementation of PBIS

How the charter school will monitor the progress of socioeconomically disadvantaged students

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

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

Evaluating the effectiveness of an educational program for Socio-Economically Disadvantaged (SED) or Low-Income students in a charter school is critical to ensuring that students receive equitable opportunities to succeed.

The Charter School will regularly collect and analyze data on academic performance, including standardized test scores, grades, and other assessments, disaggregated by socioeconomic status. This data helps identify gaps in achievement between SED/Low-Income students and their peers. Teachers will use formative assessments to monitor the progress of SED/Low-Income students throughout the year. These assessments provide ongoing feedback and allow for timely interventions to address learning gaps. End-of-year summative assessments help evaluate whether SED/Low-Income students have mastered the content and skills outlined in the curriculum. Comparing these results year-over-year can show trends in student achievement. This information is monitored by the School Director, Office Manager, Acceleration Specialist, and Home Office Data Systems Specialist.

The Charter School will track the participation and progress of SED/Low-Income students in targeted intervention programs (e.g., tutoring, after-school programs, summer school) designed to support their learning. Evaluating the outcomes of these interventions, such as improvement in test scores or grades, helps assess their effectiveness. This information is monitored by the School Director, Office Manager, Expanded Learning Coordinators, and Home Office Data Systems Specialist.

Implementing RTI, the progress of SED/Low-Income students through the tiers of support will be closely monitored. The effectiveness of RTI strategies will be evaluated based on the students' progress toward meeting academic standards. The school will gather feedback from students, parents, and teachers through surveys and focus groups. This qualitative data can provide insights into the perceived effectiveness of the educational program, as well as the specific challenges faced by SED/Low-Income students. The school will engage in a continuous improvement cycle, where data is collected, analyzed, and used to refine instructional strategies, interventions, and support services. This cycle ensures that the educational program remains responsive to the needs of SED/Low-Income students. The Charter School will provide ongoing professional development for teachers and staff on best practices for supporting SED/Low-Income students. The effectiveness of this training will be evaluated based on improvements in teaching practices and

student outcomes. This information is monitored by the School Director, Office Manager, Acceleration Specialist, and Home Office Data Systems Specialist.

Students with Disabilities

The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Student Groups

Foster Youth and Students Experiencing Homelessness, and any other relevant subgroup

Most of the Charter School's students are identified as English learners, foster youth, homeless and/or qualifying for free or reduced price meals using the enrollment application. Parents submit enrollment applications, identical to the applications used by LAUSD, with critical information to properly identify students and provide the resources necessary. Every child has equal access to the same free, appropriate public education as provided to all children and youths.

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

FCPS also contracts with Los Angeles County for direct certification to identify families receiving assistance. This provides a legal way to properly identify students who qualify for free or reduced price meals. The Charter School's counselor is in direct contact with community providers and Pacific Clinics. Pacific Clinics is a nonprofit agency that provides a variety of programs and services to meet the social-emotional, behavioral and mental health needs of young children, teens and their families. In order to ensure proper program identification, SMBCCS updates its database during parent conferences and when notified of a change by the parent or guardian. This information is monitored by the School Director, Office Manager, Community Schools Coordinator, and Home Office Data Systems Specialist.

Monitoring the progress of Foster Youth and Students Experiencing Homelessness

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

SMBCCS will use "Project Wisdom" as an education program and implement social emotional programs used by FCPS. FCPS has partnered with Yale University to be the first California schools to become a "School of the 21st Century," a program geared to meeting the needs of students and their families through strong community/school relationships.³¹ Finally, the Mutt-i-grees program of FCPS, also out of Yale University, helps create a safe learning environment by

³¹ Henrich, C.C., Ginicola, M.M., & Finn-Stevenson, M. (2006). *The school of the 21st century is making a difference: Findings from two research studies* (Issue Brief). New Haven, CT: Yale University, School of the 21ST Century (21C) Program.

helping children become more kind, caring and compassionate to their friends, families and animals. This information is monitored by the School Director, Office Manager, Community Schools Coordinator, and Home Office Data Systems Specialist.

“A TYPICAL DAY”

A typical day at SMBCCS is well organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

Throughout the typical day, Santa Monica Boulevard Community Charter School utilizes Explicit Direct Instruction by DataWorks. Explicit Direct Instruction allows the teacher to constantly monitor understanding and make sure students are deriving meaning from instruction. Students are cognitively engaged throughout the learning encounter. They have opportunities throughout the lesson to self-monitor and direct their own learning and participation. An EDI lesson always includes specific lesson design components and lesson delivery strategies. It always includes continuous student engagement through Pair Share interactions and by using Checking for Understanding activities to verify that students are learning during the lesson. Student Pair-Share activities are an integral part of their TAPPLE mnemonic:

- T**each first
- A**sk a question
- P**ause and pair-share
- P**ick a non-volunteer
- L**isten to the response
- E**ffective feedback

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

A typical day at SMBCCS is well organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

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

The custodian arrives and checks the campus for any breach in security or safety. Graffiti, vandalism, and custodial needs are addressed prior to the arrival of staff and students.

The School Food Service Vendor begins preparing breakfast for the approximately 800 students who will eat breakfast daily. He/she checks on the delivery of fresh milk, fruits and vegetables, and ensures that all students receive a nutritious meal for breakfast and lunch daily. He/she will also begin preparing for the staff (coffee, breakfast items and lunch).

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

Administrators and teachers will be available for conferences as early as 7:00 a.m. to accommodate parents' work schedules. Teachers' scheduled hours are 7:50 a.m. to 2:40 p.m. and administrators' hours are 7:00 a.m. to 4:30 p.m. Many staff members are on campus well beyond their scheduled hours.

Administrators will meet with staff, parents and community members throughout the day during scheduled and unscheduled conferences.

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

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

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

7:00 a.m. Office Assistants and school nurse arrive, food service vendor's staff arrive, supervision aides and cafeteria clerk arrive to oversee breakfast service and supervise playground.

Committee meetings (Finance, Instruction, Parent Advocacy, and Personnel) begin and end at the start of the school day.

7:15 a.m. The Cafeteria Gate is opened and students will enter for breakfast. Students are offered choices for breakfast and all students eat for free. Students eat breakfast under the school's pavilion on the main yard.

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

Throughout the day, the support staff from SMBCCS (school psychologist, school counselor, registered behavior technician, and/or Education Specialist teacher) will be scheduled to assist staff with student behavior concerns and problems.

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

7:50 a.m. All meetings before school come to an end. Breakfast service ends and students

begin to line up on the main yard to await their teacher's arrival (room numbers are painted on the playground). This line-up area is also where students line-up in an emergency (fire drill, earthquake drill, etc.). Teachers will pick up classes from the yard and walk students to classrooms. Teachers follow the mantra "in-by-8," arriving before 8:00 a.m. to pick up their students to ensure bell to bell instruction and maximize time on task.

Administrators will check grounds to ensure that all students are in classes and accounted for. Paraprofessionals arrive and clock in

8:00 a.m. Bell rings for the start of the school day and all gates are locked. Administrators welcome students throughout campus to a new school day. Teachers and student arrive in classrooms, begin organizing their materials to prepare for the day. Instruction begins.

8:05 a.m. Attendance begins to be taken on the Infinite Campus (IC) database by teachers.

The Attendance Clerk with the assistance of other office staff members begins issuing "tardy slips" to students who have arrived late through the Main Office, documenting reasons for late arrival. After all students have been checked in, the Attendance Clerk sends an automatic message to the families of absent students and entering attendance data into IC.

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

SMBCCS's Student Support staff as well as outside service providers begin working with selected students and/or conducting assessments as contracted by SMBCCS.

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

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

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

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

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

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

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

Transitional Kindergarten, Kindergarten, and 1st grade students will be supervised by paraprofessionals at assigned areas in the TK and K/1st yards. Equipment is marked for each set of areas and selected ball monitors from each room pick up equipment.

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

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

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

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

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

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

Teachers will pick up classes and instruction continues.

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

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

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

Teachers will pick up classes and instruction continues.

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

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

11:40 a.m. End of lunch for TK/K/1st students

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

11:30 p.m. Lunch for 2nd/3rd grade students.

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

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

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

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

12:55 p.m. Psychomotor schedule begins for Primary Grades (twice a week)

1:40 p.m. Psychomotor schedule begins for Upper Grades (twice a week)

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

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

Administrators, Campus security and teachers oversee dismissal.

Teachers walk classes to assigned gates for dismissal (each grade level is assigned a different dismissal gate to alleviate congestion and create a safer environment).

Students who remain for after school programs walk to assigned meeting areas:

- Afterschool Playground
- LA's Best Afterschool Program
- Think Together Afterschool Program

2:45 p.m. Committee meetings (Finance, Instruction, Parent Advocacy, and Personnel) may take place at the end of the school day.

2:45 p.m. Staff Meetings are held on Wednesdays as needed.

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

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

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

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

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

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

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

Element 3 – Method

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

A completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

Measuring Student Academic Performance and Growth

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

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

<p>English Language Development</p>	<ul style="list-style-type: none"> - Publisher’s Tests – Benchmark Education ELD - iReady – Online - ELPAC 	<ul style="list-style-type: none"> - Annual and Initial parent notices for EL students - ELD Folder - iReady – Online progress reports - ELPAC Individual and state reporting 	<ul style="list-style-type: none"> - Progress monitoring for teachers and school - iReady – Online progress reports - ELPAC provides parents and teachers with reports
<p>Mathematics</p>	<ul style="list-style-type: none"> -Publisher’s Assessments Ready Math - iReady Diagnostic Assessment (Math) - Online 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Illuminate Data Reports 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress - Illuminate data reports are created to measure progress and performance by student, grade level, and school wide – Reports are shared with school at Instruction Committee and organization wide at FCPS Board Meetings
<p>Science</p>	<ul style="list-style-type: none"> - Publisher’s Assessments – Twig Science 	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Teacher created assessments 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress

Social Studies	- Publisher's Assessments – <i>Reflections</i> by Harcourt	<ul style="list-style-type: none"> - School created CCSS Report Card - School created Progress Report - Teacher created assessments 	<ul style="list-style-type: none"> - Report Cards for parents provided three times a year to provide a detailed report of student progress - Progress reports for parents are provided for parents between report cards and gives an overview of student progress
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Teacher Leadership

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

Summative Assessments

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

Benchmarks

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

In accordance with California *Education Code (EC)* Section 47607.2, Santa Monica Boulevard Community Charter School utilizes iReady by Curriculum Associates as verified data. iReady is approved by the California Department of Education as a valid and reliable assessment that can be used to measure increases in academic achievement.

iReady data is utilized for internal progress monitoring, instructional shifts within the classroom, and identification and monitoring of intervention (AIM) groupings. All K-5 students participate in both Reading and Math diagnostic assessments three times per year; August, January, and June.

The iReady Diagnostic Assessment is widely used at SMBCCS for progress monitoring of student outcomes. At the beginning of the school year, students take the iReady Diagnostic to establish a baseline of their current abilities in reading and math. This helps in identifying each student's strengths and areas for improvement. Based on the diagnostic results, iReady provides personalized learning paths for each student. These learning paths include lessons and activities that target the specific skills each student needs to develop.

Teachers can use the data from these assessments to make informed instructional decisions. The results highlight whether students are progressing, stagnating, or regressing in certain areas. iReady generates detailed reports that break down student performance by specific skills and standards. These reports can be used by teachers to identify trends and patterns in student learning. Based on the diagnostic data, SMBCCS implements targeted interventions for students who are struggling. This might include additional support in small groups or one-on-one instruction. Teachers can conduct regular checks using shorter, more frequent assessments or checks within the iReady platform to ensure interventions are effective and students are making progress.

Students receive feedback on their performance, which can motivate them and help them understand their learning goals. Santa Monica Boulevard Community Charter School uses iReady data to communicate with parents about their child's progress, strengths, and areas needing improvement. This fosters greater parent involvement in their child's education. Teachers adjust their instructional planning based on the diagnostic results. This ensures that classroom instruction is aligned with the specific needs of the students.

SMBCCS uses the data to provide professional development for teachers, helping them to better understand how to interpret the data and use it to inform instruction. The data from iReady helps the school ensure they are meeting state and federal accountability standards by demonstrating student growth and proficiency. The goal of every students is to increase overall status and demonstrate at least one year's worth of learning indicated by obtaining 100% growth.

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

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

- T**each first
- A**sk a question
- P**ause and pair-share
- P**ick a non-volunteer
- L**isten to the response
- E**ffective feedback

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

DATA ANALYSIS AND REPORTING

The type(s) of data the charter school will use

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

Use of data to inform curriculum, instruction, tiered intervention, and enrichment

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

Use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board

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

Use of data to inform stakeholders of school performance

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy

Grades are entered through the Illuminate Education website. Below is the grading scale the

Charter School uses:

Criteria for Achievement Grades

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

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

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

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

Criteria for Effort Grades (Successful Learner Behaviors)

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

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

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

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

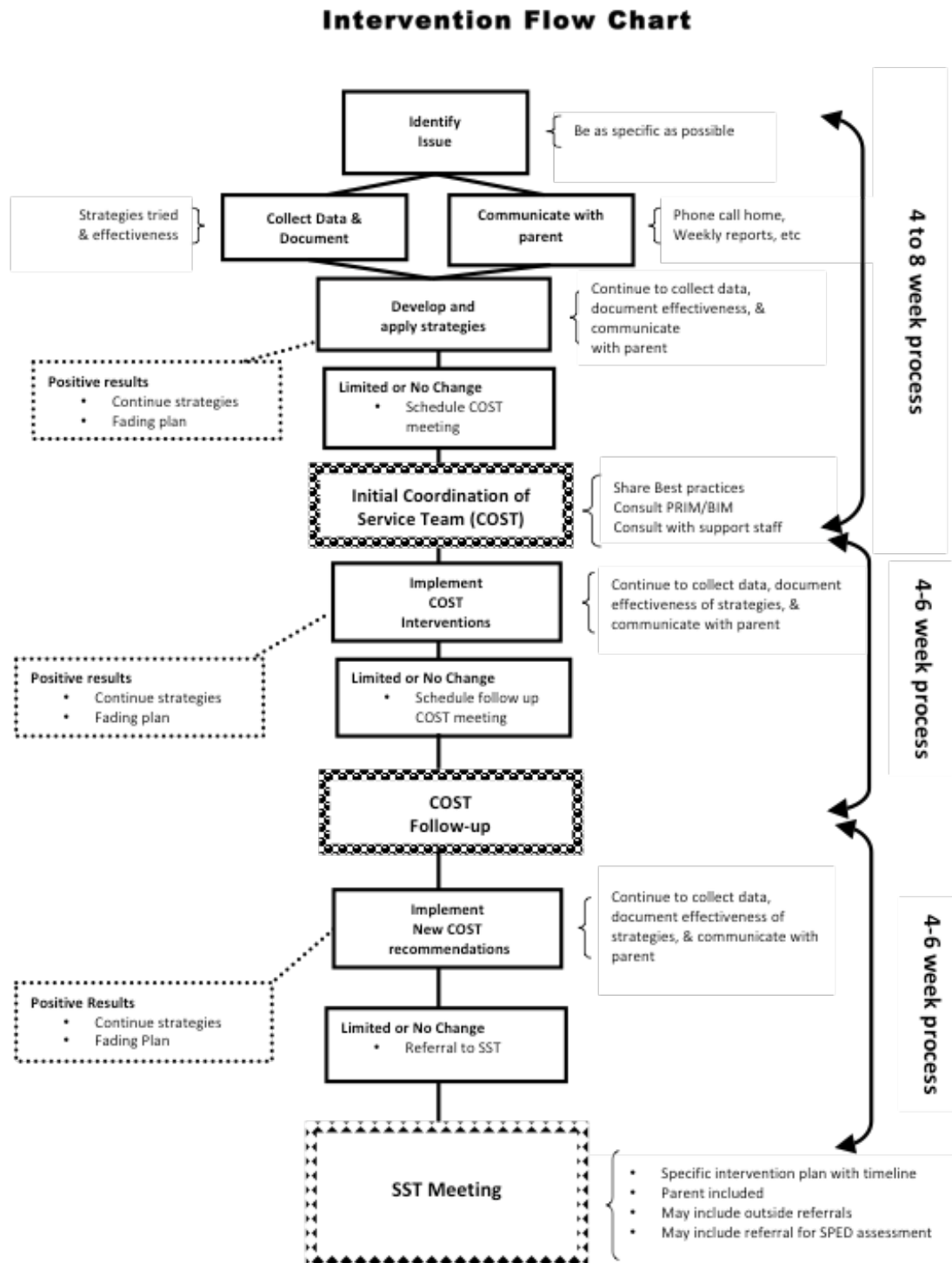
Type and Frequency of Reporting

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

Promotion/retention policy and procedures

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

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



The Charter School's goal is to promote every child. However, if a child continues to perform below grade level standards, retention may be considered. Grade level teachers, the Charter School's academic support team and administration collaboratively review each recommendation and provide a final recommendation. Parent participation is a key factor in determining retention. Parents are notified by the first parent conference in November if the child is at risk of retention. Parents meet with the classroom teacher to review the final recommendation and sign-off for final consent. The Charter School reviews its overall retention process annually and makes any necessary changes in the fall.

– Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

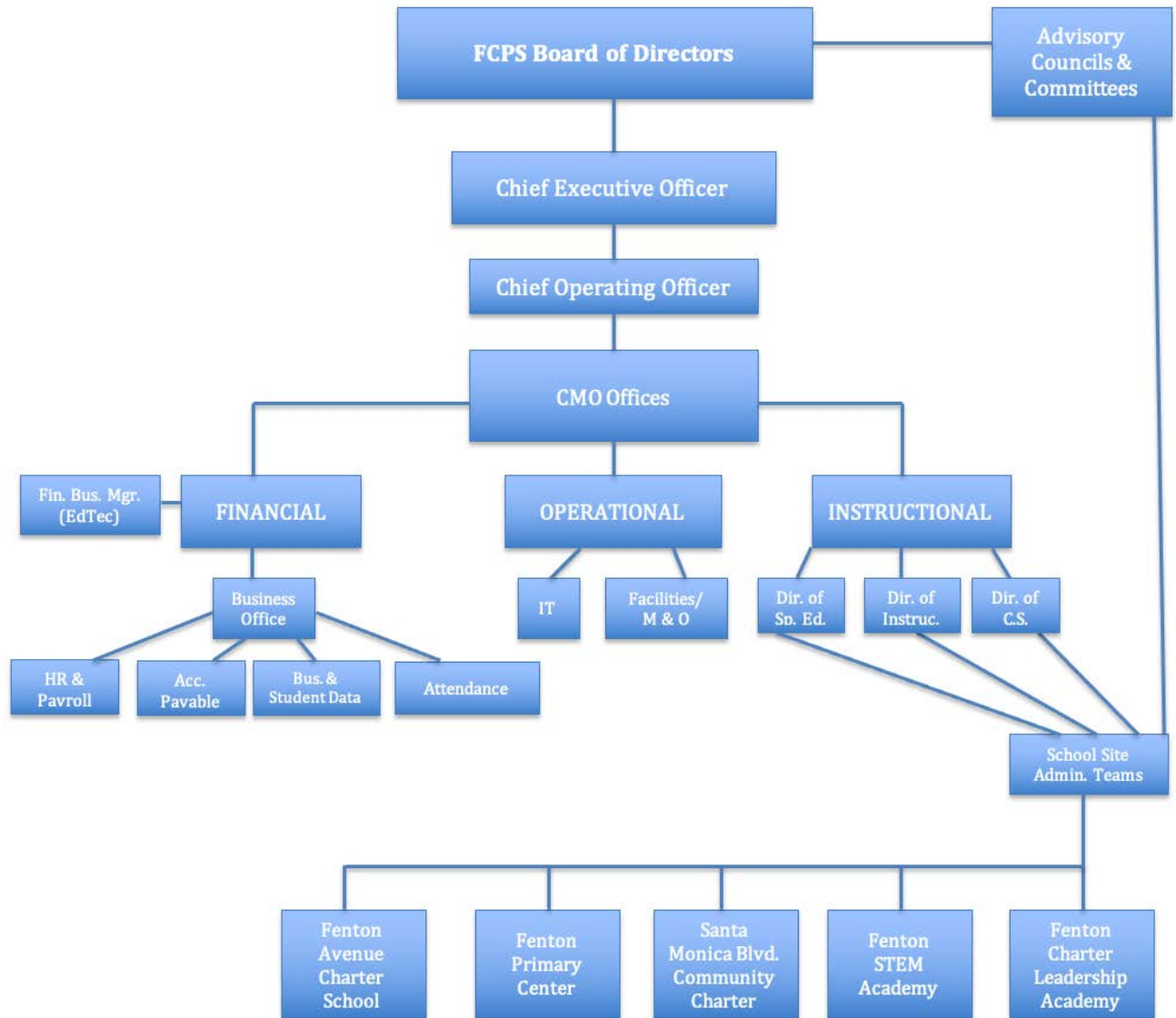
GOVERNANCE STRUCTURE

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

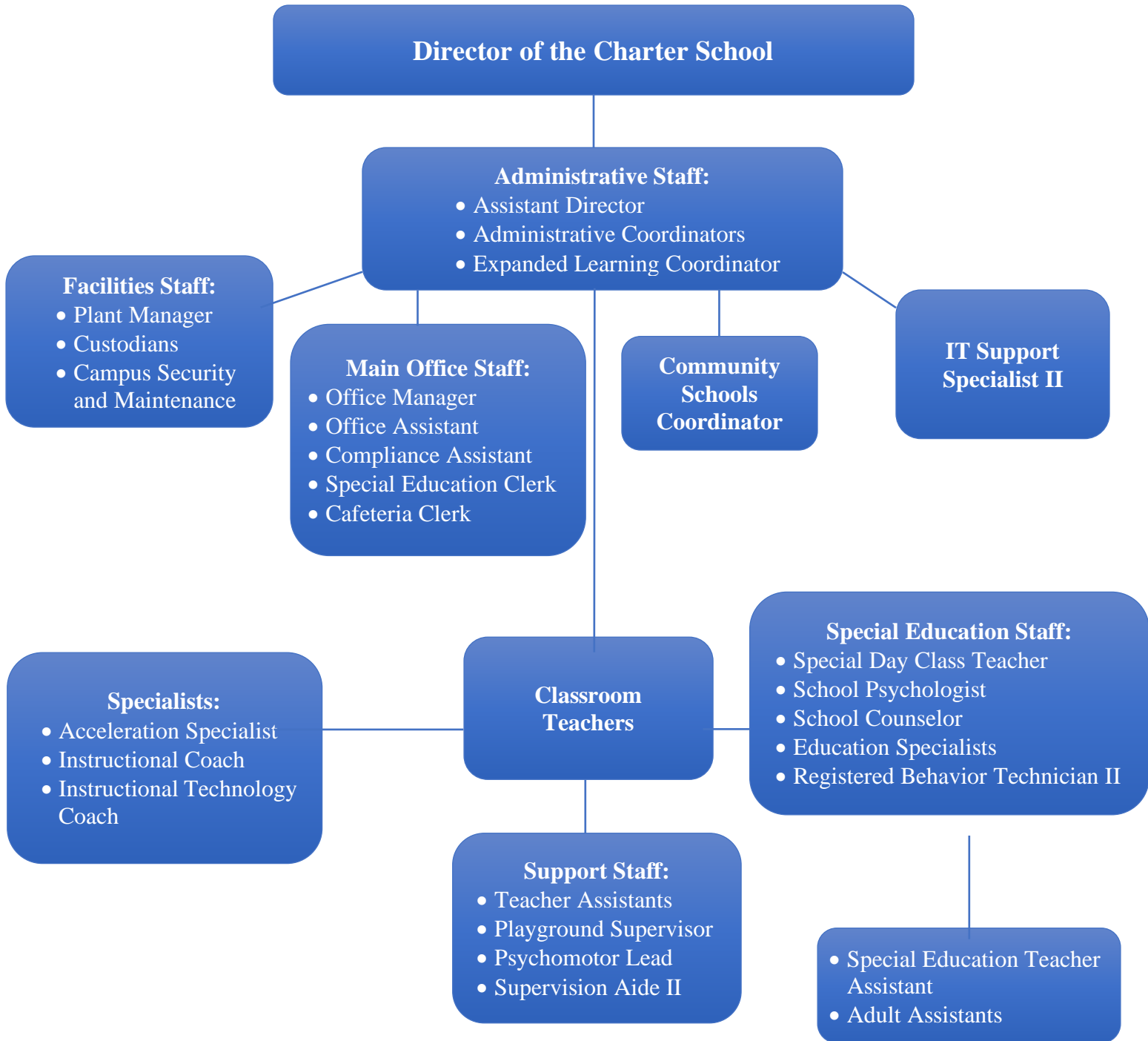
The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable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

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

FENTON CHARTER PUBLIC SCHOOLS Organizational Chart



**SANTA MONICA BOULEVARD COMMUNITY CHARTER SCHOOL
Site-Based Organizational Chart**



The Charter School is governed by the Board of Directors of Fenton Charter Public Schools (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs are managed, and all corporate powers are exercised, by or under the direction of the Board of Directors. Without prejudice to the general powers set forth above, but subject to the same limitations, the Board of Directors has the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and the bylaws; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another within the boundaries of the Los Angeles Unified School district; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

In addition to the duties listed above, the Board’s roles and responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Chief Executive Officer and Chief Operating Officer of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Chief Executive Officer;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actuals and final audit; review and approval of initial and final annual budget, and any budget revisions);

- Chief Operating Officer will contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Review request for out of state or overnight field trips;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel for recommended student expulsions and hear expulsion appeals.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Executive-level employees include the Chief Executive Officer and Chief Operating Officer, neither of whom serves on the Board.

The Chief Executive Officer is the general manager of the corporation and supervises, directs, and controls the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer has such other powers and duties as the Board of Directors or the bylaws may require.

The Chief Operating Officer keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The COO sends or causes

to be given to the Board such financial statements and reports as are required to be given by law, or as requested by the Board. The books of account are open to inspection by any board member at all reasonable times.

The COO also does the following: (a) deposits, or causes to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburses the corporation's funds as the Board of Directors may order; (c) renders to the Chief Executive Officer, Chairman of the Board, and the Board, when requested, an account of all transactions as Chief Operating Officer and of the financial condition of the corporation; and (d) has such other powers and performs such other duties as the Board, contract or job specification, may require.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The composition of the charter school's governing board and how this composition will contribute to effective charter school governance.

The FCPS Board maintains at least five (5), but no more than eleven (11) directors at all times. The Board composition includes community representatives (the majority) and one to three parent representatives from FCPS schools. Each director holds office, unless otherwise removed from office, in accordance with the approved bylaws for two (2) years and until a successor director has been designated as described below. Directors may be nominated by an ad hoc Nominating Committee for an additional two-year term when their terms expire and Directors are staggered. The nominating committee is comprised of two (2) directors and certificated and non-certificated representatives from one or more of the charter schools operated by FCPS.

The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors.

Criteria and process for selecting governing board members

Length/rotation of service terms

Each director holds office, unless otherwise removed from office, in accordance with the approved bylaws for two (2) years and until a successor director has been designated as described below. Directors may be nominated by an ad hoc Nominating Committee for an additional two-year term when their terms expire.

Process and potential considerations for determining a need to select/add board member

The Board composition shall include: community representatives (the majority) and one to three parent representatives from FCPS schools. In accordance with Education Code Section 47604(c), the chartering authority that grants a charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). All directors, except for the representative appointed by the chartering authority, shall be designated by the existing Board of Directors at the corporation's annual meeting of the Board of Directors.

Board member qualifications

Qualifications for all directors are generally the ability to attend board meetings, and a willingness to actively support and promote the Fenton Charter Public Schools. The Board as a whole includes members of the community who reflect the broad base of public support for the corporation. Community members are sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

Support Effective Charter School Governance

The following are examples of how the Board of Directors provides effective charter school governance.

1. Oversee the administration (school leadership team) of the Charter School to ensure that applicable laws, policies, and the charter are being followed.
2. Oversee the budget of the Charter School to ensure all transactions are documented, reasonable, legal, and appropriate.
3. Evaluate the FCPS Chief Executive Officer - create goals that help students succeed and provide the Chief Executive Officer the support and tools needed to reach those goals. Give the Chief Executive Officer the autonomy to run the Charter School, and hold the Chief Executive Officer accountable for successes and failures.
4. Monitor academic achievement (performance and progress) by students and develop strategic plans to improve that achievement.
5. Provide opportunities to hear from teachers, staff, parents, and students in order to make fully educated decisions regarding improvements to the Charter School.
6. A duty of care to exercise reasonable care in making decisions for the Charter School.
7. A duty of loyalty to the Charter School to avoid actual or potential conflicts of interest.
8. A fiduciary duty to the Charter School by maintaining oversight of the Charter School's finances and by evaluating financial policies, approving budgets, and reviewing financial and audit reports.
9. A duty of confidentiality to the Charter School students and personnel. Keeping confidential information learned in closed sessions or in confidential reports regarding students or employees.
10. Evaluate the Board's own performance to ensure it is effectively supporting the organization in achieving its mission/vision and goals, and address any areas of concern.
11. Maintain highest standards of legal, fiscal, regulatory compliance by developing and adopting required and recommended policies.
12. Develop effective operational and academic strategies and practices

- that are consistent with the Charter School's mission/vision.
13. Provide support to the Chief Executive Officer by providing for resources and tools to manage the Charter School.
 14. Implement goals and standards for the operations of the Charter School, school leadership and the Board.

Qualification for all Directors are generally the ability to attend board meetings, a willingness to actively support and promote the Fenton Charter Public Schools. The Board as a whole shall include members of the community who reflect the broad base of public support for the corporation.

GOVERNANCE PROCEDURES AND OPERATIONS

Location and frequency of governing board and committee meetings

The FCPS Board of Directors meets regularly, at least eight times during the school year and in accordance with the Brown Act and Education Code Section 47604.1(c).

Process and timeline for setting annual calendar of governing board and committee meetings

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

Location(s) for posting governing board and committee meeting agendas

Board and committee meeting agendas will be posted on the website and at the school sites.

Specific procedures that will ensure compliance with key Brown Act requirements and SB126

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

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 (as set forth in Education Code Section 47604.1), and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been approved by the County Board of Supervisors.

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

The governing board's decision-making procedures

Quorum requirements

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

Board action (voting) requirements

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

Abstention and teleconference participation

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

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

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

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STAKEHOLDER INVOLVEMENT

The role of parents and staff in the governance of the charter school

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

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

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

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

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

- **Finance and Safety Committee**

- Tasks:

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

The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update and the process by which the charter school will consult with parents and teachers regarding the charter school's educational program

- **Instruction Committee**

- Tasks:

- Collaborate with the Charter School Director and leadership team to develop its LCAP and annual update;
- Review the implementation of State Board of Education-approved Common Core State Standards;

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

HOW THE CHARTER SCHOOL WILL USE ITS WEBSITE TO SUPPORT STAKEHOLDER INVOLVEMENT

The Charter School will use its website to support stakeholder involvement by providing regular updates about school events, news, and important announcements to keep stakeholders informed about what's happening at the school. The school posts school calendars with important dates, such as holidays, parent-teacher conferences, and extracurricular activities, helps stakeholders plan accordingly. The website provides access to educational materials, homework help, and links to online learning platforms supports student learning and keeps parents informed about curriculum and academic expectations. In addition, the school publishes school policies, handbooks, and procedural guidelines ensures transparency and helps stakeholders understand the school's operations and expectations.

Details about partnerships with local businesses, community organizations, and other stakeholders are highlighted to show community involvement and support. The school's website promotes community events, fundraisers, and other school-related activities to encourage broader community participation. The FCPS website hosts financial reports, budget information, and funding sources ensures transparency and builds trust with stakeholders. In addition, minutes from school board meetings is posted to allow stakeholders to stay informed about decisions and governance.

The school uses its website to foster a more inclusive, informed, and engaged community, ultimately supporting better educational outcomes and a stronger school culture.

THE COMPOSITION, SELECTION, AND OPERATING PROCEDURES FOR PARENT ORGANIZATION OR COMMITTEE IF ANY

- **Parent Advocacy Committee**
 - Tasks:
 - Collaborate with the Charter School Director and leadership team to develop its LCAP and annual update;
 - Encourage community activities and recruitment of volunteers;
 - Function as the School Site Committee and Parent/Teacher/Student Association;
 - Monitor school-wide incentive programs;
 - Monitor and review policies for student and parent activities;
 - Advise the Parent Center on parent education and related activities;
 - Review and revise the Home-School Agreement as needed.

Parents are involved in FCPS governance in myriad ways. The schools are represented on the Board of Directors by one to three parent representatives selected from the FCPS schools. Additionally, parents may sit on all SMBCCS advisory committees listed above. These are not elected positions; rather, all parents are invited to participate. Parents may also volunteer with the Charter School during field trips and in the classroom. SMBCCS offers a number of school-wide events in which parent participation is encouraged.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

SMBCCS employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.

ACCELERATION SPECIALIST

ADMINISTRATIVE COORDINATOR

ADULT ASSISTANT

ASSISTANT DIRECTOR

CAFETERIA CLERK

COMPLIANCE ASSISTANT

SCHOOL COUNSELOR

CUSTODIAN

DIRECTOR

EDUCATION SPECIALIST

EXPANDED LEARNING COORDINATOR
COMMUNITY SCHOOLS COORDINATOR
INSTRUCTIONAL COACH
INSTRUCTIONAL TECHNOLOGY COACH
IT SUPPORT SPECIALIST II
OFFICE ASSISTANT
OFFICE MANAGER
PLANT MANAGER
PLAYGROUND SUPERVISOR
SCHOOL PSYCHOLOGIST
PSYCHOMOTOR LEAD
REGD BEHAVIOR TECHNICIAN II
SP ED CLERK
SP ED TEACHER ASST
SPECIAL DAY CLASS TEACHER
SUPERVISION AIDE II
SUPPLY ROOM CLERK
CLASSROOM TEACHER
TEACHER ASSISTANT
DIRECTOR OF COMMUNITY SCHOOLS
DIRECTOR OF INSTRUCTION
DIRECTOR OF SPECIAL EDUCATION

Job descriptions and the minimum and desirable qualifications.

**DIRECTOR
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential.

Experience:

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

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of the Santa Monica Boulevard Community Charter School Renewal Petition, Personnel Handbook, Evaluation Handbook and applicable state and federal laws and regulations.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, preschool through sixth grade.
3. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
4. Maintains a culturally responsible approach to meet the needs of a diverse school community.
5. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
6. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Knowledge of and skill in effective budgetary processes and school finance.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to make formal, public presentations.
11. Ability to compose and comprehend written communication.
12. Ability to respond quickly in an emergency situation.
13. Ability to cope with crisis situations.
14. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities as the Director of a Fenton Charter Public School.
15. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Serves as the instructional leader and administrator of Santa Monica Boulevard Community Charter School and assumes responsibility for the direction of the instructional program and the operation of the school plant.

Responsible to:

The Chief Executive Officer and the Fenton Charter Public Schools Board of Directors.

Major Job Responsibilities:

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

Focus priorities and resources on improving the academic achievement of **all** students to high standards of excellence by providing leadership and support with continual emphasis on the specific mission of the school.

2. Serve as the instructional leader and chief administrator of Santa Monica Boulevard Community Charter School:

- Provide guidance, supervision and assistance in instructional practice while adhering to the policies and practices recommended by the four committees and approved by the Board of Directors:
 - Actively participate on Instruction Committee (and all other committees) sharing ideas, supporting best practices and innovative strategies relevant to the mission of the Charter School;
 - Oversee the focus, scheduling, and implementation of professional development activities ensuring alignment with the vision/mission of the Charter School;
 - Oversee and monitor the administration and review of periodic performance assessments and state mandated testing;
 - Monitor progress by entire grade levels and school-wide accomplishments and identify areas in need of improvement;
 - Assume full responsibility for WASC and other accreditation processes, completing all necessary documents;
 - Oversee management and maintenance of SMBCCS database in collaboration with database coordinator;
 - Oversee state recommended materials adoptions following established protocols.
- Ensure compliance with all state and federal programs through proper administration or reporting of:
 - CBEDS
 - Fall Survey
 - Bilingual Survey
 - STAR Testing (if and when applicable)
 - ELPAC
 - Special Education program
- Plan and oversee reorganization of classes yearly, ensuring maintenance of class size and equitable composition of classes;
- Supervise and evaluate the teaching and non-certificated staff:
 - Participate in hiring of teachers and other staff;
 - Rate in all new hires;
 - Evaluate advancement for step and column increases throughout the year for all staff;
 - Review yearly salaries for all staff;
 - Maintain the highest level of security, confidentiality and integrity with regard to personnel files;
 - Provide teacher and staff support through intervention, discipline as necessary and dismissal as warranted.

3. Actively participate in the budgeting process for Santa Monica Boulevard Community Charter School:

- Work with the Chief Executive Officer to plan yearly school budget demonstrating a clear understanding of the correlation between the allocation of resources (both human and material) and effective budgeting;
- Monitor enrollment and attendance daily, enrolling new students, accounting for students who leave the Charter School, and work with the Attendance Officer to continuously monitor the Average Daily Attendance rate (“ADA”) by class, by grade and by track;
- Monitor campus safety, security and risk management daily collaborating effectively with the Maintenance and Operations Manager to remedy all emergencies immediately and any areas of concern in a timely manner;
- Monitor and approve all overtime allocations.

4. Oversee the daily operation of the facility:

- Responsible for daily safety and security of the site collaborating with the Maintenance and Operations Manager as needed;
- Plan capital projects for facilities improvement working in collaboration with the Maintenance and Operations Manager;
- Oversee SMBCCS Student Information System;
- Plan, coordinate and create schedules:
 - Daily schedule
 - Recess/lunch play areas and supervision
 - Assignments for paraprofessionals
 - Weekly bulletin
 - Calendar for school year
- Responsible for creation of all communications between home and school:
 - Home-School Agreement
 - Student Responsibility Code
 - Technology Code of Ethics
 - Homework Policy
 - Textbook Agreement
 - Parent calendar
 - Off-track letters
 - Holidays and Vacations
 - Assemblies and other special events
 - Opening and Closing Letters to Parents
 - Parent Conference Letters
 - All general correspondence as necessary
- Organize and implement an “Emergency Operations Plan”;
- Ensure compliance with child abuse reporting procedures;
- Ensure the maintenance of a clean physical environment that is conducive to good health and safety;
- Oversee the quality of the food services program.

5. Working in collaboration with the administrative team, school psychologist, resource specialist teachers and other special education staff, oversee the implementation of the special education program for Santa Monica Boulevard Community Charter School:

- Coordinate ongoing collaboration between special education and general education staff;
- Facilitate the implementation of instructional modifications, accommodations and behavioral interventions that support student achievement in the general curriculum for 4th through 6th grades;
- Coordinate the completion of all SELPA-related reporting requirements;
- Prepare for, coordinate and monitor all school self-reviews and District Validation Review (“DVR”) activities;
- Plan and coordinate special and general education programs to ensure that students with disabilities have access to the core curriculum in the least restrictive environment.

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

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

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

- Attend all committee meetings, and any other meetings, event and activities as needed;
- Provide guidance, supervision, assistance and leadership for all members of the Santa Monica Boulevard Community Charter School staff;
- Maintain a school climate that ensures the safety, health, and welfare of the students and staff, while continually building a relationship of trust and confidence within the community;
- Act as the formal liaison between Santa Monica Boulevard Community Charter School, parents and community members:
 - Attend local community functions related to education as requested;

- Be accessible and available for parent conferences and school-wide events at the school site and in the community.

8. Ensure the successful transition of the Santa Monica Boulevard Community Charter School to the newly adopted leadership structure:

- Meet with the Chief Executive Officer regularly to review responsibilities;
- Receive and act upon reviews of progress from the Board of Directors.

**ASSISTANT DIRECTOR
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential;
3. An Administration Credential

Experience:

1. Minimum of five (5) years of successful teaching experience.
2. FCPS leadership experience preferred (e.g., served as Administrative Coordinator, council co-chair, lead teacher, faculty representative, experience with various aspects of the position).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Professional growth appropriate for educational administration.
2. Capacity to lead, direct, and supervise staff objectively.
3. Maintains a culturally responsible approach to meet the needs of a diverse school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
5. Ability to direct the management activities associated with the positions of the Director of Santa Monica Boulevard Community Charter School.
6. Knowledge of and ability to recognize the impact of the Santa Monica Boulevard Community Charter School Charter Petition, FCPS Employee Handbook, FCPS Evaluation Handbook and applicable state and federal laws and regulations, committee and board policies, and applicable state and federal laws.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Facility in oral and written communication.
9. Ability to assist quickly and appropriately in an emergency situation.
10. Ability to cope appropriately with crisis situations.

11. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the Santa Monica Boulevard Community Charter School.
12. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

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

Responsible to:

The Director of Santa Monica Boulevard Community Charter School.

Major Job Responsibilities:

1. **Working in collaboration with the Director, school psychologist, resource specialist teachers and other special education staff, participate in the implementation of the Santa Monica Boulevard Community Charter School special education program, sharing the following duties with the Director during times that are not impacted by testing/compliance responsibilities:**
 - In conjunction with the Director, participate in ongoing collaboration between special education and general education staff during times that are not impacted by testing/compliance responsibilities;
 - In conjunction with the Director, facilitate the implementation of instructional modifications, accommodations and behavioral interventions that support student achievement in the general curriculum;
 - In conjunction with the Director, participate in preparing for, coordinating and monitoring all school self-reviews and District Validation Review activities during times that are not impacted by testing/compliance responsibilities;
 - In conjunction with the Director, coordinate special and general education programs to ensure that students with disabilities have access to the core curriculum in the least restrictive environment.
2. **Responsible for all district, state and federal mandated testing including, but not limited to, the following:**
 - ELPAC
 - PRE-LAS (Pre-Language Assessment in Spanish)
 - Smarter Balanced Assessment and STAR (Standardized Testing and Reporting)
 - Monitoring of data in Illuminate
 - Analysis and dissemination of data to classroom teachers
 - Analysis and dissemination of Reclassified Fluent English Proficient (RFEP) and Initial Fluent English Proficient (IFEP) designation to parents and classroom teachers

- Monitor reclassification process on district level and work with site database director to ensure accuracy
- 3. Working in collaboration with the director, oversee the Compliance Assistant:**
- Supervise, monitor and evaluate the work of the Compliance Assistant at the Santa Monica Boulevard Community Charter School.
- 4. Working in collaboration with the director recruit, hire, assign, supervise and evaluate part-time staff and substitute teachers:**
- Supervise and monitor paraprofessional staff;
 - Supervise and monitor evaluation of the substitute teachers and paraprofessional staff;
 - Participate in hiring of substitute teachers and paraprofessionals including teacher assistants, supervision aides, library aides and crossing guards.
- 5. Working in collaboration with the director and dean, oversee student discipline needs:**
- Support and communicate the student discipline policy established by director to students, parents and staff;
 - Work with the Director and Dean on daily discipline concerns, tending to all on an individual basis as needed, and with total confidentiality.
 - Work with the Director and Dean to conduct parent conferences and resolution related to behavior and social/emotional needs of all students;
 - Work with the Director and Dean to ensure the implementation of appropriate strategies and techniques to foster positive student behavior;
- 6. Working in collaboration with the director, oversee after school* programs:**
- Oversee all after school programs:
- Act as the liaison between SMBCCS and after school programs;
 - Create classroom rotation schedules for after school classes;
 - Schedule location of after school events occurring on campus.
- 7. Working with Facilities Manager, assist in maintaining a safe, secure facility:**
- Assist with daily safety and security of the site as needed;
 - Assist with organization and implementation of an “Emergency Operations Plan” created by Director;
 - Ensure compliance with child abuse reporting procedures;
 - Assist in ensuring the maintenance of a clean physical environment conducive to good health and safety.

8. Oversee the daily operation of the facility:

- Plan, coordinate and create schedules:
 - Create specialists' schedules
 - Recess/lunch play areas and supervision
 - Assignments for paraprofessionals
 - Classroom rotation schedule for after school classes (including SES programs)
 - Translation schedules for parent conferences
 - Translation schedules for parent orientation

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

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

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

- Create specialists' schedules

11. Distribute instructional materials:

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

12. Curriculum and Instruction - Professional Development

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

13. Curriculum and Instruction – CCSS Implementation

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

14. Ensure the successful transition of FCPS to the newly adopted leadership structure:

- Attend all committee meetings, and any other meetings, events and activities as needed;
- Meet with the Director regularly to review responsibilities;
- Receive and act upon reviews of progress from the Director.

**ADMINISTRATIVE COORDINATOR
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. A Multiple Subject Teaching Credential
2. Master's degree and administrative credential (may be in progress, but must be completed within three years of assuming the position).

Experience:

1. Minimum of five (5) years of successful teaching experience.
2. Previous leadership experience (e.g., served as committee co-chair, lead teacher, faculty representative, experience with various aspects of the position).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Frequently participates in professional growth appropriate for educational administration.
2. Demonstrates the capacity to lead, direct, and supervise staff objectively.
3. Maintains a culturally responsive approach to meet the needs of a diverse school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
5. Demonstrates the ability to direct the management activities associated with the position of the Director and Administrative Coordinator of Santa Monica Boulevard Community Charter School.
6. Demonstrates the ability to collaborate and interact effectively with all Fenton Charter Public School administrators.
7. Possesses knowledge of the FCPS charters, Employee Handbook, Evaluation Handbook, committee and board policies, and applicable state and federal laws.
8. Communicates effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
9. Establishes and builds relationships grounded in equity and trust with all stakeholders.
10. Demonstrates effective communication in both oral and written form.
11. Assists quickly and appropriately in an emergency situation.
12. Completes all responsibilities independently and in a timely manner.
13. Justly and effectively allocates human and financial resources, facilities, materials, technology, time and energy to maximally support student learning.
14. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

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

Responsible to:

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

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

Oversees special education needs:

The Administrative Coordinator...

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

Oversees student discipline needs:

The Administrative Coordinator...

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

Assists in maintaining a safe, secure facility:

The Administrative Coordinator...

- Assists with daily safety and security of the site as needed

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

Oversees substitute teachers and paraprofessionals:

The Administrative Coordinator...

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

Oversees afterschool programs:

The Administrative Coordinator...

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

Facilitates Community Relations

The Administrative Coordinator...

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

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

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

**EXPANDED LEARNING COORDINATOR (CERTIFICATED)
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An Elementary Teaching Credential with EL authorization;
2. Meets qualifications for “highly qualified” (ESSA compliance) status (CBEST, CSET or equivalent as approved by the California Commission on Teacher Credentialing).
3. Master’s degree and administration credential (*may be in progress, but must be completed within three years of assuming the position*).

Experience:

1. At least three to five years of elementary teaching experience;
2. Fenton leadership experience preferred (*e.g., served as council/committee co-chair, lead teacher, faculty representative, experience with various aspects of the position*).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Professional growth appropriate for educational administration.
2. Capacity to lead, direct, and supervise staff objectively.
3. Maintains a culturally responsible approach to meet the needs of a diverse school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
5. Collaborate with the school leadership team to improve instructional practices and student engagement.
6. Knowledge of FCPS Employee Handbook, FCPS Evaluation Handbook and applicable state and federal laws and regulations, council/committee and board policies, and applicable state and federal laws.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Facility in oral and written communication.
9. Ability to assist quickly and appropriately in an emergency situation.
10. Ability to cope appropriately with crisis situations.
11. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the school.
12. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Under the supervision of the school Director, the Expanded Learning Coordinator will be responsible for the school's Early and Expanded Learning Programs. The programs include before school, after school, summer, and/or intersessional programs that focus on developing the academic, social, emotional, and physical needs and interests of students. This position will require flexible eight (8) hours to serve students in the morning prior to the start of school as well as during our after school programs. The typical hours this employee will work will be 10:00am - 6:30pm³².

Responsible to:

The school's Director. This individual will work closely with the FCPS Instructional Coach, Acceleration Specialist, and school leadership.

³² References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides.

Major Job Responsibilities:

Ensure the implementation of the school's **ELO-P Plan**.

1. **Safe and Supportive Environment:** Provide opportunities for students to experience a safe and supportive environment.
2. **Active and Engaged Learning:** Provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.
3. **Skill Building:** Ensure opportunities for students to experience skill building.
4. **Youth Voice and Leadership:** Create quality programs that promote a sense of purpose and individual empowerment.
5. **Healthy Choices and Behaviors:** Providing opportunities, support, and encouragement to all students to be physically active on a regular basis.
6. **Diversity, Access, and Equity:** Ensure programs, events, and learning experiences provided by the school offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.
7. **Quality Staff:** Assist in the selection, scheduling, and evaluation of staff.
8. **Clear Vision, Mission, and Purpose:** Provide leadership and assistance to enrich the school's vision through planning, implementing, and improving Early Learning and Expanded Learning Programs.
9. **Collaborative Partnerships:** Plan, develop, and implement training programs for new and existing programs among school staff and external partners.
10. **Continuous Quality Improvement:** Coordinate effective use of curriculum materials, instructional supplies, equipment, building facilities and school grounds.
11. Maintain, interpret, and carry out adopted state laws and policies related to Early and Expanded Learning Programs.
12. Plan, supervise and direct the business operation of the Early Learning and Expanded Learning Programs in accordance with district policies and procedures.
13. Develop and administer Early Learning and Expanded Learning Program budgets.
14. Complete and maintain all pertinent records and reports including the management of relevant data.
15. Provides targeted instruction aimed at accelerating student achievement in all subject matter areas.
16. Participates in site meetings and collaborates with teachers to ensure consistent and coordinated Early Learning and Expanded Learning Programs.
17. Promotes a professional school culture at each Fenton site.
18. Works to create a culture of collaboration across the Fenton schools.
19. Remains current on relevant federal and state education policy.
20. Facilitate workshops and meetings to provide teachers with the resources to share, collaborate and explore effective strategies for engagement.
21. Conduct vertical planning and cross-curricular planning meetings for grade level articulation.
22. Be an agent of change, actively engage in curriculum development and lesson planning.
23. Actively search for resources to support curricular goals that are based in research-based teaching pedagogy and methodology.

24. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
25. Collaborate with teachers to align academic achievement and technology initiatives.
26. Meet and collaborate with grade levels to explore needs and expectations.
27. Work collaboratively with Lead Teachers and Administration.
28. Promote a climate of life-long learning by actively seeking the latest research and sharing this information with the staff.
29. Performs other related duties as assigned.

**CLASSROOM TEACHER (CERTIFICATED)
JOB DESCRIPTION**

Qualifications

Education:

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

Experience:

Job related experience is preferred, but not required.

Knowledge, Skills, Abilities and Personal Characteristics

1. Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by the instructional program described in the approved charter petition.
2. Ability to differentiate instruction to meet diverse student learning needs.
3. Ability to cooperate with the Charter School faculty and administration in the development of a coherent program of instruction.
4. Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program.
5. Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students.
6. Understanding of the physical, intellectual, social, and emotional development growth patterns of students.
7. Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement.
8. Ability to compose and comprehend written communication.
9. Ability to properly use and to care for the materials, supplies, and equipment employed in teaching.

10. Appropriate personal appearance, cleanliness, and manner.
11. Poise, tact, and good judgment, and commitment to the education of all students.
12. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
13. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose

Teaches in a self-contained elementary classroom setting, kindergarten through sixth grade, creating a flexible program and environment favorable to learning and personal growth for all students; motivating students to develop skills, attitudes and knowledge needed to provide a strong foundation in accordance with each student's abilities and establishing positive relationships with parents and other staff members.

Responsible to

Director of the Charter School

Element 6 – Health and Safety Procedures

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

(i) That each employee of the charter school furnish it 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.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a

high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, 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.

Workplace Violence Prevention Plan

Effective July 1, 2024, 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.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. 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.

SAFE PLACE TO LEARN ACT

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

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School 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 California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community

stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites 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. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

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, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. 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

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic , Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the 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.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

Court Ordered Integration

Achieving a balance of special education and English learner (EL) pupils reflective of the general population in the Los Angeles Unified School District (LAUSD) is crucial for ensuring equity and access. SMBCCS will follow the practices outlined below to ensure a balance of special education, English Learners, and a diverse racial and ethnic student population.

The Charter School’s plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio includes:

- The Charter School will conduct outreach efforts specifically aimed at communities with higher concentrations of special education and English learner students. This includes partnerships with community organizations, churches, and local events in neighborhoods where these populations reside.
- All recruitment materials will be available in multiple languages and accessible formats (e.g., large print, braille, audio) to ensure that EL students and families of students with disabilities are well-informed about the school's offerings.
- The Charter School will regularly engage with the community to build trust and awareness. Hosting informational sessions in various languages and providing translation services during these events can help reach a broader audience.
- The Charter School will ensure that the enrollment process is non-discriminatory and accessible to all students, including those with disabilities and ELs. This includes eliminating any barriers to enrollment, such as complicated application processes or requirements that may disproportionately affect these populations.
- The Charter School will implement robust support services for special education and EL students, such as individualized education plans (IEPs), 504 plans, English Language Development (ELD) programs, and access to specialized staff (e.g., speech therapists, ELD specialists).
- The Charter School will continuously monitor the enrollment and retention of special education and EL students to ensure that the school's population remains reflective of LAUSD. Adjust recruitment and support strategies as needed to maintain balance.
- The Charter School will regularly assess the effectiveness of outreach, enrollment, and support strategies for special education and EL students. This includes gathering feedback from students, parents, and the community to identify areas for improvement.

Specific annual outreach and recruitment activities, including dates and locations

Prior to the beginning of each school year (and by April 1st), the Charter School will publicize and conduct informational meetings to inform all segments of the community about the Charter School's educational program and support services. The Charter School will conduct Parent Orientation meetings yearly in the fall for each grade level. Open House will be conducted once a year in the spring. Administrators will attend local Neighborhood Council and local Improvement Association meetings regularly to invite community members to events and extend general outreach to the community.

The enrollment period will be advertised in Hollywood beginning on January 1st and ending on approximately March 15th of each year. Postcards and flyers will be mailed to the surrounding community and parents and students will be invited to Open House and other informational venues to learn about FCPS.

Specific materials and methods (e.g., flyers, website, online postings, etc.) to be used to advertise and otherwise conduct outreach and recruitment

Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities. Meetings will be conducted at the campus to allow the opportunity for all interested parents and students to visit and tour the campus firsthand. All written and oral communication will be presented in English and Spanish, and other languages as necessary. Additionally, postcards inviting community members to events and tours of the Charter School will be mailed to the surrounding communities. The SMBCCS website will

continue to be maintained as a current resource announcing upcoming dates for events at the Charter School which community members may be interested in attending.

Language(s) that will be used for all outreach and recruitment activities, methods, and materials

All written and oral communication will be presented in English and Spanish, and other languages as necessary.

How the charter school will achieve a balance of Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within LAUSD

SMBCCS is a conversion charter school and as such, was, and remains, a neighborhood school. Students do not generally travel great distances to attend, and recruiting efforts have not traditionally needed to be robust. The Charter School's population continues to mirror the racial and ethnic diversity found in the community of Hollywood through maintaining positive relations with the community-at-large, and by providing an attractive multicultural child-centered learning environment, which appeals to the community as a whole. SMBCCS has operated on the current LAUSD site since 1910. The Charter School has achieved success in maintaining a student population whose racial and ethnic balance matches that of the local area.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or

because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

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

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records³³
7. Free and Reduced Price Meal Application

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

STUDENT RECRUITMENT

The recruitment efforts for students who are academically low-achieving, students with disabilities, and socio-economically disadvantaged students are specifically designed to target these subgroups and ensure equitable access to the educational programs offered by The Charter School. The primary focus of these efforts is to reach families in the local community, particularly within the former attendance area of Santa Monica Boulevard Community Charter School, where the student population already includes a high proportion of individuals meeting these characteristics.

Recruitment Strategies for Low-Achieving Students:

For students who are academically low-achieving, the Charter School's recruitment emphasizes the school's tailored support programs, such as intervention services, small-group instruction, and access to tutoring. The outreach highlights the school's commitment to meeting the unique learning needs of students performing below grade level and provides specific information on available resources to boost academic growth. Recruitment materials and messaging are crafted to ensure parents understand how the school will support their child's progress through research-based interventions, continuous progress monitoring, and access to after-school academic support.

Recruitment Strategies for Students with Disabilities:

The Charter School prioritizes outreach to families of students with disabilities by actively promoting its inclusive education model, which focuses on individualized learning plans, specialized staff, and supportive services. Recruitment activities include partnerships with local agencies that support students with disabilities and their families, ensuring that outreach is extended to populations who may not traditionally receive comprehensive information about school options. The school's website and printed materials are accessible and clearly communicate

³³ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

the array of special education services available, such as speech and occupational therapy, counseling, and specialized instructional strategies. The Charter School also offers tailored campus tours and information sessions to discuss the accommodations and supports provided, giving parents and guardians a clear picture of how the school is equipped to meet their child's specific needs.

Recruitment Strategies for Socio-Economically Disadvantaged Students:

For socio-economically disadvantaged students, recruitment focuses on promoting the various supports that the Charter School offers to reduce barriers to educational success. Outreach efforts highlight the school's free meal programs, access to free and reduced-cost transportation, after-school enrichment activities, and family resource services. By working closely with local social service organizations, churches, and community centers, the school reaches families facing economic hardships and provides them with comprehensive information on how the Charter School can support both the academic and social-emotional needs of their children. Bilingual materials and communication ensure that families from diverse backgrounds are included and informed.

Recruitment Channels and Methods:

To reach these targeted subgroups effectively, the Charter School uses a variety of outreach channels and recruitment methods:

1. **Digital Platforms:** The school's website and social media channels regularly post about support services and specialized programs for low-achieving students, students with disabilities, and socio-economically disadvantaged students. Posts are designed to resonate with families looking for specific interventions and services.
2. **Community Engagement:** The school collaborates with local organizations that specifically support low-income families and families of students with disabilities, ensuring that recruitment messages are delivered to those who need them most. School representatives also attend events hosted by these organizations to build trust and personal connections.
3. **Print Media and Direct Outreach:** The Charter School distributes flyers, postcards, and newsletters that outline the specialized services and supports available, with targeted messaging about how these programs meet the needs of low-achieving students and students with disabilities. The language used in these materials is inclusive and accessible, focusing on the school's dedication to individualized attention and holistic student development.
4. **Targeted Information Sessions and School Tours:** The Charter School offers specialized information sessions for parents of students with disabilities and those seeking academic intervention programs. These sessions include presentations by special education staff and intervention specialists to provide families with a clear understanding of how the school will support their child's learning and development.

By implementing these targeted strategies, the Charter School ensures that families of low-achieving students, students with disabilities, and socio-economically disadvantaged students are well-informed about the school's offerings and understand how these programs can meet the specific needs of their children. This comprehensive and inclusive approach to recruitment underscores the school's commitment to fostering an equitable educational environment for all learners.

LOTTERY PREFERENCES AND PROCEDURES

Identify and list in clear priority order any proposed preferences in admission to be provided, including an explanation of the charter school's rationale for providing such preferences.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Pupils who reside within the former attendance boundary of Santa Monica Boulevard Community Charter School
2. Residents of LAUSD
3. Siblings of students admitted to or attending the Charter School
4. Children of employees of FCPS (will not exceed 10% of students)
5. All other students

Describe the manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the charter school's capacity

Open enrollment period(s) or timeline, and related enrollment procedures

Applications will be accepted during a publicly advertised open enrollment period from January 1st to the first Friday in March of each year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability.

Method(s) that the charter school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes

Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities. Meetings will be conducted at the Santa Monica Boulevard Community Charter School to allow the opportunity for all interested parents and students to visit and tour the campus firsthand. All written and oral communication will be presented in English and Spanish, and other languages as necessary. Additionally, postcards inviting community members to events and tours of the Charter School will be mailed to the surrounding communities. The SMBCCS website will continue to be maintained as a current resource announcing upcoming dates for events at the Charter School which community members may be interested in attending.

Method that the charter school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe

In the event that a public random drawing is required due to more applicants than available spaces, the Charter School will ensure that the process is conducted fairly and transparently. The lottery date, time, and location will be communicated well in advance. The drawing will be

conducted using a randomized method to guarantee impartiality. Existing students will not be part of the lottery, as they are guaranteed re-enrollment for the following school year.

During the drawing, parents and community members will be invited to attend and observe the process, and results will be immediately shared with all applicants. The school will maintain records of the event for historic purposes. Through these measures, the Charter School ensures that the lottery process is transparent, equitable, and accessible to all stakeholders.

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

- All interested parties may submit a form which contains the name of the student, grade, address, phone number and parents'/guardians' names. The form will be available in the main office of the Charter School beginning on the first Monday of February of each year.
- All forms must be received by 4:00 p.m. on the first Friday in March of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.

Date, time, and location for the lottery each year, if needed

- A drawing will be held at 2:45 p.m. on the second Friday in March in the school multipurpose room of the Charter School (or virtually during a pandemic).
- Names will be drawn until all names have been called.
- Names will be listed on a chart or via a digital platform at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.

Procedures that the charter school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list

- When capacity has been reached, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn as the first on the waiting list.
- This process will continue until all forms have been drawn and all names listed on the chart.
- There are no waitlist priorities. The only priorities are for the lottery, which then generates the waitlist.

Means by which the charter school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission

- The Monday following the drawing, the parents of all students who have been admitted and those on the waiting list will be called by the office manager of the school.
- Parents of students on the waiting list will be informed as to the student's place on this list.

- Parents of admitted students will be informed that the enrollment process must be completed prior to the start of school, and no later than 9:00 a.m., the first Monday in June. If forms are not completed within this time frame, the child will forfeit admission and be placed at the end of the waiting list, and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of the school and communicated to the parent by the office staff.)

Method for documenting the fair execution of lottery and waitlist procedures

- When a student from the waiting list is offered enrollment, the parent/guardian will have three business days to determine whether to accept or reject the offer of admission and contact the school with the decision.
- The offer of enrollment is extended through phone call, email, written correspondence, and/or in person.
- Lottery procedures and timelines will be posted yearly in the main office of the school beginning on February 1st.
- The office manager will maintain all forms for all students who participated in the lottery of the respective school for one year as well as the chart documenting the order of names selected.
- If the offer of enrollment is accepted, the student begins enrollment. If the offer is rejected, the Charter School moves on to the next student.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

ANNUAL AUDIT PROCEDURES

When the contract with the currently firm expires, the Chief Executive Officer Chief Operating Officer, and Financial Business Manager will send a Request for Proposal (“RFP”) to various auditing firms. An Administrative Review of the received proposals is conducted by the Chief Executive Officer, Chief Operating Officer, and Financial Business Manager. The Administrative Review consists of technical and cost criteria. For the technical criteria, a point formula is applied to score proposals based on the responsiveness of the RFP and clear understanding of the work to be performed, technical expertise, qualifications, and size and structure of the firm. Cost criteria is based on the cost of the audit.

Once a composite technical score for each firm has been established, the sealed dollar cost bid will be opened and additional points will be added to the score based on the cost of the bid. The bid with the highest total score will be presented to the Fenton Board of Directors for approval.

Describe how the charter school will ensure that the selected independent auditor is on the California State Controller’s list of auditors approved to conduct charter school audits.

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

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

Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions, and the position at the charter school responsible for administering this process.

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

Specify what position at the charter school is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

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

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled 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 all of 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 schooldays 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 foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder 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.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder 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, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. 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 in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned into the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

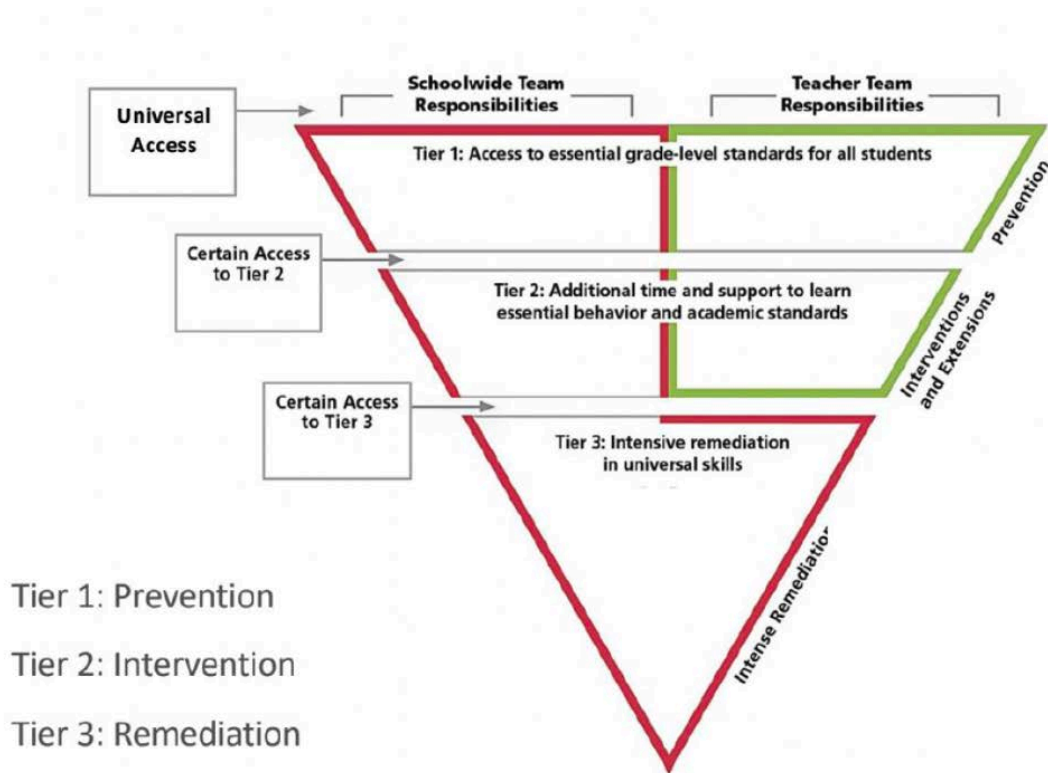
Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Behavior Solutions Model

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

Santa Monica Boulevard Community Charter School has begun full implementation of a tiered Behavior Systems framework which centers around schoolwide expectations, aligned with the school’s mission. During the 2023-2024 school year, staff attended the Solution Tree/Behavior Solutions Conference. This conference focuses on how to utilize the PLC at Work® and RTI at Work™ processes to create a three-tiered system of support that is collaborative, research-based, and practical. The Behavior Systems model is a three-tiered model of prevention, intervention, and remediation in response to conflict and/or harm. It is depicted in the graphic below.



School teams developed a schoolwide matrix to define student and teacher expectations. This matrix is supported through educator professional development, student behavior assemblies, and weekly student incentives. Ongoing coaching will support full implementation of the Behavior Solutions model.

Teaching Appropriate Behavior

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

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

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

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

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

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

School-Wide Positive Behavior Intervention and Support (SWPBIS): Describe the charter school’s systemic approach to teaching and managing behavior in schools, with the goal of creating and maintaining positive school environments.

Our school-wide behavior plan is based on Positive Behavioral Interventions and Supports (“PBIS”). Our staff began this initiative in the fall of 2014, and will be reintroducing the system to all SMBCCS students annually during the months of August and September 2024.

Our school-wide PBIS plan has four components:

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

The Charter School has three school-wide behavioral expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teaching Appropriate Behavior

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

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

Using Data

Monitoring student behavior data is essential for schools to create a positive learning environment, identify and address behavioral issues, and support students' social-emotional development. The charter school will use data in the following ways:

Digital Behavior Management Systems: The charter school will use a behavior management system to track behavior incidents. These systems allow teachers to log behaviors in real-time, categorize them (e.g., positive, minor infractions, major infractions), and track patterns over time. In some cases, the school may use paper-based or spreadsheet logs where teachers and staff manually record behavior incidents, which are then reviewed regularly by administrators.

Office Discipline Referrals (ODRs): When a student's behavior requires administrative intervention, teachers complete an ODR. These referrals are documented and categorized by type (e.g., defiance, aggression, disruption), location, time, and involved parties. Administrators can analyze this data to identify trends and inform interventions. For more serious or specific incidents, schools may require detailed incident reports that include descriptions of the event, witnesses, and actions taken. This information helps in understanding the context and frequency of behavioral issues.

Recognition Programs: The school will track positive behaviors through reward systems such as praise notes, behavior points, or certificates. Data from these programs will be used to reinforce positive behavior and identify students who consistently demonstrate good conduct.

Teacher Observations: Teachers regularly observe and record students' social-emotional behavior in the classroom. These observations may be documented through checklists, anecdotal notes, or structured observation tools.

Restorative Circles and Conferences: The school will use restorative practices and may track participation in restorative circles or conferences as an alternative to traditional disciplinary actions. Data from these sessions, including the outcomes and resolutions, provide insights into student behavior and the effectiveness of restorative approaches.

Behavior Charts and Checklists: Teachers may use classroom-based tools like behavior charts, checklists, or individual behavior contracts to monitor daily or weekly behavior. These tools provide immediate feedback to students and track specific behaviors over time.

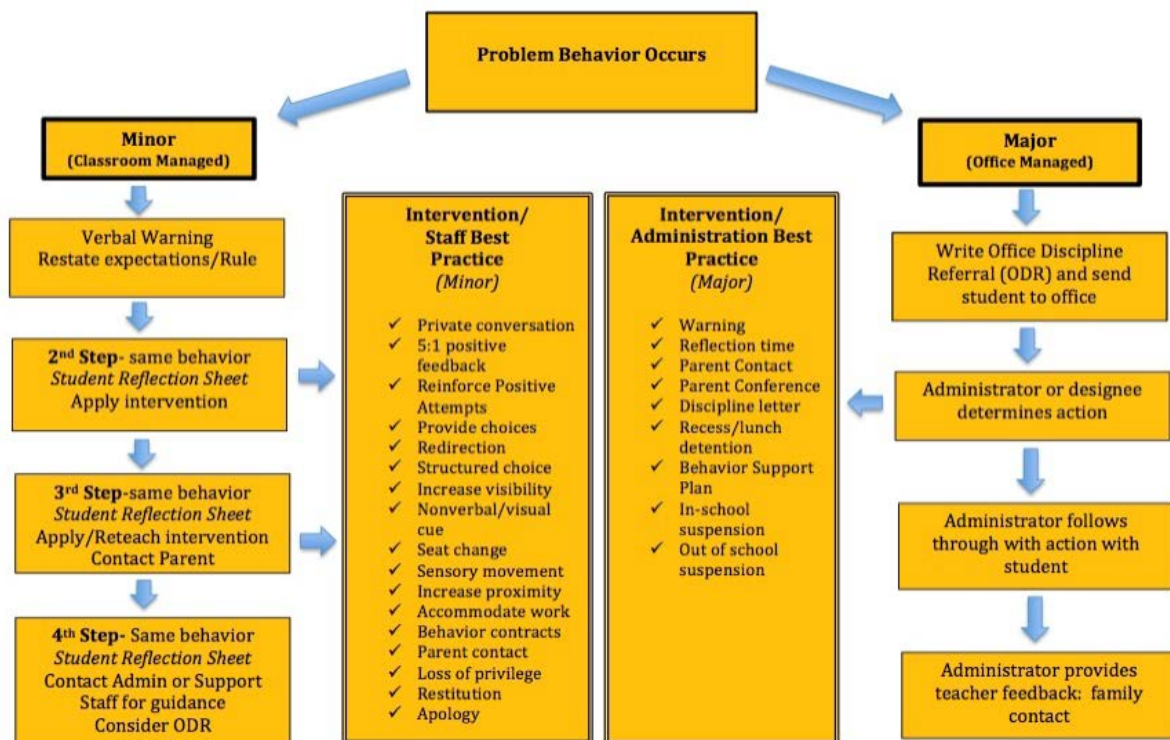
Response to Intervention (RTI) for Behavior: In a behavioral RTI framework, the school will track the effectiveness of interventions at different tiers (e.g., Tier 1 for all students, Tier 2 for small groups, Tier 3 for individual students). Data is collected on the frequency, intensity, and duration of behavioral incidents before and after interventions.

Parent Communication: The school will keep parents informed about their child’s behavior through regular reports, phone calls, or meetings. Engaging parents in discussions about behavior data helps create a consistent approach between school and home.

Tiered Behavior Intervention: Describe the charter school’s system for implementing tiered intervention.

Positive Behavioral Interventions and Supports

SMBCCS implements School-wide Positive Behavioral Interventions and Supports, which promotes trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The PBIS model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm. It is depicted in the graphic below.



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

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members can use a variety of strategies to redirect the behavior. The following illustrates Tier I behaviors and possible responses:

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

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

Tier II Behaviors*	Tier II Responses*
Repeated Tier I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm.	Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, parent/student conference, SST referral, home visit, school based mentor

Tier III Behaviors*	Tier III Responses*: Immediate Office Referral and Incident Report
Repeated Tier II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior,	The following will serve as alternatives to suspension/expulsion, although the behaviors are listed as discretionary offenses for suspension and expulsion and could rise to that level: Parent/student conference, SST referral, individual behavior student contract, home visit, parent supervision, individual counseling, threat assessment, school based mentors, multi-agency collaboration

posting of slanderous, humiliating, bullying, or threatening materials around school or the internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity	Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion
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Student Responsibilities:

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

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Teach students to be respectful of others and reinforce Charter School expectations
- Model positive, respectful and appropriate school behavior
- Teach students that behavior has consequences
- Encourage and praise their student’s achievements
- Discuss feedback on progress with their student
- Communicate with Charter School staff to ensure that staff know and understand their student better and are better able to teach them effectively.

School Responsibilities:

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

- Communicate with families whose students have been victimized at school
- Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs

Restorative Justice Practices

Restorative Justice (RJ) is an approach to building school community and addressing conflict that focuses on repairing harm and restoring relationships rather than punitive measures. The Charter School utilizes the following practices to ensure a positive school environment:

Circles: Educators implement regular community-building circles where students and staff can share experiences, discuss feelings, and build empathy. These circles create a sense of belonging and mutual respect.

Restorative Language: Staff and students are trained to use restorative language that emphasizes communication, respect, and empathy.

Training for Staff: Professional development is provided for teachers and staff on restorative practices, conflict resolution, and effective communication. This ensures a consistent approach across the school. Professional development includes staff meetings, consultant led trainings, collaborative sharing across teams, and continued review of the [Behavior Solutions framework](#).

Restorative Conferencing: When a conflict or harm occurs, educators facilitate restorative conferences that involve the affected parties. This process includes discussing what happened, the impact of the incident, and collaboratively developing a plan to repair the harm.

Restorative Agreements: Educators develop agreements between the involved parties that outline specific actions to make amends and prevent future incidents. These might include apologies, community service, or other reparative actions.

Social-Emotional Learning (SEL): Educators integrate SEL into the curriculum to teach students skills such as empathy, emotional regulation, and effective communication.

Inclusive Discipline Policies: The school develops discipline policies that prioritize restorative practices over punitive measures, ensuring fair and equitable treatment of all students.

Workshops and Training: The school offers workshops and training sessions for parents and community members on restorative practices to build a unified approach to conflict resolution.

Tracking Outcomes: The school collecting data on the number and types of incidents, the use of restorative practices, and the outcomes of restorative interventions to evaluate effectiveness. The charter school utilizes SWIS, a web-based decision making system that allows for entry of behavior and discipline referrals. The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by school personnel to make decisions about educational environments.

Surveys and Assessments: The school conducts surveys and assessments to gather feedback from students, staff, and parents on the school climate and the impact of restorative practices.

Alternatives to Suspension

Santa Monica Community Charter School utilizes various practices and protocol as alternatives to suspension.

Restorative Practices

- Restorative Circles: Facilitated discussions where students involved in misconduct meet with those affected to discuss the impact of their actions and find ways to make amends.
- Restorative Conferences: More formal meetings involving students, parents, teachers, and sometimes administrators to address the misconduct and develop a plan for restitution and behavioral improvement.

Behavioral Interventions

- Behavior Contracts: Agreements between the student, parents, and school outlining specific behavior expectations and consequences for failing to meet them.
- Check-In/Check-Out: Regular meetings between the student and a staff member to set goals, review behavior, and provide support and feedback.

Counseling and Support Services

- Individual Counseling: Providing access to school counselors for one-on-one sessions to address underlying issues contributing to the student's behavior.
- Group Counseling: Facilitating group sessions for students with similar issues, such as anger management or social skills training.

Community Service

- School-Based Service: Assigning tasks that benefit the school community, such as helping in the office, assisting teachers, or participating in school beautification projects.
- Community Projects: Organizing activities outside of school that allow students to give back to the local community.

Positive Behavior Interventions and Supports (PBIS)

- Tiered Interventions: Implementing PBIS frameworks to provide varying levels of support based on student needs, with more intensive interventions for those who require them.
- Incentive Programs: Rewarding positive behavior through systems like token economies, where students earn rewards for meeting behavioral expectations.

Social-Emotional Learning (SEL) Programs

- SEL Curriculum: Integrating SEL into daily instruction to teach students skills such as empathy, self-regulation, and effective communication.
- Role-Playing Scenarios: Using role-playing activities to help students practice appropriate responses to challenging situations.

Within the classroom, educators will utilize the following:

- Calm Down Corners: Designated spaces in classrooms where younger students can go to de-escalate and self-regulate.
- Behavior Charts: Visual charts that track daily behavior and provide immediate feedback and reinforcement.
- Peer Mediation: Training older elementary students to help mediate conflicts among their peers.

By implementing these age-appropriate responses and a comprehensive professional development plan, the charter school can create a supportive and consistent approach to discipline that prioritizes relationship-building and behavioral improvement over punitive measures. Student referral data will continue to be analyzed to identify areas for continued support.

IN-SCHOOL SUSPENSION

If deemed necessary, the Charter School will utilize in-school suspension as an alternative to off-campus suspension. The in-school suspension will provide an opportunity for students to reflect on their behavior, continue their academic progress, and participate in restorative practices aimed at preventing future incidents. Below are the specific details regarding the implementation of in-school suspension:

1. **Location and Setting:**

- Students assigned to in-school suspension will serve their suspension in a designated **In-School Suspension (ISS) Room**. This room will be separated from the general student population to minimize disruptions while maintaining a structured environment conducive to learning and reflection.
- The ISS Room will be equipped with necessary educational resources, including computers, textbooks, and access to digital learning platforms, allowing students to complete assignments and remain engaged with their academic work.

2. **Supervision:**

- A **credentialed staff member** (e.g., an administrator, a behavioral intervention specialist, or a designated ISS supervisor) will oversee the students in the ISS Room at all times. This staff member will be trained in behavioral management and restorative practices to support students in addressing the root causes of their behavior.
- The supervisor's role will include ensuring the safety and well-being of the student, providing academic assistance as needed, and facilitating any scheduled behavioral intervention or counseling sessions.

3. **Notification to Families and Stakeholders:**

- **Immediate Notification:** When a student is assigned to in-school suspension, the Charter School will notify the parent/guardian by phone and follow up with a written notice within 24 hours.
- **Content of Notification:** The notification will include the following information:
 - The reason for the in-school suspension.
 - The duration and dates of the suspension (no more than 5 school days).
 - The location where the student will be serving the suspension.
 - The name and contact information of the supervising staff member.
 - A brief summary of the behavioral intervention plan or restorative practices that will be implemented during the suspension period.
- **Notification for Foster Youth:** If the student is in foster care or has an educational rights holder, the Charter School will also notify the foster child's educational rights holder, attorney, and county social worker, as applicable, and provide the same detailed information regarding the in-school suspension.
- **Meeting Opportunity:** Families and stakeholders will be invited to schedule a meeting to discuss the in-school suspension, review the behavior incident, and explore supports that may be necessary to help the student succeed upon returning to the regular classroom environment.

4. **Student Support During In-School Suspension:**

- While serving the in-school suspension, students will receive academic assignments aligned with their current curriculum, ensuring no instructional time is lost.
- The ISS supervisor will check in with the student periodically to provide guidance and encouragement.
- Counseling and reflection time may be incorporated to help the student process their behavior and make positive choices moving forward.

By implementing a structured in-school suspension program, the Charter School aims to reduce the need for off-campus suspensions, keep students engaged in learning, and provide meaningful interventions to promote positive behavior.

GROUNDINGS FOR SUSPENSION AND EXPULSION

Scope of the charter school's disciplinary jurisdiction (e.g., location, day/time, activity)

This Element 10: Suspension and Expulsion Procedures Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular

classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³⁴ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Chief Executive Officer's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School 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,

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.

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 the Charter School issues a final decision. 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 6, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this

type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 6, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial

disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile

- of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with

a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Out-of-School Suspension Procedure

Suspensions shall be initiated according to the following procedures:

To ensure a fair and thorough investigation before a student is suspended in California, the school must follow a structured process that is in line with the California Education Code and best practices for school discipline. This process typically involves the following steps:

1. Preliminary Inquiry and Fact-Finding:

- **Gathering Initial Information:** The principal or designated school administrator must conduct a prompt and unbiased inquiry into the reported incident. This includes interviewing relevant witnesses (students, staff, and other potential sources), reviewing any available video footage, and collecting other physical evidence, if applicable.
- **Interviewing the Student Involved:** The student accused of misconduct should be given an opportunity to present their side of the story. The school must ensure that the student understands the reason for the inquiry and that they have the right to respond to the allegations.

2. Documentation and Evidence Collection:

- **Written Statements:** All witnesses and the accused student should be asked to provide written statements detailing their account of the incident.
- **Physical Evidence:** Any physical evidence (e.g., items involved in the incident, digital communications) should be documented and secured to maintain the integrity of the investigation.
- **Review of Records:** The administrator should review the student’s disciplinary history to understand if the behavior is part of a pattern and to determine if other interventions were previously attempted.

3. Due Process and Fair Treatment:

- **Right to Be Informed:** The student and their guardians must be informed of the specific accusations against the student.
- **Opportunity to Respond:** The student must be given an opportunity to explain their actions and present any evidence or witnesses in their defense.

- Consideration of Context: The investigation should take into account the context of the incident, including any possible motivations, circumstances, or factors that may have influenced the student’s behavior (e.g., bullying, provocation).

4. Decision-Making Based on Evidence:

- Assessment of Evidence: The decision to suspend should be based on substantial evidence gathered during the investigation. Administrators should consider if the student’s presence poses a risk to safety or if suspension is the most appropriate response given the situation.
- Documenting Findings: A written report summarizing the investigation’s findings, the evidence considered, and the rationale for the suspension decision should be prepared.

5. Assurance of Fairness and Non-Bias:

- Impartiality: The school administrator must ensure that the investigation is conducted without bias or preconceptions about the student.
- Adherence to Legal Standards: The investigation must comply with the legal standards set by the California Education Code, ensuring procedural fairness and respect for the student’s rights.

6. Communication with Guardians:

- Once a decision is made, the school must communicate with the student’s parents or guardians, providing them with details of the incident, the evidence reviewed, and the reasons for the disciplinary action. Parents have the right to appeal or seek a review of the decision if they believe the process was unfair.

The Charter School aims to protect the rights of students and ensure that suspensions are used appropriately and only after a fair and thorough investigation. Suspensions shall be initiated according to the following procedures. Staff permitted to authorize suspensions include the Director and Assistant Director.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee³⁵ with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the

³⁵ Designee as used in this Policy includes other administrators at the Charter School, such as Assistant Director or Administrative Coordinator.

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

2. Notice to Parents/Guardians

Whenever a student is suspended, the Director or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Director or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended no more than five (5) consecutive school days.

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

D. Authority to Expel

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 to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student or his/her representative, and unless postponed for good cause by the Director, designee, or Hearing Officer/Administrative Panel, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The decision to expel a pupil shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student or his/her representative makes a written request for a public hearing no later than three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Director or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five-day notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining

witness to accompany the complaining witness to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a

similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority, Los Angeles Unified School District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority, Los Angeles Unified School District.

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and

information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

If a student's expulsion is overturned on appeal, the following procedures should be followed:

1. **Immediate Reinstatement:** The student should be reinstated to the school from which they were expelled or to an alternative educational program, depending on the specifics of the ruling.
2. **Removal of Expulsion Record:** The student's expulsion record must be expunged from their cumulative file to ensure that there are no lingering negative consequences from the overturned decision. This means any documentation related to the expulsion, including records of the expulsion hearing and findings, should be removed from the student's file.
3. **Notification to Relevant Parties:** The school must notify the student, parents or guardians, and all other relevant school personnel of the reinstatement and ensure that all parties are aware that the student's expulsion has been nullified.
4. **Restorative Measures:** The school may want to consider additional steps to support the student's re-entry, such as meetings with teachers and counselors to discuss any social, emotional, or academic support needed for a smooth transition back into the learning environment.

This process ensures that the student's rights are fully restored and that they can continue their education without the stigma or disruption caused by the initial expulsion.

L. Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

When a student is expelled from an elementary single-site charter school, a structured but flexible timeline for completing a rehabilitation plan and eventual readmission is determined. The process involves several key stages:

1. **Initial Planning and Alternative Placement:**
 - After the expulsion is finalized, the school meets with the family to discuss the expulsion terms and outline a rehabilitation plan tailored to the student's needs.
 - The school works with parents/guardians to identify a suitable alternative education placement, such as a district-run program or county school, where the student will continue their education and receive support services.
2. **Rehabilitation and Monitoring:**
 - Over the course of the expulsion period, the student must actively engage in the rehabilitation plan, which may include counseling, behavioral interventions, and maintaining satisfactory academic performance.
 - The school regularly monitors the student's progress, checking in with the family

and the alternative program to ensure the student is meeting the goals outlined in the plan.

3. Reinstatement Request and Evaluation:

- Once the expulsion term ends and the student has met all the criteria, the parent or guardian can formally request reinstatement.
- The school conducts an evaluation to determine whether the student has successfully completed the rehabilitation plan and is ready to rejoin a school setting.

4. Final Decision and Transition:

- Based on the evaluation, the school decides whether the student should be readmitted. In many cases, the recommendation is for the student to transfer to a new school to start fresh, rather than returning to the original school.
- If the student is reinstated, a support plan is created to facilitate a positive transition to the new school environment.

This more generalized timeline emphasizes collaboration, structured support, and a focus on ensuring the child's successful reintegration into a suitable educational setting.

When a student with an Individualized Education Program (IEP) is considered for expulsion at an elementary single-site charter school, additional procedures and legal protections apply to ensure compliance with the Individuals with Disabilities Education Act (IDEA) and California Education Code. These procedures are designed to account for the student's unique learning needs and provide appropriate support during the disciplinary process.

1. Manifestation Determination Review (MDR):

Before a student with an IEP can be expelled, the school must conduct a Manifestation Determination Review (MDR) within 10 school days of the decision to consider expulsion. This review involves the IEP team, including the parents/guardians, and determines whether the behavior prompting expulsion is a direct result of the student's disability or a failure to implement the IEP. The MDR must answer the following key questions:

- Was the behavior caused by, or did it have a direct and substantial relationship to, the child's disability?
- Was the behavior the result of the school's failure to implement the IEP?

If the IEP team determines that the behavior was a manifestation of the student's disability, the student cannot be expelled. Instead, the IEP team must conduct a Functional Behavioral Assessment (FBA) and implement or revise a Behavior Intervention Plan (BIP) to address the behavior. The student will then be returned to their original placement or an alternative placement decided by the IEP team.

If the behavior was not a manifestation of the disability, the student may be subject to the same disciplinary procedures as students without disabilities. However, the school must continue to provide a Free Appropriate Public Education (FAPE) to the student in an alternative setting during the expulsion period.

2. Interim Alternative Educational Setting (IAES):

In cases involving specific offenses (e.g., possession of drugs or a weapon, inflicting serious bodily harm), the school may place the student in an Interim Alternative Educational Setting (IAES) for up to 45 school days, even if the behavior is determined to be a manifestation of the disability. This placement decision is made by the IEP team and must include services to:

- Enable the student to continue to participate in the general education curriculum.
- Address the behavior through behavioral interventions and supports to prevent reoccurrence.

3. Continued Educational Services During Expulsion:

If the student is expelled following an MDR that determines the behavior was not related to the disability, the school must still ensure the student receives appropriate educational services to continue making progress toward their IEP goals. These services may be provided in a different setting, such as a county-run special education program or another designated IAES.

4. Procedures for Reinstatement and Readmission:

- Once the term of expulsion ends, the IEP team must reconvene to determine the student's readiness for return and to establish any necessary supports for a smooth transition back to the school or an alternative placement.
- The team will review the student's progress in the IAES and make any necessary adjustments to the IEP, BIP, or placement to support continued success.

Element 11 – Employee Retirement Systems

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

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

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

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

CERTIFICATED STAFF MEMBERS

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

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

The Payroll/HR Manager and Payroll Specialist (FCPS CMO staff) are responsible for ensuring that all eligible certificated employees are enrolled in CalSTRS and remain enrolled in CalSTRS throughout their employment at the Fenton Charter Public Schools.

The Charter School will continue participation in CalSTRS for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

CLASSIFIED STAFF MEMBERS

All full-time non-certificated employees will continue to be members of the California Public Employees’ Retirement System (“CalPERS”). Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the required employer’s percentage as

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

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

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

The Payroll/HR Manager and Payroll Specialist are responsible for ensuring that all eligible non-certificated employees are enrolled in CalPERS and remain enrolled in CalPERS throughout their employment at the Fenton Charter Public Schools.

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

OTHER STAFF MEMBERS

Fenton Charter Public Schools will continue to participate in the Public Agency Retirement System ("PARS") for all non-CalPERS/CalSTRS eligible part-time employees. Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the employer's portion as designated by PARS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the PARS fund as required.

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

The Payroll/HR Manager and Payroll Specialist are responsible for ensuring that all eligible certificated employees are enrolled in PARS and remain enrolled in PARS throughout their employment at the Fenton Charter Public Schools.

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

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

How parents and students will be informed of their public school attendance alternatives

No student may be required to attend the Charter School.

To inform parents and students of their public school attendance alternatives, the District’s open enrollment period is well publicized by the Charter School and parents are assisted as needed with documentation and locations of neighboring schools. The parents of students matriculating to middle school from the Charter School are especially interested in their options for middle school enrollment. During the months of December and January, all charter middle schools in the area hold informational meetings at the SMBCCS campus. LAUSD Magnet, Permits With Transportation and open enrollment program information is also shared with Charter School parents and guardians.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Santa Monica Boulevard Community Charter School
c/o Cary Rabinowitz, Director
1022 N Van Ness Avenue
Los Angeles, CA 90038
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Santa Monica Boulevard Community Charter School
c/o Cary Rabinowitz, Director
1022 N Van Ness Avenue
Los Angeles, CA 90038
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise,

mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCACTION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

Identify the specific position(s) that will serve as the charter school's closure agent(s) in the event that the charter school closes

Unless directed otherwise, the closure agent of the Charter School in the event the Charter School closes shall be the Director.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

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

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

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to

any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages,

losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California

or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and

Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in

lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1).

Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

(i) That each employee of the charter school furnish it 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.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the

current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac

arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, 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.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, 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.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. 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.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School 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 California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites 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. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

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, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early

release days. 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

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the 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.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

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

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

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled 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 all of 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 schooldays 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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder 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." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder 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, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. 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 in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the

District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon

dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Santa Monica Boulevard Community Charter School
c/o Cary Rabinowitz, Director
1022 N Van Ness Avenue

Los Angeles, CA 90038

- 7) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Santa Monica Boulevard Community Charter School
c/o Cary Rabinowitz, Director
1022 N Van Ness Avenue
Los Angeles, CA 90038

- 7) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration

rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

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

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

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

Non-District-Owned Facilities

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

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained

with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as

approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers.

Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and

address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in

public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)