



## **FENTON LAUNCHPAD ACADEMY**

**Charter Petition  
For the term July 1, 2026, through June 30, 2031**

**Submitted on January 21, 2026**

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## Assurances, Affirmations, and Declarations

Fenton Launchpad Academy (also referred to herein as “FLA,” 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.

## INTRODUCTION

### **Fenton Charter Public Schools**

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California. As a conversion charter, the attendance area served by the Charter School has remained constant, with student demographics reflective of the surrounding area: 92.1% Hispanic; 29.5% English Learner (“EL”); 83.1% qualifying for Free or Reduced Price Meals (“FRPM”); 17.6% Students with Special Needs ([Source: 2025 CA Dashboard \(FACS\)](#)).

As an 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 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.

**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).)*

**GENERAL INFORMATION**

• The contact person for Charter School is [Name and Title]:	<i>David Riddick, Chief Executive Officer</i>
• The contact address for Charter School is:	<i>8928 Sunland Boulevard, Sun Valley, CA 91352</i>
• The contact phone number for Charter School is:	<i>(818) 962-3630</i>
• The proposed address (site/location) of the Charter School is (aligned with the charter petition and the Community Impact Assessment facilities section; and will be used to inform a 3-mile radius as consistent with District Policy) *	<i>8928 Sunland Boulevard, Sun Valley, CA 91352</i>
• The proposed Community of Schools to be served**:	<i>Sun Valley Community of Schools (CoS)</i>
• This location is in LAUSD Board District:	<i>6</i>
• This location is in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK - 12</i>
• The proposed number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	<i>112</i>

<ul style="list-style-type: none"> <li>• The grade level(s) of the students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:</li> </ul>	<i>TK – 7</i>
<ul style="list-style-type: none"> <li>• Charter School’s scheduled first day of instruction in 2025-2026 is:</li> </ul>	<i>August 10, 2026</i>
<ul style="list-style-type: none"> <li>• The total enrollment capacity (should align with year 5 of the rollout plan, as well as the budget) will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</li> </ul>	<i>600</i>
<ul style="list-style-type: none"> <li>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</li> </ul>	<i>Traditional (Nonclassroom-based instructional program)</i>
<ul style="list-style-type: none"> <li>• The regular bell schedule (e.g., daily hours) for the Charter School will be:</li> </ul>	<i>N/A</i>
<ul style="list-style-type: none"> <li>• The term of this Charter shall be from:</li> </ul>	<i>July 1, 2026 to June 30, 2031</i>

## **COMMUNITY NEED FOR THE CHARTER SCHOOL**

Fenton Launchpad Academy (FLA) is grounded in the expressed needs of our families for continuity, stability, and flexible access to high-quality instruction. FLA is designed as a TK–12 Nonclassroom-Based (NCB) charter school program with a remote hybrid instructional model, where the majority of instruction is delivered online and targeted in-person supports are provided as needed for academic intervention, enrichment, assessments, and student services. Instruction will be guided by an Individualized Learning Plan (ILP) for each student, developed in partnership with families to reflect the student’s strengths, needs, goals, and learning pace, while ensuring alignment to state standards and accountability expectations. Families have requested this model to remain continuously connected to a trusted school community while reducing barriers that may heighten anxiety and disrupt consistent attendance and engagement.

Serving students across Los Angeles County, the school is designed to meet the needs of a highly diverse population that includes families from economically diverse backgrounds, multilingual learners, students with exceptional needs, and households navigating economic instability and the impacts of evolving federal immigration policies. These realities can affect family mobility, attendance consistency, and access to traditional school-based services. By offering flexible instructional pathways, the school reduces barriers to participation and promotes educational continuity for students whose circumstances may otherwise disrupt learning. In addition, the program is designed to support families navigating varied and often unpredictable workplace demands in a city grappling with challenging unemployment rates and a high cost of living compared to other metropolitan areas.

Designed with equity at the forefront, the program ensures all students have access to the resources, technology, and instructional supports necessary for success. Through strong family partnerships and personalized learning pathways, the Fenton Launchpad Academy promotes academic achievement, engagement, and long-term stability for students and families within the broader Los Angeles County community.

The Fenton Charter Public Schools are recipients of the California Community Schools Partnership Program (CCSPP) Planning and Implementation Grants. CCSPP supports schools’ efforts to partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

## **STUDENT POPULATION TO BE SERVED**

### **Target Student Population Overview**

Fenton Launchpad Academy is designed to meet the needs of families currently attending one of the Fenton Charter Public Schools, as well as families across Los Angeles County who are seeking a safe, stable, and trusted school community through a flexible remote learning model. While this program is responsive to requests from families within our existing school communities, it is also intended to serve students who are not presently enrolled in Fenton schools but are exploring an instructional option that provides continuity, high-quality learning, and strong family partnership supports.

This application is grounded in the expressed needs of families who have requested a safe, stable, and supportive instructional option during periods when traditional in-person attendance may be disrupted. Families have identified the need for a remote learning model that enables students to remain continuously enrolled in a trusted school environment while maintaining consistent access to instruction, school-based relationships, and appropriate academic and social-emotional supports. This model is intended to promote continuity of learning and to ensure students can participate in their educational program without interruption regardless of circumstances that may impact regular school attendance. The Fenton Charter Public Schools seeks to offer this option to support families who may experience temporary displacement or who require an alternative to the typical in-person setting.

### **Grade Levels to Be Served**

Fenton Launchpad Academy will serve students in grades TK-12. The school's remote learning design ensures consistent access to instruction and school connection for students whose home circumstances may otherwise lead to interrupted attendance, frequent transitions, or withdrawal from school programs.

### **Specific Student Educational Interests, Backgrounds, and Challenges**

Serving students across Los Angeles County, the school is designed to meet the needs of a highly diverse population that includes:

- Students from economically diverse backgrounds, including families experiencing economic instability and inconsistent access to school-based resources;
- Multilingual learners, including students in households where English is not the primary language and families who benefit from multilingual communication and learning supports;
- Students with exceptional needs, requiring specialized services and individualized learning pathways to support progress in the general education curriculum;
- Students impacted by mobility and attendance disruptions, including those influenced by evolving federal immigration policies, which can affect stability, engagement, and access to traditional school structures;
- For students who may struggle with anxiety, mental illness, and medical illnesses who may not be able to attend school in a traditional school building.

These realities can affect family mobility, attendance consistency, and access to traditional school-based services. By offering flexible instructional pathways, the school reduces barriers to participation and promotes educational continuity for students whose circumstances might otherwise disrupt learning.

### **Other Relevant Characteristics of the Targeted Student Population**

Fenton Launchpad Academy is also designed to support families navigating varied and often unpredictable workplace demands in a city grappling with challenging unemployment rates and a high cost of living compared to other metropolitan areas. The program is structured to provide stability and continuity for students and families experiencing:

- Unpredictable work schedules and competing caregiving responsibilities
- Transportation or access barriers to in-person school attendance
- Housing instability or frequent relocations
- Anxiety and stress related to policy shifts and community-level enforcement actions

**Five Year Enrollment Plan**

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

<b>ENROLLMENT /ROLL-OUT PLAN</b>					
<b>GRADE</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-2031</b>
<b>TK</b>	14	22	32	40	40
<b>K</b>	14	22	32	40	40
<b>1</b>	12	22	32	40	45
<b>2</b>	12	22	32	40	45
<b>3</b>	12	22	32	40	45
<b>4</b>	12	22	32	40	45
<b>5</b>	12	22	32	40	45
<b>6</b>	12	22	32	40	45
<b>7</b>	12	24	32	40	42
<b>8</b>	—	12	32	40	42
<b>9</b>	—	20	25	50	42
<b>10</b>	—	—	20	25	42
<b>11</b>	—	—	—	20	42
<b>12</b>	—	—	—	—	40
<b>TOTAL</b>	<b>112</b>	<b>232</b>	<b>365</b>	<b>495</b>	<b>600</b>

**GOALS AND PHILOSOPHY**

**Vision**

Fenton Launchpad Academy envisions a learning community where every student, regardless of background, circumstance, or mobility, has equitable access to a high-quality education that is safe, stable, personalized, and empowering. Through flexible learning pathways and strong family partnerships, students will develop the academic and personal skills needed to thrive in school and life.

**Mission**

Fenton Launchpad Academy exists to ensure every child feels safe, supported, and connected to school through a flexible learning model built around individualized plans and strong family partnership.

**All members of the Fenton Launchpad Academy community are responsible for the school-wide vision:**

- The **students** of Fenton Launchpad Academy will actively seek learning opportunities by engaging in independent and collaborative learning, thinking critically, and working

toward mastery of California academic standards through their Individualized Learning Plans.

- **The students, families, and staff of Fenton Launchpad Academy** will partner to establish and model high expectations for academic achievement, positive identity development, pro social values, and respect for cultural and linguistic diversity.
- The **staff members of Fenton Launchpad Academy** will demonstrate a commitment to lifelong learning by continuously strengthening professional practice and modeling the behaviors, attitudes, and habits of mind that support student growth, responsibility, and perseverance.
- The **Fenton Launchpad Academy community** will work collaboratively to create a safe, stable, and student-centered learning environment that promotes shared ownership, mutual accountability, and meaningful engagement for students and families.
- The **Fenton Launchpad Academy leadership, community members, and partners** will maintain the highest standards of integrity and fiscal responsibility by seeking all available resources and using them effectively to support high quality instruction, student supports, enrichment opportunities, and successful program implementation.

### **An Educated Person of the 21st Century**

Fenton Launchpad Academy believes that an educated person in the 21st century is a learner who is empowered to take ownership of their growth and prepared to contribute meaningfully to their community. In a world that requires adaptability, critical thinking, and responsible decision making, educated individuals must be self-directed, accountable, and equipped to learn in a variety of settings.

Educated persons will demonstrate the ability to set goals, monitor progress, and apply learning to real world contexts. They will collaborate effectively with others, think critically to solve complex problems, and use technology responsibly as a tool for learning, communication, and creation. They will develop the academic skills needed to succeed across core content areas including literacy, mathematics, history and social science, science, the arts, and emerging technologies.

Fenton Launchpad Academy also believes that an educated person demonstrates respect for cultural and linguistic diversity and recognizes their responsibility within a democratic society. Students will build strong character, empathy, and civic awareness while developing the confidence and persistence needed to thrive in school and life.

Through an instructional program grounded in the Individualized Learning Plan (ILP) and strengthened by family partnership, Fenton Launchpad Academy ensures students receive structured academic guidance, consistent support, and meaningful enrichment opportunities. These experiences are designed to help students become motivated, competent, and lifelong learners who are prepared to meet California standards and contribute positively to society.

### **College and Career Readiness**

Fenton Launchpad Academy is committed to preparing students to be academically successful, self-directed learners who build the knowledge and skills needed for long term success in school and life. Instruction is aligned to the California State Standards, including the Common Core State Standards for English language arts and mathematics and applicable state adopted content standards across all subject areas. These standards define the skills, knowledge, and abilities students are expected to master at each grade level.

The school will use state adopted instructional materials and research based supplemental resources to establish a coherent scope and sequence in all curricular areas. Through the Individualized Learning Plan (ILP) process, each student's academic program will be personalized based on their needs, interests, and goals while remaining aligned to grade level standards and academic expectations. Students will be supported through structured learning plans, regular teacher check ins, and ongoing progress monitoring to ensure they remain on track.

Technology is an essential component of the instructional model and will be used to strengthen academic access, engagement, and student independence. Fenton Launchpad Academy is committed to ensuring equitable access to the digital tools and learning platforms needed for success in a remote first environment. Students will develop the skills to use technology responsibly for research, communication, creation, and collaboration. This focus supports the school's mission to provide safe, stable, and personalized learning pathways that prepare students to thrive in school and beyond.

### **Use of Technology**

Fenton Launchpad Academy integrates technology intentionally to ensure equitable access to instruction, strengthen student engagement, and support personalized learning in a remote first environment. Technology serves as a core instructional tool that enables students to access grade level content, receive ongoing feedback, monitor progress toward ILP goals, and maintain strong communication with teachers and families.

Key components of the school's technology program include:

#### **Equitable Access to Devices and Connectivity**

The school maintains a one-to-one device program to ensure every student has consistent access to a school issued device that supports remote learning and instructional participation. The school also provides support to families to address barriers to technology access as needed.

#### **Digital Learning Platforms and Instructional Tools**

Students and staff use digital learning platforms to deliver instruction, assign and submit coursework, and support collaboration. These tools provide structured learning pathways aligned to California standards and ensure students have access to instructional content and resources both at home and during in person learning opportunities.

#### **Progress Monitoring and Data Systems**

The school utilizes student information and assessment systems to monitor academic progress, track achievement toward ILP goals, and support timely intervention. These

systems allow teachers to review student performance regularly and share information with families to strengthen student outcomes.

### **Instructional Support and Technology Services**

The school maintains dedicated technology support to ensure devices, platforms, and instructional systems remain functional and responsive. This support reduces disruptions to learning and ensures continuity of instruction for students and staff.

### **Communication and Family Engagement**

Fenton Launchpad Academy uses technology to strengthen communication with families through multiple channels, including the school website, parent messaging systems, email, and phone-based notification tools. These systems ensure families receive timely updates about student progress, instructional expectations, and school wide events.

### **Technology as a Skill for College and Career Readiness**

Technology is also used to build student skills in digital literacy, research, communication, and responsible digital citizenship. Students learn to use technology as a tool for learning, creation, and collaboration, preparing them for success in future academic and career settings.

Through these systems, Fenton Launchpad Academy ensures that technology supports both academic achievement and equity by expanding access to high quality instruction and personalized learning opportunities.

### **How Learning Best Occurs**

Fenton Launchpad Academy believes learning best occurs when students are known well, supported consistently, and engaged in instruction that is meaningful, structured, and aligned to their individual strengths and needs. The school's educational program is grounded in an Individualized Learning Plan (ILP) model that personalizes learning while ensuring progress toward California academic standards.

FLA's approach reflects current learning theories and instructional concepts, including:

#### **Personalized Learning and Student Agency**

Students learn more effectively when they have ownership of goals and see relevance in their learning. Through the ILP process, students engage in goal setting, reflection, and progress monitoring that strengthen motivation and responsibility.

#### **Active and Experiential Learning**

Students deepen understanding through active learning experiences such as hands on projects, guided research, and enrichment opportunities connected to their interests. These experiences support deeper engagement and help students connect academic skills to real world contexts.

#### **Social and Relational Learning**

Learning is strengthened through supportive relationships and feedback. FLA ensures students have regular teacher check ins, consistent academic guidance, and family partnership to support both academic growth and wellbeing, especially for students who may experience instability or anxiety.

### **Equity and Access Based Supports**

The school recognizes that barriers such as mobility, inconsistent attendance patterns, and limited technology access can disrupt learning. FLA is designed to reduce these barriers through flexible instructional pathways, strong communication systems, and targeted supports that ensure students remain engaged and continuously enrolled.

This philosophy aligns to the needs of FLA's target population, including students from economically diverse backgrounds, multilingual learners, students with exceptional needs, and families navigating uncertainty. The school's remote first model, combined with structured guidance and enrichment, provides students with a safe, stable, and supportive pathway to learning.

### **Self-Motivated, Competent, and Lifelong Learners**

Fenton Launchpad Academy's goals are designed to help students develop academic competence, personal responsibility, and the habits of lifelong learning. The ILP framework supports students in building the skills needed to manage learning in a structured and purposeful way while receiving consistent guidance and support. Students will become and remain self-motivated, competent, and lifelong learners through:

#### **Goal Setting and Ownership of Learning**

Students participate in developing ILP goals based on their needs and interests, strengthening agency, motivation, and commitment to learning.

#### **Structured Learning Plans and Clear Expectations**

Each ILP includes academic targets, timelines, and clearly defined expectations for completion of assignments, supporting student independence and perseverance.

#### **Ongoing Feedback and Progress Monitoring**

Regular teacher check ins and progress assessments help students reflect on growth, adjust strategies, and stay on track academically.

### **Meaningful Enrichment and Real-World Learning**

Students engage in enrichment opportunities such as field trips, community engagement, and interest-based learning experiences that strengthen curiosity and deepen learning beyond the classroom.

### **Equitable Access to Supports**

The school ensures all students, including multilingual learners and students with exceptional needs, receive the tools and supports necessary for successful participation, helping them develop confidence and competence.

Through a combination of personalization, structure, and strong family partnership, Fenton Launchpad Academy creates learning conditions that help students persist, grow, and develop the mindset and skills needed for success throughout their educational journey.

### **Artificial Intelligence**

Fenton Launchpad Academy will strategically integrate artificial intelligence tools to enhance personalized instruction while maintaining academic integrity and developing essential critical thinking skills. AI will serve as a powerful support mechanism for differentiated learning, providing real-time feedback, adaptive practice opportunities, and customized learning pathways based on individual student performance data. Teachers will utilize AI-powered analytics to identify learning gaps, monitor student progress, and adjust instructional strategies to meet each student's needs more effectively. AI tutoring systems will offer immediate assistance when teachers are unavailable, provide alternative explanations for challenging concepts, and generate practice problems calibrated to each student's skill level. Additionally, AI tools will support students with diverse learning needs by offering text-to-speech capabilities, translation services, and accessibility accommodations that ensure equitable access to curriculum content.

To ensure AI enhances rather than replaces genuine learning, the school will establish comprehensive protocols that promote responsible AI use while preventing academic dishonesty. All assignments will be explicitly categorized as either "AI-supported" (where students may use AI tools as learning aids with proper citation) or "AI-independent" (requiring original student work verified through supervised assessments, oral presentations, or process-oriented submissions showing work progression). Teachers will employ multiple assessment methods including synchronous discussions, video-recorded presentations, portfolio development tracking student growth over time, and proctored examinations that verify individual mastery.

The curriculum will explicitly teach AI literacy, helping students understand appropriate and ethical AI use, recognize AI limitations and biases, and develop skills in evaluating AI-generated content critically. Plagiarism detection software enhanced with AI-detection capabilities will flag potential misuse, while teachers receive ongoing professional development in designing AI-resistant assignments that emphasize higher-order thinking, creative problem-solving, and personal reflection. By teaching students when and how to use AI as a tool rather than a substitute for learning, Fenton Launchpad Academy prepares students for a future where AI fluency and ethical decision-making are essential workforce skills.

### **Schoolwide Learner Outcomes**

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

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

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

- Able to read and comprehend, and effectively communicate ideas, opinions and information orally and in writing.
- Able to demonstrate mathematical, logical and reasoning skills and the ability to apply those skills in a variety of contexts.

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

**SLO 2:** Every Fenton Avenue Charter School student will be a self-directed learner with the following:

- Able to exhibit good study habits that include regular and punctual school attendance and effective time management to accomplish tasks.

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

**SLO 3:** Every Fenton Avenue Charter School student will be an effective communicator with the following:

- Develop their English language to help them acquire the fundamental reading skills necessary to become academically competent.
- Able to use reading, writing, speaking and listening skills to communicate accurately with others.

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

**SLO 4:** Every Fenton Avenue Charter School student will be a responsible citizen with the following:

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

The Charter School's goals are designed to foster a dynamic and supportive learning environment where students can develop into self-motivated, competent, and lifelong learners. By prioritizing student achievement, the Charter School aims to provide the tools and resources necessary for academic and personal growth. A critical part of this goal is the commitment to enhancing meaningful and purposeful engagement among students, teachers, and parents. By creating stronger connections within the school community, the Charter School fosters collaboration, trust, and shared responsibility for student success. Additionally, the focus on operational excellence ensures that the school operates efficiently and effectively, allowing resources to be maximized to support high-quality education and the well-being of all stakeholders.

## 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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
English Learners	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Foster Youth	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students with Disabilities	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
African American Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
American Indian/Alaska Native Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Asian Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Filipino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Latino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Native Hawaiian/Pacific Islander Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students of Two or More Races	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
White Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
English Learners	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Foster Youth	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students with Disabilities	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
African American Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
American Indian/Alaska Native Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Asian Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Filipino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Latino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Native Hawaiian/Pacific Islander Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students of Two or More Races	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
White Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

**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:** Progress will be measured using the California School Dashboard Status and Change Report when data are available and reportable (N-size permitting).

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
English Learners	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Foster Youth	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students with Disabilities	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
African American Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

American Indian/Alaska Native Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Asian Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Filipino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Latino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Native Hawaiian/Pacific Islander Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students of Two or More Races	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
White Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
English Learners	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Foster Youth	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students with Disabilities	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
African American Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
American Indian/Alaska Native Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Asian Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Filipino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Latino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Native Hawaiian/Pacific Islander Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students of Two or More Races	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
White Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
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All Students (Schoolwide)	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
English Learners	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Foster Youth	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students with Disabilities	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
African American Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
American Indian/Alaska Native Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Asian Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Filipino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Latino Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Native Hawaiian/Pacific Islander Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
Students of Two or More Races	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change
White Students	Establish Baseline	Positive Change	Positive Change	Positive Change	Positive Change

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

**Metric/Method for Measuring:** EL Reclassification Rates.

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	>50%	>50%	>50%	>50%	>50%
English Learners	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	>50%	>50%	>50%	>50%	>50%
Foster Youth	>50%	>50%	>50%	>50%	>50%
Students with Disabilities	>50%	>50%	>50%	>50%	>50%

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

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	>50%	>50%	>50%	>50%	>50%
English Learners	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	>50%	>50%	>50%	>50%	>50%
Foster Youth	>50%	>50%	>50%	>50%	>50%
Students with Disabilities	>50%	>50%	>50%	>50%	>50%
African American Students	>50%	>50%	>50%	>50%	>50%
American Indian/Alaska Native Students	>50%	>50%	>50%	>50%	>50%
Asian Students	>50%	>50%	>50%	>50%	>50%
Filipino Students	>50%	>50%	>50%	>50%	>50%
Latino Students	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	>50%	>50%	>50%	>50%	>50%
Students of Two or More Races	>50%	>50%	>50%	>50%	>50%
White Students	>50%	>50%	>50%	>50%	>50%

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
English Learners	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

Foster Youth	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students with Disabilities	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
African American Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
American Indian/Alaska Native Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Asian Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Filipino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Latino Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
Students of Two or More Races	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline
White Students	Establish Baseline	Increase from baseline	Increase from baseline	Increase from baseline	Increase from baseline

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #2</b>	
<p style="color: blue;">Increase meaningful and purposeful student, teacher, and parent engagement.</p>	<p><b>Related State Priorities:</b></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> <p><b>Local Priorities:</b></p> <p><input checked="" type="checkbox"/>: Parent Involvement</p> <p><input checked="" type="checkbox"/>: Pupil Engagement</p> <p><input checked="" type="checkbox"/>: School Climate</p>
Specific Annual Actions to Achieve Goal	
<p style="color: blue;">2.1 Community Schools Coordinator will assist with the engagement of parents.</p> <p style="color: blue;">2.2 Identified staff to assist with the engagement of students.</p> <p style="color: blue;">2.3 Provide student activities to engage students in learning</p>	
Expected Annual Measurable Outcomes	
<p><b>Outcome #1:</b> Participation Rate Participation Rate on Parent Involvement Survey will be above 50%.</p> <p><b>Metric/Method for Measuring:</b> Participation Rate</p>	

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	>50%	>50%	>50%	>50%	>50%
English Learners	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	>50%	>50%	>50%	>50%	>50%
Foster Youth	>50%	>50%	>50%	>50%	>50%
Students with Disabilities	>50%	>50%	>50%	>50%	>50%
African American Students	>50%	>50%	>50%	>50%	>50%
American Indian/Alaska Native Students	>50%	>50%	>50%	>50%	>50%
Asian Students	>50%	>50%	>50%	>50%	>50%
Filipino Students	>50%	>50%	>50%	>50%	>50%
Latino Students	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	>50%	>50%	>50%	>50%	>50%
Students of Two or More Races	>50%	>50%	>50%	>50%	>50%
White Students	>50%	>50%	>50%	>50%	>50%

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

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	>50%	>50%	>50%	>50%	>50%
English Learners	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	>50%	>50%	>50%	>50%	>50%
Foster Youth	>50%	>50%	>50%	>50%	>50%
Students with Disabilities	>50%	>50%	>50%	>50%	>50%
African American Students	>50%	>50%	>50%	>50%	>50%
American Indian/Alaska Native Students	>50%	>50%	>50%	>50%	>50%
Asian Students	>50%	>50%	>50%	>50%	>50%
Filipino Students	>50%	>50%	>50%	>50%	>50%
Latino Students	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	>50%	>50%	>50%	>50%	>50%
Students of Two or More Races	>50%	>50%	>50%	>50%	>50%
White Students	>50%	>50%	>50%	>50%	>50%

**Outcome #3: School will continue to maintain an ADA rate above 94%.  
Metric/Method for Measuring: ADA Rate**

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	>94%	>94%	>94%	>94%	>94%
English Learners	>94%	>94%	>94%	>94%	>94%
Socioeconomic. Disadv./Low Income Students	>94%	>94%	>94%	>94%	>94%
Foster Youth	>94%	>94%	>94%	>94%	>94%
Students with Disabilities	>94%	>94%	>94%	>94%	>94%
African American Students	>94%	>94%	>94%	>94%	>94%
American Indian/Alaska Native Students	>94%	>94%	>94%	>94%	>94%
Asian Students	>94%	>94%	>94%	>94%	>94%
Filipino Students	>94%	>94%	>94%	>94%	>94%
Latino Students	>94%	>94%	>94%	>94%	>94%
Native Hawaiian/Pacific Islander Students	>94%	>94%	>94%	>94%	>94%
Students of Two or More Races	>94%	>94%	>94%	>94%	>94%
White Students	>94%	>94%	>94%	>94%	>94%

**Outcome #4:** School will continue to maintain a low suspension rate < 1%.  
**Metric/Method for Measuring:** Suspension Rates

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	<1%	<1%	<1%	<1%	<1%
English Learners	<1%	<1%	<1%	<1%	<1%
Socioeconomic. Disadv./Low Income Students	<1%	<1%	<1%	<1%	<1%
Foster Youth	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	<1%	<1%	<1%	<1%	<1%
African American Students	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	<1%	<1%	<1%	<1%	<1%
Asian Students	<1%	<1%	<1%	<1%	<1%
Filipino Students	<1%	<1%	<1%	<1%	<1%
Latino Students	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	<1%	<1%	<1%	<1%	<1%
Students of Two or More Races	<1%	<1%	<1%	<1%	<1%
White Students	<1%	<1%	<1%	<1%	<1%

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

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	<1%	<1%	<1%	<1%	<1%
English Learners	<1%	<1%	<1%	<1%	<1%
Socioeconomic. Disadv./Low Income Students	<1%	<1%	<1%	<1%	<1%
Foster Youth	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	<1%	<1%	<1%	<1%	<1%
African American Students	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	<1%	<1%	<1%	<1%	<1%
Asian Students	<1%	<1%	<1%	<1%	<1%
Filipino Students	<1%	<1%	<1%	<1%	<1%
Latino Students	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	<1%	<1%	<1%	<1%	<1%
Students of Two or More Races	<1%	<1%	<1%	<1%	<1%
White Students	<1%	<1%	<1%	<1%	<1%

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

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
English Learners	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Socioeconomic. Disadv./Low Income Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Foster Youth	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Students with Disabilities	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
African American Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
American Indian/Alaska Native Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Asian Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Filipino Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline

Latino Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Native Hawaiian/Pacific Islander Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
Students of Two or More Races	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline
White Students	Establish Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline	Decrease from Baseline

## LCFF STATE PRIORITIES

### GOAL #3

<p style="color: blue;">Provide an Appropriate Basic Condition of Learning</p>	Related State Priorities:		
	<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	
	Local Priorities:		
	<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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%

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

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%

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

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%

**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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	≥90%	≥90%	≥90%	≥90%	≥90%
Socioeconomic. Disadv./Low Income Students	≥90%	≥90%	≥90%	≥90%	≥90%

Foster Youth	≥90%	≥90%	≥90%	≥90%	≥90%
Students with Disabilities	≥90%	≥90%	≥90%	≥90%	≥90%
African American Students	≥90%	≥90%	≥90%	≥90%	≥90%
American Indian/Alaska Native Students	≥90%	≥90%	≥90%	≥90%	≥90%
Asian Students	≥90%	≥90%	≥90%	≥90%	≥90%
Filipino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Latino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	≥90%	≥90%	≥90%	≥90%	≥90%
Students of Two or More Races	≥90%	≥90%	≥90%	≥90%	≥90%
White Students	≥90%	≥90%	≥90%	≥90%	≥90%

**Outcome #6:** Students, families, and staff will report that the school is safe and secure, as measured by the School Climate Survey.  
**Metric/Method for Measuring:** School Climate Survey results (administered annually). Percent of respondents who agree/strongly agree that the school is safe and secure.

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	≥90%	≥90%	≥90%	≥90%	≥90%
Socioeconomic. Disadv./Low Income Students	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	≥90%	≥90%	≥90%	≥90%	≥90%
Students with Disabilities	≥90%	≥90%	≥90%	≥90%	≥90%
African American Students	≥90%	≥90%	≥90%	≥90%	≥90%
American Indian/Alaska Native Students	≥90%	≥90%	≥90%	≥90%	≥90%
Asian Students	≥90%	≥90%	≥90%	≥90%	≥90%
Filipino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Latino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	≥90%	≥90%	≥90%	≥90%	≥90%
Students of Two or More Races	≥90%	≥90%	≥90%	≥90%	≥90%
White Students	≥90%	≥90%	≥90%	≥90%	≥90%

**Outcome #7:** Students, families, and staff will report that the school is clean and well-maintained as measured by School Climate Survey.  
**Metric/Method for Measuring:** Annual School Climate Survey. Percent of respondents who agree/strongly agree that school facilities (classrooms, restrooms, common areas) are clean and well-maintained.

APPLICABLE STUDENT GROUPS	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
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All Students (Schoolwide)	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	≥90%	≥90%	≥90%	≥90%	≥90%
Socioeconomic. Disadv./Low Income Students	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	≥90%	≥90%	≥90%	≥90%	≥90%
Students with Disabilities	≥90%	≥90%	≥90%	≥90%	≥90%
African American Students	≥90%	≥90%	≥90%	≥90%	≥90%
American Indian/Alaska Native Students	≥90%	≥90%	≥90%	≥90%	≥90%
Asian Students	≥90%	≥90%	≥90%	≥90%	≥90%
Filipino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Latino Students	≥90%	≥90%	≥90%	≥90%	≥90%
Native Hawaiian/Pacific Islander Students	≥90%	≥90%	≥90%	≥90%	≥90%
Students of Two or More Races	≥90%	≥90%	≥90%	≥90%	≥90%
White Students	≥90%	≥90%	≥90%	≥90%	≥90%

**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 FLA 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 via remote instruction.

**Key Features of the Educational Program**

FLA 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.<sup>1</sup>

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.<sup>2</sup>

### 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.<sup>3</sup>

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.<sup>4</sup> 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.

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup>

## 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.<sup>7</sup> 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.<sup>8</sup>

## 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.<sup>9</sup> 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

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

<sup>6</sup> Stecker, P. M. (2007). Tertiary intervention: Using progress monitoring with intensive services. *Teaching Exceptional Children*, 39(5), 50-57.

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> 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.<sup>10</sup>

### *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.<sup>11</sup> 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.<sup>12</sup>

### *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.<sup>13</sup>

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<sup>10</sup> 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.

<sup>11</sup> Woodbury, S. & Gess-Newsome, J. (2002). Overcoming the paradox of change without difference: A model of

<sup>12</sup> Zepeda, S. J. (2004). Leadership to build learning communities. *The Educational Forum, 68*(2), 144-151.

<sup>13</sup> 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 twelfth grades. The core subjects at Fenton Launchpad Academy 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. FLA 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
<b>Transitional Kindergarten</b>	<ul style="list-style-type: none"> <li>•Reading: Literature Informational Text</li> <li>•Foundational Skills</li> <li>•Writing</li> <li>•Listening and Speaking</li> <li>•Language</li> </ul>	<ul style="list-style-type: none"> <li>•Counting and Cardinality</li> <li>•Operations and Algebraic Thinking</li> <li>•Numbers and Operations in Base Ten</li> <li>•Measurement and Data</li> <li>•Geometry</li> </ul>	<ul style="list-style-type: none"> <li>•Learning and Working Now and Long Ago</li> </ul>	<ul style="list-style-type: none"> <li>•Physical Sciences</li> <li>•Life Sciences</li> <li>•Earth Sciences</li> <li>•Investigation and Experimentation</li> </ul>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>•Reading: Literature and Informational Text</li> <li>•Foundational Skills</li> <li>•Writing</li> <li>•Listening and Speaking</li> <li>•Language</li> </ul>	<ul style="list-style-type: none"> <li>•Counting and Cardinality</li> <li>•Operations and Algebraic Thinking</li> <li>•Numbers and Operations in Base Ten</li> <li>•Measurement and Data</li> <li>•Geometry</li> </ul>	<ul style="list-style-type: none"> <li>•Learning and Working Now and Long Ago</li> </ul>	<ul style="list-style-type: none"> <li>•Physical Sciences</li> <li>•Life Sciences</li> <li>•Earth Sciences</li> <li>•Investigation and Experimentation</li> </ul>
<b>First Grade</b>	<ul style="list-style-type: none"> <li>•Reading: Literature and Informational Text</li> <li>•Foundational Skills</li> <li>•Writing</li> <li>•Listening and Speaking</li> <li>•Language</li> </ul>	<ul style="list-style-type: none"> <li>•Operations and Algebraic Thinking</li> <li>•Numbers and Operations in Base Ten</li> <li>•Measurement and Data</li> <li>•Geometry</li> </ul>	<ul style="list-style-type: none"> <li>•A Child’s Place in Time and Space</li> </ul>	<ul style="list-style-type: none"> <li>•Physical Sciences</li> <li>•Life Sciences</li> <li>•Earth Sciences</li> <li>•Investigation and Experimentation</li> </ul>

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

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

Grade	English Language Arts	Mathematics	History-Social Science	Science
<b>7<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>•Reading: Literature and literary analysis</li> <li>•Language: Using Greek/Latin roots, understanding figurative language, differentiating word meanings</li> <li>•Writing</li> <li>•Listening and Speaking</li> <li>•Language</li> </ul>	<ul style="list-style-type: none"> <li>•Ratios &amp; Proportional Relationships</li> <li>•The Number System</li> <li>•Expressions &amp; Equations</li> <li>•Geometry</li> <li>•Statistics &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>•Medieval and early modern world history and Geography</li> <li>•Ancient Civilizations</li> </ul>	<ul style="list-style-type: none"> <li>•Plant and animal cells</li> <li>•Ecology</li> <li>•Environment and human impact</li> <li>•Investigation and Experimentation</li> </ul>
<b>8<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>•Reading: Literature and literary analysis</li> <li>•Language: Using Greek/Latin roots, understanding figurative language, differentiating word meanings</li> <li>•Writing</li> <li>•Listening and Speaking</li> <li>•Language</li> </ul>	<ul style="list-style-type: none"> <li>•Number sense</li> <li>•Expressions &amp; Equations</li> <li>•Functions</li> <li>•Geometry</li> <li>•Statistics &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>•U.S. history from the founding to the end of the 19<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>•Electric and magnetic forces</li> <li>•Forces and energy</li> <li>•Investigation and Experimentation</li> </ul>
<b>7<sup>th</sup> and 8<sup>th</sup> grade courses (non-core)</b>	<ul style="list-style-type: none"> <li>•Art</li> <li>•Physical Education</li> </ul>			

<b>General Electives (non-core)</b>	<ul style="list-style-type: none"> <li>•Health</li> <li>•Food and Nutrition</li> <li>•Computer Science</li> <li>•Digital Photography</li> </ul>
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## 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 – Eighth Grade Instructional Program

Fenton Launchpad Academy provides a structured yet flexible daily schedule for students in grades 6-8 that balances live online teacher-led instruction with independent learning time to meet individual student needs. Students receive comprehensive instruction in all core academic subjects—English Language Arts, Mathematics, Science, and History-Social Science—through daily live online classes delivered by credentialed teachers. Each instructional day features multiple learning modalities including direct instruction, collaborative group work, guided practice, and personalized intervention support through rotating class schedules that ensure balanced exposure to all content areas throughout each month.

The daily schedule is intentionally designed to optimize online learning for middle school students by providing focused instructional blocks interspersed with regular breaks, recognizing that effective remote learning requires shorter, more intensive learning periods compared to traditional classroom settings. Instructional sessions consist of live synchronous instruction in core subjects with rotational sequences that vary among student cohorts, ensuring equitable access to instruction during optimal learning times while maintaining student engagement throughout the academic day. Each day has dedicated independent work time during which students complete assignments, engage in project-based learning, participate in small-group tutoring sessions, pursue enrichment activities, and fulfill physical education requirements through approved activities tracked by families and teachers. This flexible structure allows middle school students to work at their own pace, receive individualized support as needed, and develop essential time management and self-directed learning skills critical for success in online educational environments and preparation for high school.

Additionally, students in grades 6-8 participate in specialized courses including Visual and Performing Arts and receive targeted support through Response to Intervention (RTI) and English Language Development (ELD) services as appropriate to their individual learning plans. The combination of structured live instruction with flexible independent work time creates a comprehensive educational program that maintains academic rigor while accommodating the developmental needs of middle school learners, diverse learning styles, scheduling needs, and family circumstances inherent in nonclassroom-based education.

The following courses are defined as noncore courses:

Visual and Performing Arts (non-core):

Visual Arts:

Art integrated into the FLA 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 on teachers’ class websites, within the learning management system, and on the Charter School’s website. The student art will also be displayed in the rooms where students can meet with teachers for in-person support.

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. FLA 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.

FLA has made a commitment to Arts education and to its cross-curricular implications. Through our Arts program, our students acquire knowledge of Arts history, influential artists in time, and

Art theory. Students learn 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.

### High School (grades 9 – 12)

The FLA community has expressed interest in having their students remain in the FCPS community of school until graduation. The High School programs will leverage the core values and principles of the elementary program to provide an education designed to achieve continued academic progress. The virtual nature of the program allows for flexibility while still providing much needed structure.

A typical day at FLA for a student in grades 9 – 12 will vary by student but at a minimum will have time to check-in one-to-one with their homeroom teacher, clarification of assigned work with due dates, and, depending on the student and their progress, individual or whole group instruction. Direct whole group instruction sessions will vary throughout the week to provide flexibility for students. Some courses may have instructional videos within the course and whole group instruction may not be required. However, student-student interaction builds well-rounded individuals; therefore, students will have multiple opportunities per week to work with their peers either during whole group or small group instruction, tutoring times, or during teacher office hours. High school students will be assigned coursework based on the results of the initial NWEA MAP placement tests in reading, language, and mathematics that are aligned to CA state standards along with college and career readiness standards. Core courses and, whenever possible, elective courses will have CA A-G approval. FLA graduates will be prepared for college, the trades, or a career through exposure to high quality, rigorous, balanced curriculum designed to create thinkers, problem solvers, and high functioning, life-long learners. Students will learn how to advocate for themselves, interact professionally with others, work as a member of a collaborative team, and time management skills.

Many students seek online education to reduce the anxiety of in-person instruction. However, they do not anticipate the feelings of isolation and lack of connection that may occur. FLA will proactively work to reduce both the feelings of lack of connection and isolation by assigning each student a “homeroom” teacher who will check in with the student at least 2 to 3 times per week. The homeroom teacher’s primary role is to check on the student’s well-being, ensure the student is completing assigned coursework, scheduling tutoring sessions, and sharing opportunities with the student. The homeroom teacher will regularly update parents on their student’s progress, share resources, and most importantly be a consistent point of contact between the parents, students, and teachers for the student.

In addition to the homeroom teachers, students will have access to a school counselor. The school counselor will support students' academic, career, and social-emotional growth through individual/group counseling, crisis intervention, college/career readiness, scheduling, parent/staff collaboration, and data-driven program management. School counselors will work closely with students, parents, and teachers to ensure students are taking coursework in alignment with their future goals and plans, at the appropriate academic level, receiving academic support via tutoring, and sharing opportunities to explore colleges and careers.

As Individualized Learning Plans (ILPs) are created for students, students will be enrolled in a combination of direct, live instruction classes and independent classes. The classes will be formatted so that students can seamlessly move between direct and independent instruction. The curriculum will be a combination of FCPS developed curriculum, textbook based, and fully online courses (both purchased and available for free). Courses will align with current California standards, be either currently A-G approved or will be submitted for approval, meet college admissions requirements, and most importantly, be rigorous with high achievable expectations. FLA believes in setting high expectations and providing the necessary support structures so students can meet and surpass the expectations without lowering the quality of the curriculum or instruction.

FLA is currently researching the UC Scout, StrongMind, Subject, Advanced Education, and Edmentum curriculum as possible options for the fully virtual curriculum. Sometimes courses may use curriculum created using textbooks via online vendors. FLA is currently researching textbooks from major publishing companies as well as [online resources](#) such as CK-12, OpenStax, PHET interactive simulations, and many others. FCPS may also develop courses for FLA to be offered online.

FCPS is currently researching LMS systems to organize the students' educational experience. As a TK-12 school, the LMS must meet the needs of the youngest learners while also providing a positive experience for the high school students and everyone in between. Once the team has explored several LMS systems, current FCPS parents and students will be asked for their feedback on the different LMS systems. Additionally, FCPS will ask current teachers, administrators, and board members of the FCPS family of schools.

#### High School Courses by grade level

Subject Area	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
English Language Arts	English 9 A/B English 9 A/B Honors	English 10 A/B English 10 A/B Honors AP English Language A/B	English 11 A/B English 11 A/B Honors AP English Language A/B AP English Literature A/B	English 12 A/B English 12 A/B Honors AP English Language A/B AP English Literature A/B
English Language Development (ELD)	Newcomer English Beginner ELD Intermediate ELD High Intermediate ELD			

	Advanced ELD			
Mathematics	PreAlgebra A/B Algebra 1 A/B Algebra 1 A/B/C/D Geometry A/B Algebra 1 A/B Honors Geometry A/B Honors	Algebra 1 A/B Algebra 1 C/D Geometry A/B Algebra 2 A/B Geometry A/B Honors Algebra 2 A/B Honors	Algebra 1 A/B Geometry A/B Algebra 2 A/B Geometry A/B Honors Algebra 2 A/B Honors AP Precalculus A/B Statistics A/B AP Statistics A/B	Algebra 1 A/B Geometry A/B Algebra 2 A/B Algebra 2 A/B Honors AP Precalculus A/B Statistics A/B AP Statistics A/B AP Calculus AB A/B
Science	Physical Science A/B Earth Science A/B Biology A/B Biology A/B Honors AP Biology A/B	Physical Science A/B Earth Science A/B Biology A/B Biology A/B Honors AP Biology A/B Physics A/B Physics A/B Honors Chemistry A/B Chemistry A/B Honors	Physical Science A/B Earth Science A/B Biology A/B Biology A/B Honors AP Biology A/B Physics A/B Physics A/B Honors Chemistry A/B Chemistry A/B Honors	Physical Science A/B Earth Science A/B Biology A/B Biology A/B Honors AP Biology A/B Physics A/B Physics A/B Honors Chemistry A/B Chemistry A/B Honors
History - Social Sciences	World History A/B World History Honors A/B	World History A/B World History Honors A/B US History A/B US History A/B Honors	US History A/B US History A/B Honors US Government/Civics US Government/Civics Honors Economics Economics Honors Ethnic Studies	US History A/B US History A/B Honors US Government/Civics US Government/Civics Honors Economics Economics Honors Ethnic Studies
World Languages	Spanish 1 A/B Spanish 2 A/B Spanish 3 A/B AP Spanish Language A/B			
Visual & Performing Arts	Art History A/B Visual Arts 1 A/B Photography Digital Filmmaking 1			

	Digital Filmmaking 2 Multimedia Art 1			
Physical Education	Physical Education 1 A/B	Physical Education 1 A/B Physical Education 2 A/B	Physical Education 1 A/B Physical Education 2 A/B	Physical Education 1 A/B Physical Education 2 A/B
Electives	Personal Finance Life After High School *Other electives will be added as curriculum is chosen.			

**High School Course Descriptions**

- Courses listed as A-G: “yes” will be submitted for A-G approval once the school is accredited.
- Advanced Placement courses will meet the College Board criteria and will be submitted for College Board approval.

**English Language Arts (A-G Area: "b")**

**English 9 A/B**

Core: yes  
 A-G: yes

This foundational course develops critical reading, writing, and analytical skills through the study of literary and informational texts. Students explore various genres including fiction, poetry, drama, and nonfiction while building vocabulary and grammar proficiency. Emphasis on argumentative and narrative writing prepares students for advanced English coursework.

**English 9 A/B Honors**

Core: yes  
 A-G: yes

An accelerated course offering rigorous analysis of complex literary works and sophisticated writing assignments. Students engage with challenging texts, develop advanced critical thinking skills, and complete extensive independent reading. Accelerated pacing and higher expectations prepare students for AP-level coursework.

**English 10 A/B**

Core: yes  
 A-G: yes

Students analyze world literature and refine their writing across multiple genres. The course emphasizes textual analysis, research skills, and persuasive writing while exploring themes of cultural identity and human experience. Students develop stronger command of language conventions and rhetorical strategies.

### **English 10 A/B Honors**

Core: yes  
A-G: yes

An intensive study of world literature with emphasis on literary criticism and advanced composition. Students examine complex texts through multiple critical lenses, conduct in-depth research projects, and produce polished analytical essays demonstrating sophisticated understanding of literary elements.

### **English 11 A/B**

Core: yes  
A-G: yes

This course surveys American literature from colonial period to contemporary times, examining how historical and cultural contexts shape literary expression. Students develop skills in rhetorical analysis, argumentative writing, and research while exploring diverse American voices and perspectives.

### **English 11 A/B Honors**

Core: yes  
A-G: yes

An accelerated exploration of American literature requiring advanced analytical and writing skills. Students engage deeply with canonical and contemporary texts, complete challenging research projects, and develop sophisticated arguments about literary and cultural themes in American writing.

### **AP English Language and Composition A/B**

Core: yes  
A-G: yes

College-level course focusing on rhetorical analysis and argumentative writing. Students examine how authors use language to achieve purpose, analyze nonfiction texts across genres and time periods, and craft well-reasoned arguments supported by evidence. Prepares students for the AP English Language exam.

### **English 12 A/B**

Core: yes  
A-G: yes

A capstone course exploring British literature and contemporary global voices while emphasizing college and career readiness. Students refine analytical writing, conduct substantial research projects, and develop skills in critical thinking and effective communication necessary for post-secondary success.

### **English 12 A/B Honors**

Core: yes  
A-G: yes

An advanced study of British and world literature requiring sophisticated literary analysis and extensive writing. Students engage with complex texts, explore philosophical and cultural themes, and demonstrate mastery of academic writing conventions through challenging assignments and independent research.

### **AP English Literature and Composition A/B**

Core: yes  
A-G: yes

College-level course centered on close reading and literary analysis of poetry, drama, and prose fiction. Students develop skills in interpreting literary works, understanding how form creates meaning, and writing analytical essays. Prepares students for the AP English Literature exam.

### **English Language Development (A-G Area: "b")**

#### **Newcomer English**

Core: yes  
A-G: no

Designed for students new to English, this course provides foundational language skills for academic and social contexts. Students develop basic vocabulary, grammar structures, and communication skills while building cultural knowledge necessary for school success.

#### **Beginner ELD**

Core: yes  
A-G: no

Students at early English proficiency stages develop listening, speaking, reading, and writing skills. The course focuses on building academic vocabulary, basic grammatical structures, and comprehension strategies while providing scaffolded support for accessing grade-level content.

### **Intermediate ELD**

Core: yes

A-G: yes

This course advances language proficiency through integrated skill development. Students expand academic vocabulary, refine grammatical accuracy, and develop reading comprehension and writing skills necessary for success in mainstream classes while receiving targeted language support.

### **High Intermediate ELD**

Core: yes

A-G: yes

Students transitioning toward advanced proficiency refine complex language structures and academic discourse skills. The course emphasizes sophisticated vocabulary development, advanced reading strategies, and formal academic writing while preparing students for standard English courses.

### **Advanced ELD**

Core: yes

A-G: yes

Designed for students approaching English proficiency, this course develops advanced academic language and literacy skills. Students refine their ability to comprehend complex texts, produce sophisticated written work, and engage in academic discussions across content areas.

### **Mathematics (A-G Area: "c")**

#### **Pre-Algebra A/B**

Core: yes

A-G: no

This course builds foundational skills in algebraic thinking, introducing variables, expressions, and equations. Students develop number sense, rational number operations, and problem-solving strategies while preparing for Algebra 1. Topics include integers, fractions, decimals, percents, and introductory geometry concepts.

#### **Algebra 1 A/B**

Core: yes

A-G: yes

Students explore linear equations, inequalities, systems of equations, and quadratic functions. The course develops algebraic reasoning, graphing skills, and problem-solving abilities essential for higher mathematics. Topics include polynomials, factoring, rational expressions, and data analysis.

### **Algebra 1 A/B/C/D**

Core: yes  
A-G: yes

An extended Algebra 1 course providing additional time and support for mastering algebraic concepts. Content mirrors standard Algebra 1 but with modified pacing allowing deeper exploration of topics and additional practice opportunities for student success.

### **Algebra 1 A/B Honors**

Core: yes  
A-G: yes

An accelerated course covering Algebra 1 content with greater depth and complexity. Students engage with challenging problems, explore mathematical connections, and develop advanced problem-solving strategies while moving at an accelerated pace toward Geometry.

### **Geometry A/B**

Core: yes  
A-G: yes

Students study properties of geometric figures, spatial reasoning, and formal mathematical proof. Topics include congruence, similarity, right triangle trigonometry, circles, area, volume, and coordinate geometry. The course develops logical reasoning and connects geometric concepts to real-world applications.

### **Geometry A/B Honors**

Core: yes  
A-G: yes

An intensive study of Euclidean geometry emphasizing rigorous proof and advanced problem-solving. Students explore complex geometric relationships, develop sophisticated reasoning skills, and tackle challenging problems requiring creative mathematical thinking and formal justification.

### **Algebra 2 A/B**

Core: yes  
A-G: yes

This course extends algebraic concepts through study of functions, polynomials, exponentials, logarithms, and trigonometry. Students analyze function behavior, solve complex equations, and apply mathematical modeling to real-world situations while building skills for advanced mathematics.

### **Algebra 2 A/B Honors**

Core: yes  
A-G: yes

An accelerated course covering Algebra 2 content with increased rigor and depth. Students engage with complex functions, advanced problem-solving, and mathematical applications while developing analytical skills necessary for calculus and other advanced mathematics courses.

### **AP Precalculus A/B**

Core: yes  
A-G: yes

College-level course preparing students for calculus through advanced study of functions, polynomials, trigonometry, and mathematical modeling. Students develop understanding of function behavior, limits, and rates of change while building analytical skills for college mathematics. Prepares students for the AP Precalculus exam.

### **Statistics A/B**

Core: yes  
A-G: yes

Students explore data collection, analysis, and interpretation through descriptive and inferential statistics. Topics include probability, distributions, hypothesis testing, and regression analysis. The course emphasizes statistical reasoning and real-world applications of data analysis.

### **AP Statistics A/B**

Core: yes  
A-G: yes

College-level course examining statistical methods for collecting, analyzing, and drawing conclusions from data. Students study exploratory analysis, experimental design, probability, and statistical inference while developing skills to evaluate statistical claims. Prepares students for the AP Statistics exam.

### **AP Calculus AB A/B**

Core: yes  
A-G: yes

College-level course introducing differential and integral calculus. Students study limits, derivatives, integrals, and their applications including rates of change, optimization, and area under curves. Emphasizes both computational skills and conceptual understanding. Prepares students for the AP Calculus AB exam.

### **Science (A-G Area: "d")**

#### **Physical Science A/B**

Core: yes  
A-G: yes

This introductory course explores fundamental concepts in physics and chemistry including matter, energy, motion, forces, and chemical reactions. Students develop scientific inquiry skills, conduct laboratory investigations, and apply physical science principles to everyday phenomena.

#### **Earth Science A/B**

Core: yes  
A-G: yes

Students investigate Earth systems including geology, meteorology, oceanography, and astronomy. The course examines Earth's structure, natural processes, weather patterns, and place in the universe while emphasizing scientific methods and environmental stewardship.

#### **Biology A/B**

Core: yes  
A-G: yes

A comprehensive study of living systems covering cellular biology, genetics, evolution, ecology, and human body systems. Students develop understanding of biological principles through laboratory investigations, inquiry-based learning, and exploration of how organisms interact with their environment.

#### **Biology A/B Honors**

Core: yes  
A-G: yes

An accelerated biology course requiring advanced analytical and laboratory skills. Students engage deeply with cellular and molecular biology, conduct sophisticated investigations, and explore biological concepts with greater rigor and complexity than standard Biology.

#### **AP Biology A/B**

Core: yes  
A-G: yes

College-level course providing comprehensive study of biological concepts at molecular, cellular, and organismal levels. Students investigate biochemistry, genetics, evolution, and ecology through inquiry-based laboratories and develop scientific reasoning skills. Prepares students for the AP Biology exam.

### **Physics A/B**

Core: yes  
A-G: yes

Students explore mechanics, energy, waves, electricity, and magnetism through mathematical analysis and laboratory investigation. The course develops understanding of physical laws governing motion and energy while building problem-solving skills and conceptual understanding of the physical world.

### **Physics A/B Honors**

Core: yes  
A-G: yes

An intensive physics course emphasizing mathematical modeling and advanced problem-solving. Students engage deeply with classical mechanics, electricity, magnetism, and waves while developing sophisticated analytical skills necessary for college-level physics and engineering.

### **Chemistry A/B**

Core: yes  
A-G: yes

Students investigate the composition, structure, and properties of matter through laboratory exploration and mathematical analysis. The course covers atomic theory, chemical bonding, stoichiometry, gas laws, solutions, acids and bases, and chemical reactions. Students develop problem-solving skills and understanding how chemistry relates to everyday life and technological applications.

### **Chemistry A/B Honors**

Core: yes  
A-G: yes

An advanced study of matter, chemical reactions, and atomic theory requiring strong mathematical and analytical skills. Students explore stoichiometry, thermodynamics, kinetics, and equilibrium through rigorous coursework and challenging laboratory investigations emphasizing quantitative analysis.

## **History-Social Science (A-G Area: "a")**

### **World History A/B**

Core: yes

A-G: yes

Students examine major civilizations, cultural developments, and historical events from ancient times through the modern era. The course emphasizes historical thinking skills, geographic literacy, and understanding of how past events shape contemporary global society.

### **World History A/B Honors**

Core: yes

A-G: yes

An accelerated world history course requiring advanced analytical and research skills. Students engage deeply with primary sources, conduct sophisticated historical analysis, and explore complex connections between historical events and contemporary global issues.

### **US History A/B**

Core: yes

A-G: yes

A comprehensive study of American history from colonization through contemporary times. Students analyze political, economic, social, and cultural developments while developing historical thinking skills and understanding of America's role in global affairs.

### **US History A/B Honors**

Core: yes

A-G: yes

An intensive examination of American history emphasizing advanced historical analysis and interpretation. Students work extensively with primary sources, develop sophisticated arguments about historical events, and explore complex themes in American political and social development.

### **US Government/Civics**

Core: yes

A-G: yes

Students study the foundations, structure, and functions of American government including the Constitution, branches of government, and civic participation. The course emphasizes rights and responsibilities of citizenship, political processes, and informed civic engagement.

## **US Government/Civics Honors**

Core: yes

A-G: yes

An advanced civics course requiring sophisticated analysis of governmental systems and political theory. Students examine constitutional principles, evaluate contemporary political issues, and develop a deep understanding of democratic processes and civic responsibility.

## **Economics**

Core: yes

A-G: yes

This course introduces fundamental economic concepts including supply and demand, market systems, monetary policy, and global economics. Students develop economic literacy, analyze economic data, and understand how economic principles affect personal and societal decision-making.

## **Economics Honors**

Core: yes

A-G: yes

An advanced economics course emphasizing economic theory, quantitative analysis, and real-world applications. Students engage deeply with micro and macroeconomic concepts, analyze complex economic issues, and develop sophisticated understanding of economic systems and policy.

## **Ethnic Studies**

Core: yes

A-G: yes

Students explore the histories, cultures, and contributions of diverse ethnic groups in America. The course examines issues of identity, power, social movements, and systemic inequality while developing critical consciousness and understanding of multicultural perspectives.

## **World Languages (A-G Area: "e")**

### **Spanish 1 A/B**

Core: no

A-G: yes

Introductory Spanish course developing foundational communication skills in listening, speaking, reading, and writing. Students learn essential vocabulary, basic grammar structures, and cultural knowledge while building confidence in using Spanish for everyday communication.

### **Spanish 2 A/B**

Core: no

A-G: yes

Students expand Spanish proficiency through continued development of communication skills and grammatical understanding. The course emphasizes conversational ability, reading comprehension, and cultural exploration while building on foundational knowledge from Spanish 1.

### **Spanish 3 A/B**

Core: no

A-G: yes

An intermediate course advancing students toward higher proficiency levels. Students engage with authentic materials, develop advanced grammatical competence, and communicate with increased fluency about diverse topics while deepening cultural understanding of Spanish-speaking communities.

### **AP Spanish Language and Culture A/B**

Core: no

A-G: yes

College-level course developing advanced proficiency in Spanish across all skills. Students engage with authentic materials, participate in interpersonal and presentational communication, and explore cultural products, practices, and perspectives of Spanish-speaking world. Prepares students for the AP Spanish Language exam.

### **Visual and Performing Arts (A-G Area: "f")**

#### **Art History A/B**

Core: no

A-G: yes

Students survey major art movements, styles, and artists from ancient to contemporary periods. The course develops visual literacy, critical analysis skills, and understanding of how art reflects and shapes cultural values while examining artistic techniques and historical contexts.

#### **Visual Arts 1 A/B**

Core: no  
A-G: yes

An introductory studio course developing fundamental artistic skills and creative expression. Students explore drawing, painting, design principles, and art criticism while building technical proficiency and personal artistic voice through hands-on projects.

### **Photography**

Core: no  
A-G: yes

Students develop technical and artistic skills in digital photography. The course covers camera operation, composition, lighting, and digital editing while encouraging creative expression and visual storytelling. Students build portfolios demonstrating technical competence and artistic vision.

### **Digital Filmmaking 1**

Core: no  
A-G: yes

An introductory course in video production covering pre-production planning, cinematography, editing, and post-production techniques. Students learn storytelling through film, develop technical skills with digital video equipment and software, and create original short films.

### **Digital Filmmaking 2**

Core: no  
A-G: yes

Advanced filmmaking course building on foundational skills. Students undertake complex video projects, refine cinematography techniques, develop advanced editing proficiency, and explore various film genres while creating sophisticated multimedia productions.

### **Multimedia Art 1**

Core: no  
A-G: yes

Students explore digital art creation using various media and technologies. The course covers graphic design, digital illustration, animation basics, and multimedia composition while developing creative problem-solving skills and understanding of design principles.

### **Physical Education (A-G Area: Does not fulfill A-G)**

#### **Physical Education 1 A/B**

Core: no

Students develop physical fitness, motor skills, and an understanding of healthy lifestyles through varied physical activities. The course emphasizes cardiovascular fitness, strength training, team sports, and individual activities while promoting lifelong wellness habits.

### **Physical Education 2 A/B**

Core: no

A continuation of physical fitness development with increased emphasis on personal fitness planning and skill refinement. Students engage in diverse physical activities, develop advanced skills in selected sports, and create personalized fitness programs for lifelong health.

### **Electives (A-G Area: "g")**

#### **Personal Finance**

Core: no

A-G: yes

Students develop essential financial literacy skills for managing personal finances. Topics include budgeting, saving, investing, credit management, taxes, and financial planning. The course emphasizes informed decision-making and practical skills for financial independence.

#### **Life After High School**

Core: no

A-G: no

This course prepares students for post-secondary transitions including college readiness, career exploration, and independent living skills. Students develop goal-setting abilities, explore educational and career pathways, and build skills for personal and professional success beyond high school.

#### **High School Schedule**

Fenton Launchpad Academy's high school program operates on a flexible, student-centered schedule designed around each student's Individualized Learning Plan (ILP) rather than a traditional fixed bell schedule. Recognizing the maturity and varied needs of high school students, the daily schedule combines live teacher-led lessons, independent work time, one-on-one or small-group tutoring, and regular check-ins with homeroom teachers who monitor student progress and provide consistent academic and social-emotional support. Students participate in live instruction for courses as determined by their ILP, which may vary based on course requirements, credit needs, and individual learning pace, while structured independent work time allows students to complete assignments, engage in project-based learning, and pursue personalized academic pathways. To comply with current state regulations regarding adolescent sleep and learning, the instructional

day begins later than traditional high schools, supporting student health and optimizing learning readiness.

While the specific course offerings and times may vary based on enrollment patterns and individual student needs—with courses potentially scheduled at different times throughout the day or multiple courses offered concurrently to accommodate diverse student schedules—teachers maintain consistent weekly schedules with designated office hours and availability times to ensure reliable access to instruction and support. Homeroom teachers conduct frequent individual check-ins with their assigned students to review progress toward graduation requirements, adjust ILP goals as needed, coordinate support services, and maintain strong student-teacher relationships that foster accountability and engagement in the nonclassroom-based environment. This flexible yet structured approach honors the program's commitment to personalized learning while maintaining the instructional consistency and teacher accessibility essential for high school student success.

## **Intervention and Enrichment Programs**

### **Response to Intervention**

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:** 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 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.

### **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**

Fenton Launchpad Academy will be a nonclassroom-based charter with the majority of instructional time to take place remotely. The model for instruction will be based on an Individualized Learning Plan (ILP). The ILP is a personalized approach designed to meet the unique needs, goals, and learning pace of each student. It allows students to take ownership of their education while providing structured guidance and support from teachers or mentors. The ILP is essential for ensuring that students working remotely will stay on track, engage deeply with the content, and work toward clearly defined academic and personal goals.

Each ILP will be created based on the specific needs and interests of the student. This personalized approach ensures that instruction is relevant and engaging, while also meeting state academic standards. Parents will also play a crucial role in the development of these plans, giving them a voice in their child's education. This collaboration between students, educators, and parents is essential in creating a well-rounded and supportive learning experience.

A key component of the ILP is understanding how the student learns and the strategies to implement to support the student. FLA is considering the use of the Mindprint Cognitive Assessment. The MindPrint cognitive assessment, developed by neuroscientists at the University of Pennsylvania's Perelman School of Medicine in collaboration with the National Institute of Mental Health and validated with over 100,000 participants worldwide, provides individualized learner profiles that identify each student's specific strengths and needs across ten core cognitive skills including executive functions, complex reasoning, memory, and processing efficiency. Each student's comprehensive profile includes targeted, evidence-based instructional strategies tailored to their unique cognitive strengths and learning challenges, enabling educators to differentiate instruction effectively across all academic subjects and optimize learning pathways for diverse

learners. The assessment data reveals critical information about how students learn best—including attention capacity, working memory, flexible thinking, verbal and visual reasoning, and processing speed—allowing teachers to match instructional methods to individual student needs and create personalized interventions that maximize academic growth and student engagement.

The ILP for a student will begin with a comprehensive needs assessment that centers around the student's interests, strengths, and academic goals. This initial step will involve gathering input from the student, parents, and educators to create a clear understanding of the student's unique learning style, passions, and areas for growth. By focusing on what engages and motivates the student, the ILP will set a personalized foundation for their learning journey.

Once the needs assessment is completed, traditional elements of an ILP will be incorporated to ensure that the student's education remains aligned with state standards and academic expectations. These traditional aspects will include clearly defined academic goals, a structured timeline for completion of assignments, and regular progress assessments to monitor the student's development. The ILP will also specify the instructional methods to be used, such as digital platforms, hands-on projects, or guided research, as well as the resources and support the student will receive, including teacher check-ins and access to supplemental learning materials.

To further enhance the personalized learning experience, the ILP will offer opportunities for enrichment on site along with field trips and community engagement that are rooted in the student's individual interests. These experiences will allow students to explore their passions outside of the classroom, applying what they have learned in real-world settings. By connecting students to community resources and hands-on learning experiences, the ILP will foster both academic growth and personal development in areas that matter most to each child.

The implementation of the ILP will require careful planning and resource allocation. The program will need investments in technology, professional development for staff, and systems to monitor student progress. Compliance with state and federal regulations will also be critical, ensuring that accurate records of student attendance and academic progress are maintained.

### Thinking Maps™

Fenton Launchpad Academy will implement 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.

Fenton Launchpad Academy will train the entire staff on the proper usage and implementation of *Thinking Maps* and will utilize a current FCPS designated employee 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. FLA teachers will be 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 Fenton Launchpad Academy:

“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 25<sup>th</sup> and 50<sup>th</sup> 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

FLA will provide 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.*<sup>14</sup>

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

FLA is committed to facilitating computer literacy. Every student will be assigned an Apple iPad or laptop and if necessary, a wifi hotspot. All teachers are assigned an Apple iPad and laptop. Students and teachers can interact via such platforms as Apple Classroom and share and collaborate via Google Suite, Zoom, or other school approved platforms. 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 website can be accessed by students and parents to view school information such as teacher web pages, school announcements, important dates, and links to curriculum and resources. 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. FLA 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:

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<sup>14</sup> Lemov, D. (2010) *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass (pg. 263)

“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 FLA will be under the FCPS umbrella, considerations will be made to ensure the necessary hardware and software are in place to provide students the tools they need 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 Fenton Launchpad Academy will make accessible in the online classrooms, students will become highly proficient, comfortable, and confident in their effective use of these tools. To more clearly align and integrate students’ use of technology with content instruction and learning, FLA will adopt Dr. Ruben R. Puentedura’s model for enhancing technology integration. 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:

<b>TRANSFORMATION</b>		
<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.
<b>ENHANCEMENT</b>		

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 FLA.

To support the students of FLA, at the beginning of the Charter School year or when a student enrolls, the student and parent will attend an in-person or virtual orientation where the student will receive their technology. During the orientation, they will login to all required systems, and be shown how to use the keyboard, mouse, microphone, and video camera. They will login to an online instruction session with a live teacher to learn how to access live instruction and tutoring. They will be provided a physical handbook of critical information including how to troubleshoot basic technology issues, who to call for assistance, and a list of common icons and their respective meanings. This information will be provided on the Charter School's website to further support parents and students. The goal of this orientation is to ensure the student has a successful start to their classes at FLA.

#### Common Sense Digital Citizenship Certified School

Common Sense Education is a national nonprofit organization dedicated to helping kids and families thrive in a world of digital media and technology. Fenton Launchpad Academy intends to pursue certification as a Common Sense Digital Citizenship Certified School, building on the successful implementation of Common Sense resources at Santa Monica Boulevard Community Charter School: A Fenton Charter Public School.

Fenton Launchpad Academy will introduce and reinforce digital citizenship at the beginning of each school year using Common Sense Education's research-based resources. These materials teach students, educators, and families practical skills related to internet safety, online reputation and privacy, managing online relationships, and respecting intellectual property and copyright. These free resources are used in more than 90,000 classrooms nationwide.

FLA 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.

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

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

<b>Third</b>	<ul style="list-style-type: none"> <li>• Students can show they have keyboarding skills appropriate to their grade level</li> <li>• Students can use word processing application to type documents</li> </ul>	<ul style="list-style-type: none"> <li>• Students can talk about what cyberbullying is</li> <li>• Students remind themselves and others about being responsible online</li> <li>• Students know how to protect my passwords by not sharing them with others</li> <li>• Students can make good decisions about using technology when in a group</li> <li>• Students can be kind and polite when using technology in a group</li> <li>• Students can talk about what cyberbullying is</li> </ul>
<b>Fourth</b>	<ul style="list-style-type: none"> <li>• Students can tell similarities and differences between computer hardware and software</li> <li>• Students can name, rename, and save files to designated location</li> <li>• Student use advanced tools in office suite software</li> </ul>	<ul style="list-style-type: none"> <li>• If students are unsure, they can check with the teacher before copying things from the Internet</li> <li>• Students can use technology to teach others about digital citizenship</li> <li>• Students can talk about what cyberbullying is</li> </ul>
<b>Fifth</b>	<ul style="list-style-type: none"> <li>• Students can edit pictures and movies using computer software</li> </ul>	<ul style="list-style-type: none"> <li>• Students can talk about what cyberbullying is</li> </ul>
<b>Sixth - Twelfth</b>	<ul style="list-style-type: none"> <li>• Students can use appropriate terminology to describe problems with computer or technology devices</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits leadership for digital citizenship</li> </ul>
	<b>3. Technology Productivity Tools</b>	<b>4. Communication and Collaboration</b>
<b>Transitional Kindergarten and Kindergarten</b>	<ul style="list-style-type: none"> <li>• Students can use drawing tools to make pictures of an original story</li> <li>• Students can use graphics to show patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use devices to draw or write with a friend</li> <li>• Students can use apps to draw or write with a friend</li> </ul>
<b>First</b>	<ul style="list-style-type: none"> <li>• Students can write a story, poem, or title about a digital photo that is taken</li> <li>• Students can use word processing programs to tell others about ideas</li> <li>• Students can find information using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Students can work with others to add graphics to a shared story</li> <li>• Students can use devices to draw or write with a friend</li> <li>• Students can work with others to write and share a story</li> </ul>

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

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

## HIGH SCHOOL SPECIFIC REQUIREMENTS

### Graduation Requirements

FLA will offer several graduation paths to meet the needs of our students. Students will automatically complete coursework that satisfies the CA A-G requirements to prepare them for college. Additional pathways will include Career Technical Education and college coursework. Students may not desire to complete this level of coursework; however, it is important to FLA that students have as many options as possible when they graduate from FLA. For students who enroll in FLA during 11<sup>th</sup> or 12<sup>th</sup> grade, counselors will work with the parents and student to determine the best path to graduation. All graduation requirements will range between the state's minimum and 220 credits.

<b>Content Area</b>	<b>Credits Required</b>
English Language Arts	40
Mathematics	30 including 10 credits of Algebra 1
Science	20
Social Science	30
World Language	20
Visual Performing Arts	10

Physical Education	20
Health	5
Ethnic Studies	5
Personal Finance	5
Electives	35
<b>Total</b>	<b>220</b>

Note: 5 credits = 1 semester course

FLA high school students will benefit from the Charter School’s trimester schedule as they will be able to earn up to 75 credits per academic year as opposed to the traditional 60 credits per academic year. This will allow students who enroll deficient in credits the opportunity to recover credits. It also benefits students who may need additional time to master the content.

The typical FLA high school student will be enrolled in 4 or 5 courses per trimester. Upon successful completion of the coursework, the student will earn 60 to 75 credits. To remain on track for graduation, students must complete a minimum of 55 credits per academic year. Students completing 75 credits per academic year will be on track to complete graduation requirements early and will be encouraged to take dual enrollment courses with local community colleges including CTE courses if a student is interested in a specific CTE field. This will allow the students to benefit from these free courses while they are in high school and when they have the additional support of FLA teachers.

#### Graduation Exemption for qualifying students

Pursuant to Ed. Code section 51225.1, students who may qualify for an adjustment to the credits required for graduation and/or be allowed to attend school a fifth year will be required to meet the state’s minimum graduation requirements. Students and parents will be required to attend a session with the school counselor who will provide the graduation options to the student and parent. If the parent and student agree to the reduction in credits, they will be asked to sign a document acknowledging that the student may not qualify to attend a 4-year university directly.

<b>Content Area</b>	<b>Credits Required</b>
English Language Arts	30
Mathematics	20 including 10 credits of Algebra 1
Science	20
Social Science	30
Visual Performing Arts, World Language, or CTE	10
Physical Education	20
<b>Total</b>	<b>130</b>

Note: 5 credits = 1 semester course

#### WASC ACCREDITATION

FLA intends to begin enrolling students in 9<sup>th</sup> grade during the second year of the Charter School’s charter. Prior to and during enrollment, parents will be informed that the Charter School does not

yet have accreditation but once it is obtained, it is retroactive to day one of the Charter School's opening. Upon enrolling students, FLA will start the accreditation process to become an accredited K-12 school. It is estimated for the accreditation process takes about a school year. The Charter school will maintain accreditation by following the guidelines of WASC, meeting goals, involving stakeholders, and growing a rigorous innovative school program.

## DISEMINATING INFORMATION TO PARENTS

One of the tenets of FLA is that students graduate prepared to attend college. The primary graduation requirements are designed to ensure students are able to enroll directly into a four-year university. Both parents and students will be informed of the graduation requirements during enrollment, class selection, and as the student completes and selects new courses. The FLA Student Handbook will also contain the graduation requirements, course alignment to the graduation requirements, and A-G and AP approved courses as well as indicating any courses which do not meet the university admissions requirements. This information will be provided with the course description and in a summary table showing which courses meet the A-G requirements. Handbooks will be available in various languages as required by law.

If a student meets the qualifications for the reduced credit diploma, both the parent and student will be required to attend a meeting with the school counselor and school administrator. During the meeting, the benefits and drawbacks including the inability to directly attend a four-year university will be explained. The parent and student will be required to sign documentation that also explains the limitations of the diploma.

As a trimester school, students have the opportunity to earn more credits in a school year than the traditional 2 semester school year. As a result, it may be possible for students to graduate early. Parents and students will be informed in writing and during conferences with school counselors of the various opportunities for students to earn early college credit while in high school by taking Advanced Placement courses and their associated tests or taking dual enrollment courses with a community college. Conferences with school counselors will begin during the student's 9<sup>th</sup> grade year and continue annually ensuring both the parents and students are well-informed of the options available while in high school and upon graduating.

If at any time, a course or courses fail to meet the criteria for college admissions, parents and students will be informed immediately in writing, in person, and other appropriate means of communication. If a student transfers in without having college admission requirements met in previous grade levels, this will not prevent the student from earning a diploma at FLA. The parents and student will be informed at enrollment, that their current coursework does not meet the college admission requirements, but future courses will meet the requirements. Therefore, they may not be able to directly attend a four-year university.

For any student who may transfer out of FLA, the Charter School will provide a transcript and withdraw grades indicating the amount of credit or equivalent weeks of school the grade corresponds to on a standard 2 semester calendar. This information will also be provided directly to the new school. If necessary, the FLA school counselor or school administrator will explain the FLA system to the new school so unnecessary work is not assigned to the student. If the parent

and student know in advance that the student may be transferring, the FLA staff will work to ensure completes courses to make the transition easier for the student.

## **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. 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. FLA 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.

### **Instructional Program**

FLA 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 the learn about their new environments, routines, and team expectations.

The social-emotional curriculum will be based on *Mutt-i-grees*<sup>TM</sup> 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.

## **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 2026-2027

X Holiday  
X Dia de Fiesta  
S Staff Development  
S Desarrollo para personal

184 Instructional Days and 7 Professional Development Days



8/10/26 - 8/11/26	Staff Development (S)	11/11/26	Veteran's Day Holiday Observed	3/22/27 - 3/26/27	Spring Break
8/12/26	First Day of School	11/23/26 - 11/27/26	Thanksgiving Holiday	3/31/27	Staff Development (S)
9/4/26	Staff Development (S)/No School	12/21/26 - 1/7/27	Winter Recess	5/28/27 - 5/31/27	Staff Development (S)/Memorial Day Holiday
9/5/26	Labor Day Holiday	1/8/27	Staff Development (S)	6/11/27	Last Day of the School Year
10/2/26	Staff Development (S)/No School	1/18/27	Dr. Martin Luther King Jr. Birthday Observance	6/18/27	Juneteenth
		2/15/27	President's Day Holiday		
8/10/26 - 8/11/26	Desarrollo para el personal (S)	11/11/26	Día de los veteranos día festivo	3/22/27 - 3/26/27	Descanso de primavera
8/12/26	Primer Día de clases	11/23/26 - 11/27/26	Descanso de otoño / Día de acción de gracias	3/31/27	Desarrollo para el personal (S)
9/4/26	Desarrollo para el personal (S)	12/21/26 - 1/7/27	Descanso de invierno	5/28/27 - 5/31/27	Desarrollo para el personal (S)/No habrán clases
9/5/26	Día del trabajo día festivo	1/8/27	Desarrollo para el personal (S)	6/11/27	Último día del año escolar
10/2/26	Desarrollo para el personal (S)	1/18/27	Observación del natalicio del Dr. Martin Luther King Jr.	6/18/27	Juneteenth día festivo
		2/15/27	Día de los presidentes día festivo		

### SET OF SAMPLE DAILY SCHEDULES

Due to the personalized nature of the nonclassroom-based program, FLA will have flexible scheduling. Some example schedules are provided to highlight the flexibility and personalization of the program.

#### Sample PreK/TK Daily Schedules

#### Transitional Kindergarten Sample Schedule

##### Schedule A: Morning Program

- **8:30 - 9:00 AM** | Welcome Circle & Morning Meeting (30 min)
- **9:00 - 9:45 AM** | Live Play-Based Literacy Learning (45 min)
- **9:45 - 10:00 AM** | Snack & Movement Break
- **10:00 - 10:45 AM** | Live Math Through Play & Exploration (45 min)
- **10:45 - 11:00 AM** | Outdoor Play/Movement Break
- **11:00 - 11:40 AM** | Live Integrated Learning: Science/Social Studies/Arts (40 min)
- **11:40 AM - 12:10 PM** | Independent Play Centers with Teacher Guidance (30 min)
- **12:10 - 12:30 PM** | Closing Circle & Story Time (20 min)
- **12:30 - 1:00 PM** | Lunch Break
- **1:00 - 2:30 PM** | Independent Work Time (90 minutes)

**Total Instructional Minutes: 300** (excluding breaks)

##### Schedule B: Blended Day Program

- **9:00 - 9:30 AM** | Welcome & Social-Emotional Learning Circle (30 min)
- **9:30 - 10:15 AM** | Live Literacy Through Play & Stories (45 min)

- **10:15 - 10:30 AM** | Snack & Transition
- **10:30 - 11:15 AM** | Live Mathematical Thinking & Problem Solving (45 min)
- **11:15 - 11:30 AM** | Movement/Outdoor Time
- **11:30 AM - 12:10 PM** | Live Creative Arts & Science Exploration (40 min)
- **12:10 - 12:40 PM** | Lunch
- **12:40 - 1:10 PM** | Guided Learning Centers & Small Group Instruction (30 min)
- **1:10 - 1:30 PM** | Closing Circle & Reflection (20 min)
- **1:30 – 3:00 PM** | Independent Work Time (90 minutes)

**Total Instructional Minutes: 300**

**Schedule C: Extended Day TK Program** (in person schedule)

- **8:00 - 8:30 AM** | Arrival & Morning Activities (30 min)
- **8:30 - 9:15 AM** | Live Play-Based Literacy (45 min)
- **9:15 - 9:30 AM** | Snack Time
- **9:30 - 10:15 AM** | Live Math Exploration (45 min)
- **10:15 - 10:45 AM** | Outdoor Play & Gross Motor Development
- **10:45 - 11:25 AM** | Live Integrated STEM & Social Studies (40 min)
- **11:25 AM - 11:55 AM** | Lunch
- **11:55 AM - 12:25 PM** | Guided Learning Centers (30 min)
- **12:25 - 12:55 PM** | Rest/Quiet Time (does not count toward instructional minutes)
- **12:55 - 1:35 PM** | Live Creative Arts & Music/Movement (40 min)
- **1:35 - 2:05 PM** | Choice Centers with Teacher Support (30 min)
- **2:05 - 2:25 PM** | Closing Circle & Dismissal Preparation (20 min)
- **3:30 – 3:50 PM** | Independent Work Time (20 minutes)

**Total Instructional Minutes: 300**

**Sample K-6 Daily Schedules**

**Kindergarten Sample Schedule**

**Schedule A: Morning-Focused Student**

- **8:30 - 9:15 AM** | Homeroom Check-in & Morning Meeting (45 min)
- **9:15 - 10:00 AM** | Live Small Group Literacy Instruction (45 min)
- **10:00 - 10:15 AM** | Break
- **10:15 - 11:00 AM** | Live Math Instruction (45 min)
- **11:00 - 11:30 AM** | Independent Learning Activities (30 min)
- **11:30 AM - 12:00 PM** | Lunch
- **12:00 - 12:45 PM** | Live Science/Social Studies Exploration (45 min)
- **12:45 - 1:15 PM** | Arts Integration & Physical Activity (30 min via recorded lessons/family activities)
- **1:15 – 1:30 PM** | Break
- **1:30 – 1:45 PM** | Reading Circle (15 minutes)
- **1:45 – 2:45 PM** | Independent Work Time (60 minutes)

**Total Instructional Minutes: 310**

## **Grades 1-3 Sample Schedule (290 instructional minutes)**

### **Schedule A: Traditional Morning Learner**

- **8:30 - 9:00 AM** | Homeroom Check-in & Goal Setting (30 min)
- **9:00 - 10:15 AM** | Live English Language Arts - Whole & Small Group (75 min)
- **10:15 - 10:30 AM** | Break
- **10:30 - 11:30 AM** | Live Mathematics Instruction (60 min)
- **11:30 AM - 12:00 PM** | Lunch
- **12:00 - 12:45 PM** | Live Science or Social Studies (45 min)
- **12:45 - 1:30 PM** | Independent Work Time with Teacher Support (45 min)
- **1:30 - 2:05 PM** | Physical Education/Arts (35 min - combination of live and recorded)
- **2:30 - 3:30 PM** | Independent Work Time (60 minutes)

**Total Instructional Minutes: 320**

### **Schedule B: Flexible Afternoon Learner**

- **10:00 - 10:30 AM** | Homeroom Check-in (30 min)
- **10:30 - 11:45 AM** | Live English Language Arts (75 min)
- **11:45 AM - 12:00 PM** | Break
- **12:00 - 1:00 PM** | Live Mathematics Instruction (60 min)
- **1:00 - 1:30 PM** | Lunch
- **1:30 - 2:15 PM** | Live Science or Social Studies (45 min)
- **2:15 - 3:00 PM** | Independent Work Time/Tutoring (45 min)
- **3:00 - 3:35 PM** | Physical Education/Arts (35 min)
- **3:35 - 3:45 PM** | Break (10 minutes)
- **3:45 - 4:15 PM** | Independent Work Time (30 minutes)

**Total Instructional Minutes: 320**

## **Grades 4-6 Sample Schedule (310 instructional minutes)**

### **Schedule A: Morning-Intensive Learner**

- **8:00 - 8:30 AM** | Homeroom Check-in & ILP Review (30 min)
- **8:30 - 9:45 AM** | Live English Language Arts (75 min)
- **9:45 - 10:00 AM** | Break
- **10:00 - 11:15 AM** | Live Mathematics (75 min)
- **11:15 - 11:30 AM** | Break
- **11:30 AM - 12:30 PM** | Live Science or Social Studies (60 min)
- **12:30 - 1:00 PM** | Lunch
- **1:00 - 2:30 PM** | Independent Work Time with Teacher Tutoring Available (90 min)

**Total Instructional Minutes: 330**

### **Schedule B: Blended Day Learner**

- **9:00 - 9:30 AM** | Homeroom & ILP Check-in (30 min)
- **9:30 - 10:45 AM** | Live Mathematics (75 min)

- 10:45 - 11:00 AM | Break
- 11:00 AM - 12:15 PM | Live English Language Arts (75 min)
- 12:15 - 12:45 PM | Lunch
- 12:45 - 1:45 PM | Live Science or Social Studies (60 min)
- 1:45 - 2:00 PM | Break
- 2:00 - 3:30 PM | Independent Learning & Small Group Tutoring (90 min)

**Total Instructional Minutes: 330**

### **Schedule C: Project-Based Learner (for advanced/gifted students)**

- 8:10 – 8:30 AM | Independent Work Time (20 minutes)
- 8:30 - 9:00 AM | Homeroom & Goal Setting (30 min)
- 9:00 - 10:00 AM | Live Core Academic Block 1 (60 min)
- 10:00 - 10:15 AM | Break
- 10:15 - 11:15 AM | Live Core Academic Block 2 (60 min)
- 11:15 - 11:30 AM | Break
- 11:30 AM - 12:30 PM | Live Integrated Project Work (60 min)
- 12:30 - 1:00 PM | Lunch
- 1:00 - 2:40 PM | Extended Independent Project Time with Teacher Consultation (100 min)

**Total Instructional Minutes: 330**

### **Sample Grades 7-8 Daily Schedules**

#### **Middle School Schedule A: Traditional Block Schedule**

- 8:00 - 8:30 AM | Homeroom Advisory & ILP Check-in (30 min)
- 8:30 - 10:00 AM | Live Block 1: English Language Arts (90 min)
- 10:00 - 10:15 AM | Break
- 10:15 - 11:45 AM | Live Block 2: Mathematics (90 min)
- 11:45 AM - 12:15 PM | Lunch
- 12:15 - 1:15 PM | Live Block 3: Science or History (60 min)
- 1:15 - 1:30 PM | Break
- 1:30 - 2:10 PM | Elective/PE/Arts (40 min - live or recorded)
- 2:10 - 2:45 PM | Independent Work Time/Tutoring Sessions (35 min)

**Total Instructional Minutes: 345**

#### **Middle School Schedule B: Rotating Subject Schedule**

- 9:00 - 9:30 AM | Homeroom & Daily Check-in (30 min)
- 9:30 - 10:30 AM | Live Period 1: Rotates Daily Among Core Subjects (60 min)
- 10:30 - 10:45 AM | Break
- 10:45 - 11:45 AM | Live Period 2: Rotates Daily Among Core Subjects (60 min)
- 11:45 AM - 12:15 PM | Lunch
- 12:15 - 1:15 PM | Live Period 3: Rotates Daily Among Core Subjects (60 min)
- 1:15 - 1:30 PM | Break
- 1:30 - 2:30 PM | Live Period 4: Elective/Support Class (60 min)
- 2:30 – 3:45PM | Independent Work/Small Group Tutoring (75min)

**Total Instructional Minutes: 345**

**Middle School Schedule C: Personalized Learning Path**

- **8:30 - 9:00 AM** | Individual Homeroom Meeting (30 min)
- **9:00 - 10:30 AM** | Self-Paced Core Subject Work with Teacher Available for Support (90 min)
- **10:30 - 10:45 AM** | Break
- **10:45 - 12:15 PM** | Live Small Group Instruction - Targeted Skills (90 min)
- **12:15 - 12:45 PM** | Lunch
- **12:45 - 2:15 PM** | Project-Based Learning Block (90 min)
- **2:15 - 2:25 PM** | Break
- **2:25 - 3:10 PM** | Elective/Enrichment (45 min)

**Total Instructional Minutes: 345**

**Sample High School Daily Schedules**

**High School Schedule A: Traditional 4-Block Model**

- **9:00 - 9:30 AM** | Homeroom Advisory & ILP Progress Review (30 min)
- **9:30 - 11:00 AM** | Live Course Block 1 (90 min)
- **11:00 - 11:15 AM** | Break
- **11:15 AM - 12:45 PM** | Live Course Block 2 (90 min)
- **12:45 - 1:15 PM** | Lunch
- **1:15 - 2:45 PM** | Live Course Block 3 (90 min)
- **2:45 - 3:00 PM** | Break
- **3:00 - 4:15 PM** | Live Course Block 4/Independent Study/Office Hours (75 min)

**Total Instructional Minutes: 375**

**Example Weekly Block Rotation:**

- Monday: English, Math, Science, History
- Tuesday: Math, Science, History, English
- Wednesday: Science, History, English, Math
- Thursday: History, English, Math, Science
- Friday: Elective, AP Course, College Prep, Advisory/Tutoring

**High School Schedule B: Personalized Credit Recovery/Acceleration**

- **9:30 - 10:00 AM** | Individual Goal-Setting Session with Advisor (30 min)
- **10:00 - 11:30 AM** | Independent Course Work - Subject 1 with Teacher Check-ins (90 min)
- **11:30 - 11:45 AM** | Break
- **11:45 AM - 1:15 PM** | Live Instruction - Core Subject (90 min)
- **1:15 - 1:45 PM** | Lunch
- **1:45 - 3:15 PM** | Independent Course Work - Subject 2 with Tutoring Available (90 min)
- **3:15 - 3:30 PM** | Break
- **3:30 - 4:45 PM** | Small Group Instruction/Labs/Projects (75 min)

**Total Instructional Minutes: 375**

**High School Schedule C: Dual Enrollment/Career Technical Education Focus**

- **8:00 - 8:30 AM** | Homeroom Check-in (30 min)
- **8:30 - 10:00 AM** | Live Core Academic Course 1 (90 min)
- **10:00 - 10:15 AM** | Break
- **10:15 - 11:45 AM** | Live Core Academic Course 2 (90 min)
- **11:45 AM - 12:15 PM** | Lunch
- **12:15 - 1:45 PM** | CTE/Career Pathway Course (90 min - combination live & project-based)
- **1:45 - 2:00 PM** | Break
- **2:00 - 3:15 PM** | College Course Work/Independent Study/Work Experience (75 min)

**Total Instructional Minutes: 375**

**Note:** Students enrolled in college courses may adjust schedule to accommodate college class times while maintaining minimum instructional minute requirements.

**High School Schedule D: Advanced Placement Intensive**

- **9:00 - 9:30 AM** | Homeroom & Academic Planning (30 min)
- **9:30 - 11:00 AM** | Live AP Course 1 (90 min)
- **11:00 - 11:15 AM** | Break
- **11:15 AM - 12:45 PM** | Live AP Course 2 (90 min)
- **12:45 - 1:15 PM** | Lunch
- **1:15 - 2:45 PM** | Live Core/Elective Course (90 min)
- **2:45 - 3:00 PM** | Break
- **3:00 - 4:15 PM** | AP Study Groups/Test Prep/Independent Research (75 min)

**Total Instructional Minutes: 375**

The daily schedules incorporate multiple instructional components including live direct instruction with teacher-led synchronous lessons featuring real-time interaction, small group instruction providing targeted support for 3-8 students based on skill needs, independent work time allowing student-paced learning with assignments and projects, tutoring sessions offering one-on-one or small group academic support, and homeroom advisory periods for regular ILP monitoring, goal-setting, and social-emotional support. Flexibility is built into the program through multiple schedule options allowing families to choose times that work best for their circumstances, rotating subjects that prevent monotony and accommodate different learning rhythms, extended independent time providing flexibility for appointments or accelerated learning, office hours built into schedules for student-initiated support, and asynchronous components allowing students to access recorded lessons as needed.

Each schedule integrates the Individualized Learning Plan through dedicated time for ILP monitoring and adjustment, teacher tracking of progress through all instructional components, independent work time structured around ILP goals, tutoring sessions targeting specific ILP-identified needs, and course selection and pacing reflecting individual student pathways. All schedules meet or exceed California minimum instructional minute requirements, with

independent work time counting toward instructional minutes when properly documented with assignments and teacher oversight per independent study regulations, physical education requirements embedded throughout schedules, break times excluded from instructional minute calculations, and lunch periods not counted toward instructional time.

*Students in grades TK -12<sup>th</sup> 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
7	Yes	169	345	10	255	5	210	0	0	184	54000	61905	7905
8	Yes	169	345	10	255	5	210	0	0	184	54000	61905	7905
9	Yes	169	375	10	255	5	210	0	0	184	64800	66675	1875
10	Yes	169	375	10	255	5	210	0	0	184	64800	66675	1875
11	Yes	169	375	10	255	5	210	0	0	184	64800	66675	1875
12	Yes	169	375	10	255	5	210	0	0	184	64800	66675	1875

**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.

<b>Month</b>	<b>Professional Development Focus Areas</b>
<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 Fenton Launchpad Academy’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 Fenton Launchpad Academy. 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.

FLA 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 Charter 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 Charter 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 Charter 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 identities<sup>1</sup>. 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 Charter 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 learning 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 Charter 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 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;
- Technology provided to students 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)<sup>2</sup>. 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" 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 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 needs<sup>5</sup>.

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 use formative assessment for immediate instructional decisions; for grades 1-8 FCPS will use i-Ready beginning-of-year ("BOY"), middle-of-year ("MOY"), end-of-year ("EOY"), in Reading and Mathematics to measure growth over time. For grades 9 – 12, FCPS will use NWEA Map assessments beginning-of-year ("BOY"), middle-of-year ("MOY"), end-of-year ("EOY"), in Reading, Language, and Mathematics to measure growth over time.
- Student devices 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 EExperts. 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 FLA. FLA 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.

FLA will work diligently to implement a variety of strategies to identify and support gifted and talented students.<sup>15</sup> 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.

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.

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<sup>15</sup> 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.

## Students Achieving Below Grade Level

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

FLA 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
- Students are provided either a computer or similar device
- Small group and individualized instruction in classrooms
- Behavioral and Academic Student Study Teams
- i-Ready or NWEA and ESGI assessment to identify specific standards in need of remediation
- Supplementary materials aligned with core programs for use during tutoring sessions
- 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, FLA 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. FLA 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.<sup>16</sup> FLA will employ an RTI model as part of a cohesive instructional program. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on outcomes of the intervention in place. Students receive intensive support to address their specific area of need by a highly trained certificated teacher.

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<sup>16</sup> 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.

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 i-Ready or NWEA 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
- Individual student devices
- Parent and off-track student volunteers
- 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.

#### **i-Ready 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. i-Ready recommends students aim for 45 minutes per subject with a pass rate of 70-100%.

**i-Ready Diagnostic Assessments (ELA and Math)** *(suggested 3x per year)*

i-Ready 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 i-Ready 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.

**NWEA Map Assessments (ELA, Math, and Science)** *(suggested 3x per year)*

NWEA Map assessments will be given at the beginning of the school year, middle of year, and end of year for students in grades 9-12. Data from the diagnostic assessments will provide valuable information for the student's ILP, information for the teacher to personalize instruction to target gaps in knowledge and show academic progress. The data will be used by all levels of FLA staff to drive decisions at all instructional levels. The aggregate data will be used as a measure of progress for the school.

**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 i-Ready 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**

FLA 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
- Whole, cooperative, and small group instruction.
- Individualized direct instruction.
- A full time school counselor.
- A school psychologist.
- Arts 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.
- 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.**

Fenton Launchpad Academy 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.

Fenton Launchpad Academy 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 in combination with a webpage with resources.
- School counselor and psychologist.
- Partnership with partnering mental health organizations for additional mental health support for students and families.
- Nurse to provide parents with additional support.

- Administrative Coordinator who guides implementation of PBIS.
- 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 Charter 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 Charter 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.

FLA anticipates that most of the Charter School's students will be 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.

FLA 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. In order to ensure proper program identification, FLA 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, or assigned designee.

### **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.

FLA 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.<sup>17</sup> Finally, the Mutt-i-grees program of FCPS, also out of Yale University, helps create a safe learning environment by helping children become more kind, caring and compassionate to their friends, families and animals. This information is monitored by the School Director, or assigned designee.

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<sup>17</sup> 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.

## **“A TYPICAL DAY”**

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

Throughout the typical day, Fenton Launchpad Academy 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 FLA is consistent for each student but may vary student to student to accommodate the students' individual learning plans and the family schedule. The hypothetical schedules below represent the target population that FLA is striving to serve.

### **Transitional Kindergarten: A Day in the Life**

Four-year-old Emma logs into her TK classroom at 9:00 AM where her teacher, Ms. Rodriguez, greets each student by name with a warm smile during the Welcome Circle. The morning begins with a playful song about the days of the week, and students share what they're excited about today. Ms. Rodriguez introduces the day's learning focus through an interactive story about counting animals at the farm, using digital props and inviting students to count along. The classroom of eight students feels intimate and engaging, with Ms. Rodriguez able to see each child's face and respond to their questions in real-time.

After the opening circle, Emma moves into play-based literacy learning where she practices letter recognition through a virtual game that has her finding objects that start with the letter "B." Ms. Rodriguez circulates among students in breakout rooms, spending a few minutes with each child

to observe their progress and offer encouragement. Following a snack break where families are encouraged to have their child eat something healthy, the class reconvenes for math exploration. Today they're learning about patterns using virtual manipulatives—Emma arranges colored blocks in AB patterns while her teacher provides real-time feedback and challenges her to create an ABB pattern next.

Before lunch, the class engages in an integrated science and arts activity where they observe real plants growing in their homes and draw what they see, discussing what plants need to grow. Ms. Rodriguez has asked families in advance to have a plant available for observation. After lunch, Emma has time in guided learning centers where she can choose between several activities—today she picks the virtual play kitchen where she practices counting and sorting while Ms. Rodriguez joins her breakout room to engage in purposeful play that reinforces mathematical concepts. The day concludes with a closing circle where students share one thing they learned and one thing they're grateful for, helping build social-emotional skills and community connection despite the physical distance.

### **Elementary (Grades K-3): A Day in the Life**

Seven-year-old Marcus, a second grader, begins his day at 8:30 AM by joining his homeroom teacher, Mr. Chen, for a morning check-in. Mr. Chen reviews Marcus's learning goals for the week, celebrates that he completed his reading log yesterday, and asks how Marcus is feeling about today's math lesson on two-digit addition. This brief one-on-one time helps Marcus feel connected and sets intentions for the day. At 9:00 AM, Marcus joins his English Language Arts class with fifteen other second and third graders where Mr. Chen leads a lesson on story elements. Students read a short passage together, with Mr. Chen calling on different students to read aloud, then they break into small groups of four to discuss the characters and setting. Marcus's group uses the chat feature to share their ideas before presenting to the whole class.

After a short break where Marcus runs around his backyard for ten minutes, he returns for math instruction at 10:30 AM. Today's lesson on addition with regrouping includes direct instruction where Mr. Chen models the concept using a virtual whiteboard, guided practice where students solve problems together with Mr. Chen's support, and then independent practice time where Marcus works through problems at his own pace while Mr. Chen monitors everyone's progress through a shared digital workspace. When Marcus struggles with a problem, he clicks a "help" button and Mr. Chen quickly joins him in a breakout room to reteach the concept. Following lunch, Marcus attends his science class where students are learning about animal adaptations. They watch a short video about desert animals, then Marcus sketches his favorite animal and labels its adaptations in his science notebook, taking a photo to upload for his teacher's review.

The afternoon transitions to independent work time, which is Marcus's favorite part of the day. He has a list of assignments to complete: finishing his reading response journal, practicing his spelling words on an educational game, and working on his animal adaptation poster for science. Mr. Chen has "office hours" during this time, so when Marcus has a question about his reading response, he joins Mr. Chen's open Zoom room where two other students are also getting help. Mr. Chen spends five minutes with Marcus, asking guiding questions that help him develop his ideas. Before logging off for the day, Marcus completes a physical education activity—today he follows along

with a yoga video designed for kids, and his mom signs his PE log confirming he completed 30 minutes of movement.

### **Upper Elementary (Grades 4-6): A Day in the Life**

Fifth grader Jasmine has chosen a morning-intensive schedule that works well with her family's routine. She logs in at 8:00 AM for homeroom where her advisor, Mrs. Patterson, meets with her individually to review her Individualized Learning Plan. They discuss Jasmine's progress toward her goal of improving her persuasive writing and note that she's ahead in math, so they agree she'll start working on sixth-grade pre-algebra concepts during her independent time. At 8:30 AM, Jasmine joins her English Language Arts class where eighteen students are analyzing a novel they've been reading. Mrs. Patterson uses a combination of whole-group discussion, paired breakout rooms for partner analysis of specific passages, and independent annotation time where students mark up a digital text with their thoughts. Jasmine particularly enjoys the debate that emerges about a character's motivations, and she types her perspective in the chat, which Mrs. Patterson highlights and asks her to elaborate on verbally.

The morning continues with a 75-minute math block where Jasmine's class is learning about decimals and percentages. Mr. Rodriguez, the math teacher, begins with direct instruction using real-world examples like calculating sales tax and tips, then students work through practice problems in a shared online workspace where Mr. Rodriguez can see everyone's work in real-time. When he notices several students making the same error, he pauses the independent work and provides additional instruction. Jasmine finishes the required problems quickly, so Mr. Rodriguez privately messages her with a challenge problem involving percentages and fractions that pushes her thinking further. After a break, Jasmine attends her social studies class where they're studying California history. Today's lesson is particularly engaging because they're examining primary source documents from the Gold Rush era, working in small groups to analyze what these documents reveal about life during that period.

After lunch, Jasmine enters her extended independent work time, which is structured but flexible. She has a detailed assignment list in her learning management system: complete the next chapter of her novel study with comprehension questions, work on her California Gold Rush research project, practice her multiplication and division fact fluency, and complete a science lab report from yesterday's experiment. Jasmine chooses to start with her science lab report since it's due tomorrow, typing up her observations about how different liquids affect plant growth. When she's unsure about her conclusion, she sends a message to her science teacher, Ms. Kim, who has indicated she's available for tutoring. Ms. Kim responds within ten minutes and opens a breakout room where she and Jasmine discuss the scientific method and what the data shows. Later in the afternoon, Jasmine joins a small group tutoring session focused on persuasive writing—her identified area for growth. Mrs. Patterson works with just four students, providing targeted instruction on crafting strong thesis statements and supporting them with evidence. The day ends with Jasmine completing her independent reading for 30 minutes, logging her pages in her reading tracker, and checking off her accomplishments for the day.

## **Middle School (Grades 7-8): A Day in the Life**

Eighth grader Jordan has selected a schedule that begins at 9:00 AM, which works better for his learning style and allows him to get adequate sleep—an important consideration for adolescent development. His day begins with a 30-minute advisory period where his homeroom teacher, Ms. Washington, checks in with him about his week. They review his grades across all subjects, discuss an upcoming history project, and Ms. Washington notices Jordan seems stressed about an upcoming algebra test. She schedules him for a tutoring session later in the week and reminds him about the study group several students have organized. This regular advisory time helps Jordan feel supported and ensures small concerns don't become larger problems.

Jordan's first academic block is English Language Arts, a 90-minute period that feels manageable because Ms. Thompson structures it with varied activities. Today they're analyzing persuasive techniques in speeches, and Ms. Thompson shows video clips of famous speeches, pausing to have students identify rhetorical devices. Students then work in breakout rooms with three classmates to analyze another speech excerpt, annotating it collaboratively in a shared document. Jordan's group has a great discussion about how the speaker uses repetition for emphasis, and when they present their findings to the class, Ms. Thompson builds on their observations to deepen everyone's understanding. The second half of the block focuses on students' own persuasive writing pieces—they're working on speeches about issues they care about. Jordan is writing about the need for better mental health resources for teens, and he spends 30 minutes drafting while Ms. Thompson circulates through virtual breakout rooms, spending a few minutes with each student providing feedback.

After a break, Jordan attends his algebra class where Mr. Johnson is teaching systems of equations. The lesson includes direct instruction with Mr. Johnson modeling how to solve systems graphically and algebraically, then students practice problems with immediate feedback through an online math platform that shows their work. When Jordan gets stuck, he can watch mini video tutorials embedded in the platform or raise his hand virtually to get Mr. Johnson's attention. Today Jordan joins Mr. Johnson's breakout room along with two other students who are struggling with the same concept, and Mr. Johnson provides additional examples and has them work through problems step-by-step. Following lunch, Jordan attends his science class where they're studying chemistry. Today is a lab day—families received a simple lab kit in the mail—and students conduct an experiment on chemical reactions, recording their observations in real-time while Ms. Carter monitors their work through their cameras and answers questions. The collaborative nature of the lab, even while done remotely, creates energy and engagement.

Jordan's afternoon includes an elective course in digital media where he's learning video editing, followed by independent work time. During this structured time, Jordan completes his algebra homework, works on his persuasive speech for English, and reviews his notes from science class. He also joins a virtual study group with three classmates where they quiz each other on vocabulary for their upcoming history test. When Jordan needs help with a history question about the Industrial Revolution, he joins Mr. Patel's office hours where five other students are also working. Mr. Patel answers questions in the order students arrived, spending focused time with each student. Before ending his school day at 3:00 PM, Jordan completes his daily reflection in his digital journal, noting what he learned and what he still needs to work on—a metacognitive practice that helps him take ownership of his learning. He also logs 45 minutes of skateboarding as his physical education activity for the day, which his PE teacher will verify through his activity log.

## **High School (Grades 9-12): A Day in the Life**

Seventeen-year-old Aisha is a junior taking a rigorous course load that includes two AP classes. Her day begins at 9:00 AM, intentionally later to align with research on adolescent sleep needs and optimal learning times. She starts with a homeroom advisory check-in with Mr. Collins, her assigned advisor who monitors her progress across all courses and helps with college and career planning. Today they review Aisha's transcript, discuss her upcoming AP English Language exam preparation, and talk about her college essay ideas. This relationship with Mr. Collins has been invaluable—he knows her academic strengths, challenges, and goals, providing consistent support throughout her high school journey.

Aisha's first course block is AP English Language, a 90-minute class with Ms. Rivera. Today's lesson focuses on rhetorical analysis, and the class examines a complex nonfiction text about environmental policy. Ms. Rivera guides students through close reading strategies, and they annotate the text together, discussing the author's use of appeals to logos, ethos, and pathos. Students then break into small groups to analyze different sections of the text, and Aisha's group engages in sophisticated discussion about how the author's word choice reveals bias. The second half of the class period is dedicated to timed writing practice for the AP exam—students respond to a rhetorical analysis prompt while Ms. Rivera monitors their progress and provides feedback. Aisha appreciates that Ms. Rivera makes herself available during the writing time to answer questions via chat, but also pushes students to work independently as they'll need to on the exam.

After a break, Aisha attends her pre-calculus class where Mr. Thompson is teaching trigonometric functions. The lesson is highly interactive, with Mr. Thompson using dynamic graphing software to show how sine and cosine functions behave, then having students manipulate the functions themselves to understand transformations. Aisha works through practice problems, and when she makes an error, the online platform provides hints rather than just marking it wrong, helping her learn from mistakes. Mr. Thompson also incorporates real-world applications, showing how trigonometry is used in architecture and engineering, which helps Aisha see the relevance of what she's learning. Following lunch, Aisha attends her U.S. History class where they're studying the Civil Rights Movement. Today's lesson includes primary source analysis—students examine photographs, speeches, and newspaper articles from the 1960s. Working in breakout rooms, students discuss what these sources reveal about the period and how different perspectives shaped the historical narrative. Aisha's teacher, Ms. Johnson, challenges students to think critically about historical interpretation and bias.

Aisha's fourth block rotates throughout the week—today it's her elective course in psychology, but on other days it might be her chemistry class or physical education. In psychology, they're studying cognitive development, and the lesson includes video clips from research studies, discussion of theories, and application activities where students analyze real-world scenarios. The afternoon transitions to independent work time, which is essential for Aisha as a student taking challenging courses. She has substantial homework across all her classes: reading a chapter and taking notes for AP English, completing a problem set for pre-calculus, working on her history research paper about the impact of the Civil Rights Movement on education policy, and studying for her psychology quiz. Aisha is highly self-directed, but she appreciates that her teachers are available during designated office hours. Today she joins Mr. Thompson's virtual office hours because she's

struggling with a particularly complex trigonometry problem. He works through it with her step-by-step, asking guiding questions that help her understand the underlying concept rather than just giving her the answer.

Later in the afternoon, Aisha attends a small group AP exam prep session that Ms. Rivera offers twice a week. This optional session provides targeted practice and strategy instruction for students taking the AP English Language exam in May. The collaborative nature of this session—working with five other motivated students—helps Aisha feel prepared and less anxious about the upcoming test. Before ending her school day, Aisha video records herself completing a workout routine for PE class, uploads it to the learning management system for her PE teacher to verify, and completes her daily check-out in the student portal where she logs her accomplishments and sets goals for tomorrow. She also responds to an email from her school counselor about college application timelines, appreciating the comprehensive support system that helps her navigate not just academics but also the college preparation process. As a student who thrives with independence but also needs structure and support, Aisha has found that Fenton Launchpad Academy's model provides the perfect balance for her learning style and future goals.

### *A Typical Day for Teachers and Office Staff*

#### **Teachers: Behind the Scenes of Online Instruction**

The instructional day at Fenton Launchpad Academy extends well beyond the live class sessions students attend, with teachers maintaining structured schedules that balance synchronous instruction, student support, planning, and collaboration. A typical teacher's day begins 30-45 minutes before their first scheduled class as they review student work submitted the previous day, respond to parent emails, and finalize materials for the day's lessons. Ms. Thompson, a fourth-grade teacher, arrives at her home office at 7:30 AM to prepare for her 8:00 AM homeroom check-ins, reviewing notes from yesterday's sessions to ensure she addresses specific student needs and follows up on any concerns raised by students or families. She checks the learning management system to see which students completed their independent work assignments, identifying three students who will need additional support during today's office hours.

During live instruction blocks, teachers are fully engaged in facilitating learning through direct instruction, managing breakout rooms for small group work, monitoring student participation and understanding, and providing real-time feedback. Between classes, teachers have scheduled transition time to review student work from the previous session, prepare materials for the next class, and respond to urgent student or family questions. Mr. Rodriguez, a middle school math teacher, uses his 15-minute breaks to quickly review the practice problems students just submitted, identifying common misconceptions that he'll address at the beginning of tomorrow's class. He also sends individual messages to two students who struggled with today's concept, inviting them to join his afternoon office hours for additional support.

Teachers maintain designated office hours throughout the day, typically during student independent work time, when they are available for one-on-one tutoring, small group instruction, and answering student questions. These office hours operate as open sessions where students can drop in as needed, with teachers managing multiple breakout rooms to provide individualized attention. During a typical two-hour office hour block, a teacher might work with 8-12 different

students individually or in small groups, addressing everything from clarifying assignment instructions to reteaching complex concepts to providing encouragement to struggling learners. Teachers also use portions of their office hours for grading and feedback—reviewing student submissions, providing written comments on assignments, recording video feedback for complex work, and updating gradebooks to ensure families have current information about student progress.

Collaboration time is built into teachers' schedules for professional development, team planning, and cross-curricular coordination. Each week includes dedicated time for grade-level or department team meetings where teachers discuss student progress, share instructional strategies, analyze data to inform instruction, and plan integrated learning experiences. Special education teachers, intervention specialists, and general education teachers meet regularly to discuss students with ILPs, ensuring all staff members understand each student's goals and accommodation needs. Administrative staff join these meetings periodically to address operational concerns, discuss enrollment trends, and ensure alignment between instructional practices and school goals. Teachers also participate in ongoing professional development focused on online pedagogy, educational technology tools, culturally responsive teaching practices, and data-driven instruction, with both synchronous training sessions and asynchronous learning modules that teachers complete during their professional time.

The end of a teacher's day includes administrative tasks essential to running an effective nonclassroom-based program: updating attendance records in the student information system, documenting student work completion for independent study compliance, communicating with families about student progress and upcoming assignments, preparing materials for the next day's lessons, and analyzing student data to inform instructional decisions. Teachers maintain detailed logs of student participation, assignment completion, and learning progress, which are essential for both accountability and monitoring each student's Individualized Learning Plan. Many teachers also schedule individual or small group sessions beyond their regular office hours to support students who need intensive intervention or acceleration, demonstrating the commitment to personalized learning that defines Fenton Launchpad Academy's approach.

### **Office Staff: Supporting the Nonclassroom-Based Environment**

Office staff at Fenton Launchpad Academy play crucial roles in ensuring smooth operations, family support, compliance, and the overall success of the nonclassroom-based program. The administrative team includes roles such as school administrators, registrar/enrollment specialists, attendance coordinators, counselors, special education coordinators, technology support staff, and family liaison personnel, each contributing essential functions that enable teachers to focus on instruction while ensuring the school meets all regulatory requirements.

The school day for administrative staff typically begins earlier than instructional time, with key personnel arriving by 7:00 AM to prepare for the day's activities. The registrar begins by processing new enrollment inquiries that came in overnight, responding to family questions about the enrollment process, preparing enrollment packets for families scheduled for intake meetings, and coordinating placement assessments for new students. Meanwhile, the attendance coordinator reviews the previous day's attendance data, identifies students with unexplained absences, and reaches out to families to ensure accurate attendance accounting—a critical compliance requirement for independent study programs. Any attendance concerns are flagged for follow-up

by the student's homeroom teacher or counselor, ensuring that patterns of absence are addressed promptly before they become chronic.

Throughout the morning, office staff manage a constant flow of communications with families, responding to phone calls and emails about everything from technical difficulties accessing online platforms to questions about assignment due dates to requests for ILP meetings. The family liaison serves as the primary point of contact for general questions, triaging issues to the appropriate staff member—directing instructional questions to teachers, technical issues to IT support, and compliance or enrollment matters to administrative personnel. This role is particularly important in a nonclassroom-based environment where families may feel disconnected from the school, and proactive communication helps build strong school-family partnerships. The family liaison also coordinates family engagement events, distributes important communications about school policies and upcoming activities, and ensures families have the resources and information they need to support their children's learning at home.

Counselors and special education coordinators maintain busy schedules conducting ILP meetings with students and families, coordinating assessments and evaluations, ensuring students receive required services and accommodations, monitoring progress toward graduation requirements for high school students, and providing social-emotional support and crisis intervention as needed. A typical day might include three scheduled ILP review meetings, two new student intake assessments, ongoing case management for students receiving special education services, and responsive support for students experiencing academic or personal challenges. These staff members work closely with teachers to ensure students' individualized plans are being implemented effectively and make adjustments as needed based on student progress data. They also maintain detailed documentation required for compliance with special education regulations and independent study requirements.

Technology support staff are essential to the smooth operation of a nonclassroom-based school, providing real-time troubleshooting during instructional hours, training families and students on educational technology platforms, maintaining the learning management system and student information system, coordinating device distribution and technical support for families who need equipment, and ensuring data security and privacy compliance. When a teacher reports that a student is unable to access a virtual classroom during live instruction, the technology coordinator immediately works with the family to troubleshoot the issue, often resolving problems within minutes to minimize instructional time lost. This team also monitors system performance, implements updates and improvements, and provides ongoing training for staff on new tools and features that can enhance instruction.

Administrative leadership—including the director, assistant director, and instructional coaches—spend their days observing live instruction by joining virtual classrooms unannounced, providing feedback and coaching to teachers, analyzing schoolwide data on student achievement and engagement, addressing parent concerns and complaints, ensuring compliance with charter requirements and state regulations, and planning for continuous improvement. Administrators regularly join teachers' live classes to observe instructional practices, student engagement, and the effective use of online tools, later providing constructive feedback during coaching sessions. They also monitor key performance indicators such as attendance rates, assignment completion rates, assessment scores, and family satisfaction, using this data to identify areas where the school is excelling and areas needing improvement.

The afternoon hours bring continued activity as office staff process paperwork, update student records, prepare compliance reports for the authorizer, coordinate with external service providers such as therapists or tutors, and plan for upcoming events or initiatives. The registrar processes transcript requests, updates cumulative files, and ensures all required documentation is maintained for each student. The attendance coordinator compiles weekly attendance reports and works with the principal to address any students approaching truancy thresholds. Counselors document their meetings with students and families, update ILPs in the system, and communicate with teachers about action items from ILP meetings. Before the day ends, administrators review the day's observations and data, respond to any urgent teacher or family needs, and plan for the following day's priorities.

Evening hours often include scheduled events such as family information sessions, virtual parent-teacher conferences, school board meetings, professional development for staff, and community building activities that bring the school community together despite the physical distance. Office staff rotate coverage for these evening events, ensuring families have multiple opportunities to engage with the school beyond traditional business hours. The commitment of both teachers and office staff to maintaining structured yet flexible schedules, comprehensive communication, detailed documentation, and student-centered practices create the strong operational foundation that allows Fenton Launchpad Academy to deliver high-quality personalized education in a nonclassroom-based environment.

**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**

The charter school’s annual goals, for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d). These goals are the same as those described in Element 1 in accordance with Ed. Code § 47605(c)(5)(A)(ii). *A completed “LCFF State Priorities” table provided in Element 1 of a petition meets this requirement and can be 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.

**MEASURABLE PUPIL OUTCOMES: FORMATIVE ASSESSMENT PERFORMANCE TARGETS**

**Measuring Student Academic Performance and Growth**

Fenton Launchpad Academy 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:

Elementary and Middle School (K-8)

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

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

<p>Social Studies</p>	<ul style="list-style-type: none"> <li>- Publisher's Assessments – <i>Reflections</i> by Harcourt</li> </ul>	<ul style="list-style-type: none"> <li>- School created CCSS Report Card</li> <li>- School created Progress Report</li> <li>- Teacher created assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided three times a year to provide a detailed report of student progress</li> <li>- Progress reports for parents are provided for parents between report cards and gives an overview of student progress</li> </ul>
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**High School (9-12)**

Subject	Assessments	Reports	Audience and Purpose
English	<ul style="list-style-type: none"> <li>- Publisher's Assessments</li> <li>- Teacher created assessments</li> <li>- Personalized Instruction - Online</li> <li>- Diagnostic Assessment (Reading) – Online</li> <li>-School writing assessment</li>   <li>-Pre-ACT, Pre-SAT, ACT, SAT scores</li> </ul>	<ul style="list-style-type: none"> <li>- School created Report Card</li> <li>- School or curriculum software created Progress Report</li> <li>- NWEA Diagnostic – Online progress reports</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided semesterly to provide a detailed report of student progress</li> <li>- Periodic progress reports of student progress are provided for parents throughout trimester</li> <li>- Illuminate data reports are generated to measure and analyze progress and performance by student, grade level, and school site <ul style="list-style-type: none"> <li>– Data is shared at Instruction Committee and organization wide at FCPS Board Meetings (Director's Reports)</li> </ul> </li> <li>- NWEA – Online progress reports for teachers and parents</li>   <li>-NWEA will provide school wide performance data and descriptions of growth.</li> </ul>

<p>Mathematics</p>	<ul style="list-style-type: none"> <li>- Publisher's Assessments</li> <li>- Teacher created assessments</li> <li>- Personalized Instruction - Online</li> <li>- Diagnostic Assessment (Mathematics) – Online</li> <li>-Pre-ACT, Pre-SAT, ACT, SAT scores</li> </ul>	<ul style="list-style-type: none"> <li>- School created Report Card</li> <li>- School or curriculum software created Progress Report</li> <li>- NWEA Diagnostic – Online progress reports</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided semesterly to provide a detailed report of student progress</li> <li>- Periodic progress reports of student progress are provided for parents throughout trimester</li> <li>- Illuminate data reports are generated to measure and analyze progress and performance by student, grade level, and school site</li> <li>– Data is shared at Instruction Committee and organization wide at FCPS Board Meetings (Director's Reports)</li> <li>- NWEA – Online progress reports for teachers and parents</li> <li>- NWEA will provide school wide performance data and descriptions of growth.</li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>- Publisher's Assessments</li> <li>- Teacher created assessments</li> <li>- California Science Test</li> </ul>	<ul style="list-style-type: none"> <li>- School created Report Card</li> <li>- School or curriculum software created Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided semesterly to provide a detailed report of student progress</li> <li>- Periodic progress reports of student progress are provided for parents throughout trimester</li> </ul>

Social Science, World Language, Health, Electives	<ul style="list-style-type: none"> <li>- Publisher's Assessments</li> <li>- Teacher created assessments</li> </ul>	<ul style="list-style-type: none"> <li>- School created Report Card</li> <li>- School or curriculum software created Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided semesterly to provide a detailed report of student progress</li> <li>- Periodic progress reports of student progress are provided for parents throughout trimester</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>- Publisher's Assessments</li> <li>- Teacher created assessments</li> <li>- CA Physical Fitness Test (PFT)</li> </ul>	<ul style="list-style-type: none"> <li>- School created Report Card</li> <li>- School or curriculum software created Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>- Report Cards for parents provided semesterly to provide a detailed report of student progress</li> <li>- Periodic progress reports of student progress are provided for parents throughout trimester</li> </ul>

**Teacher Leadership**

Fenton Launchpad Academy 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 FLA staff, FCPS organization via email and the FCPS Board of Directors at the monthly Board meetings.

**Summative Assessments**

Fenton Launchpad Academy 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). At the elementary and middle school levels, benchmark testing utilizes publisher tests in language arts, mathematics, English language development, and science. High school students will participate in benchmark testing for English-Language Arts, reading, mathematics, and science

until graduation requirements for the subject area have been completed or until persistent content mastery has been obtained. High school students will participate in initial testing at the beginning of the school year or upon enrollment into the school, then at the end of each trimester prior to finalizing student grades.

#### *Elementary and Middle School (K-8)*

In accordance with California *Education Code (EC)* Section 47607.2, Fenton Launchpad Academy utilizes i-Ready by Curriculum Associates as verified data. i-Ready is approved by the California Department of Education as a valid and reliable assessment that can be used to measure increases in academic achievement.

i-Ready 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 i-Ready Diagnostic Assessment is widely used at FLA for progress monitoring of student outcomes. At the beginning of the school year, students take the i-Ready 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, i-Ready 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. i-Ready 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, FLA 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 i-Ready 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. Fenton Launchpad Academy uses i-Ready 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.

FLA 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 i-Ready 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.

Fenton Launchpad Academy 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.

#### *High School (9-12)*

FLA will use NWEA Map assessments in Reading, Language Arts, Mathematics, and science to measure academic growth. CA CDE recognizes the NWEA assessments as a valid measure of student academic growth.

NWEA data will be used internally to place students in the appropriate level of curriculum, monitor student academic growth, determine effectiveness of curriculum, and progress towards meeting school goals. Students will take the initial NWEA tests at the beginning of each school year or upon enrolling in FLA. Students will retest at the end of each trimester or each August, January, and June.

FLA teachers, administrators, and staff will use the Map data to determine the courses the student will take, personalize the curriculum to narrow skills gaps, and to show students their academic growth. The data will also be used to determine the effectiveness of curriculum and instructional practices.

During direct instruction, teachers will utilize the Map results to target skills the entire group may require additional support to master. Teachers may utilize the personalized lessons generated by the Map tests to support individual students. These individual lessons may be given to the student to complete independently, during independent work time in group sessions, or during a tutoring session.

Students and parents will receive copies of the Map score reports showcasing student strengths and areas of growth. As the student progresses with FLA, the reports will show their growth and growth goals to achieve optimal success.

During live teaching sessions, teachers will frequently check for understanding using a wide variety of methods including, but not limited to, think-pair-share, quick direct questions, I do-we do-you do activities, independent practice, and exit tickets. Reteaching may occur during the lesson, in future lessons, during tutoring, or via assigned online content. With the goal of mastery, spiral reviews of content will be ongoing and throughout content areas.

## **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 FLA'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 FLA'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 or homeroom teachers during parent conferences scheduled in the fall of each school year.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

### **K-6 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.

### 7-12 Grading Policy

FLA will utilize a combination of percentages translated to letter grades for report cards and transcripts. An overall course grade of greater than or equal to 60% will be considered as a passing score for the course. For grades 9-12, students taking courses with a designation of honors or Advanced Placement will have the grades weighted when calculating their overall GPA.

Letter Grade	Percentage
A+	97–100%
A	93–96%
A–	90–92%
B+	87–89%
B	83–86%
B–	80–82%

C+	77–79%
C	73–76%
C-	70–72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%
I	Incomplete
CR or P	Credit
NC or F	No Credit

### **Type and Frequency of Reporting**

FLA 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. The Charter School will implement 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 will be reviewed individually using Coordination of Services Team meetings. These meetings will beheld 2-3 times a year, or as necessary, to support struggling students. If a student continues to struggle, a Student Study Team meeting will be 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 will review each student 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 will be 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 will review its overall retention process annually and makes any necessary changes in the fall.

High school students will progress to the next course once the student has successfully completed the current coursework with a passing grade thus earning credit for the course. Students who must retake a course will have the original grade and the passing grade listed on the transcript as separate entries. Students in danger of failing a course will be assigned additional tutoring sessions to provide additional academic support. The team will also review the student's records, meet with the teachers and school counselor, and speak with the parents to ensure the student is receiving the necessary support to be successful in the course.

## **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.

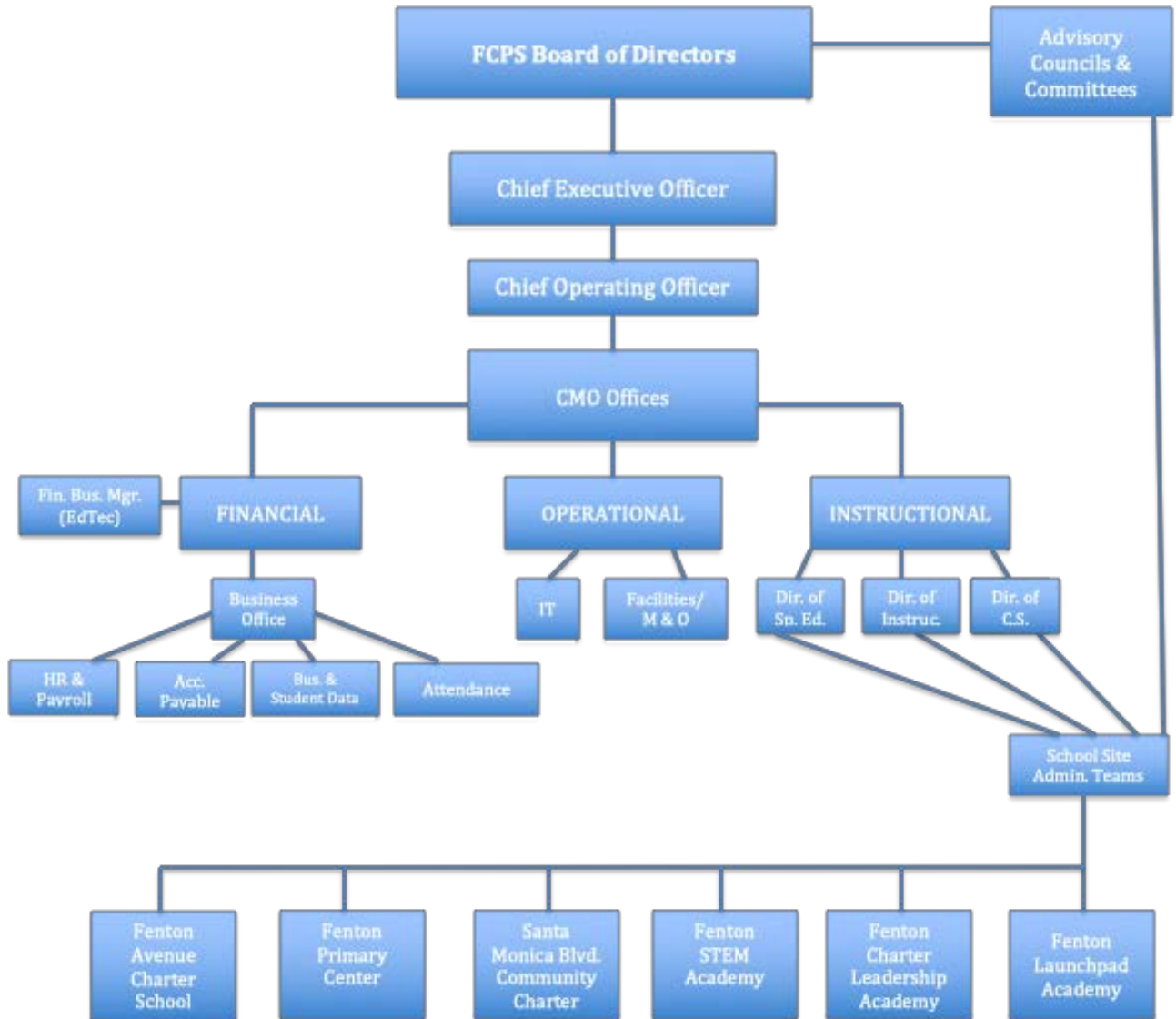
### **GOVERNANCE STRUCTURE**

Fenton Launchpad Academy 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.

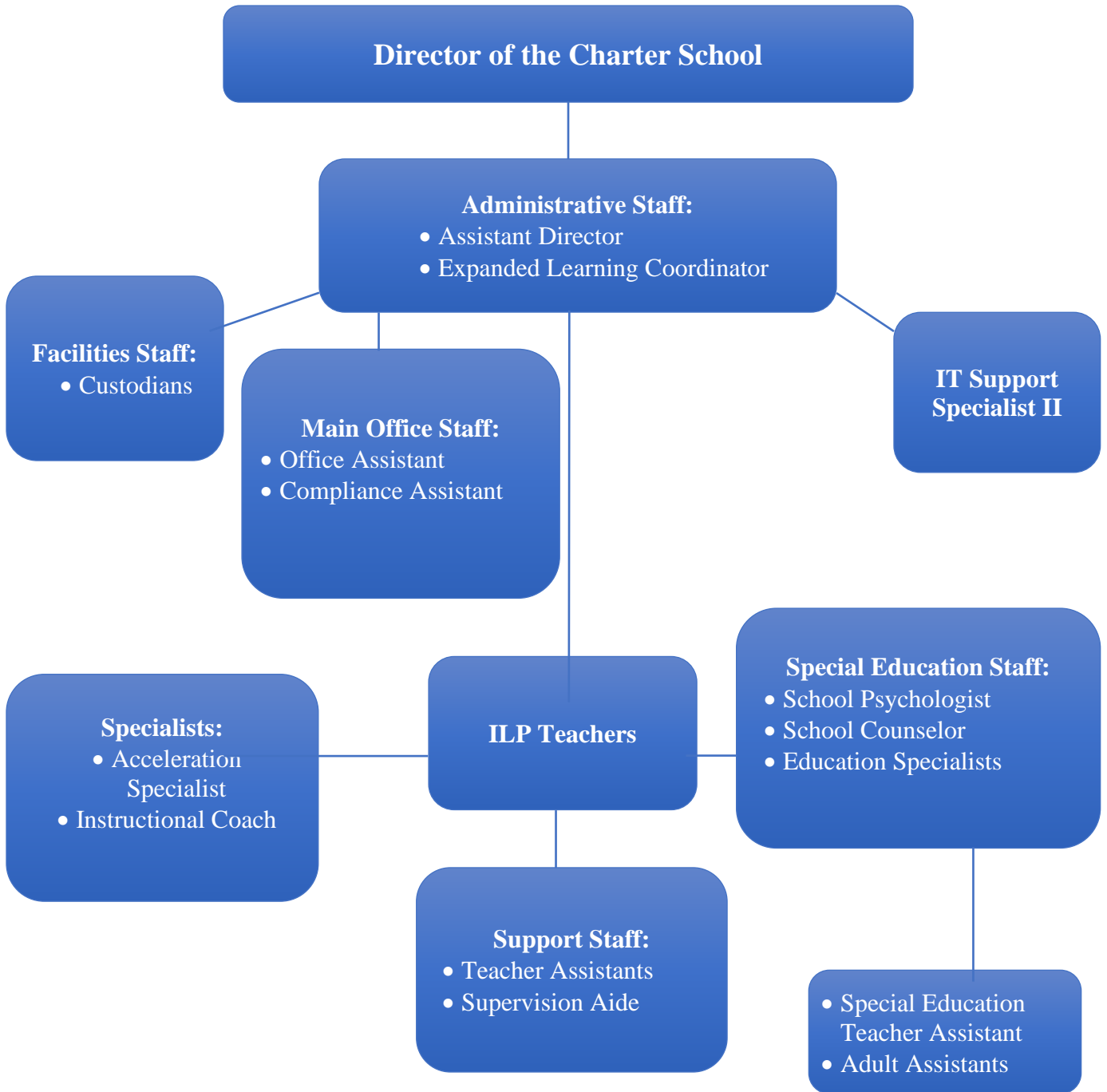
The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable 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



**FENTON LAUNCHPAD ACADEMY  
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.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

#### **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.

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.

## **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, i-Ready and other assessments as designated by the committee;
  - Review student outcomes annually and design action plans centered around the following assessment tools:
    - CAASPP;
    - ELPAC;
    - i-Ready or NWEA
    - 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 FLA advisory committees listed above. These are not elected positions; rather, all parents are invited to participate. Parents may also volunteer both in person and online with the Charter School during in person and virtual field trips and in the physical and online classrooms. FLA 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**

**FLA 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  
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  
ILP TEACHER  
TEACHER ASSISTANT  
DIRECTOR OF COMMUNITY SCHOOLS  
DIRECTOR OF INSTRUCTION  
DIRECTOR OF SPECIAL EDUCATION

### **Staffing Plan**

The proposed staffing plan is intentionally designed to ensure the successful launch and long-term sustainability of the school as enrollment increases over time. The school will implement a phased hiring model aligned to projected enrollment growth to ensure that essential personnel are in place to support safe and effective daily operations, strong instructional delivery, student supervision, and compliance with all applicable legal and programmatic requirements.

During the initial year of operation, staffing will prioritize foundational roles necessary to open the school and provide high-quality instruction, including school leadership, classroom teachers, front office operations, campus supervision, facility support, and essential special education services. As enrollment expands, the school will strategically add positions to strengthen instructional leadership and coaching, enhance student wellness and behavioral supports, expand family and community engagement services, and build operational and compliance capacity. This approach ensures that staffing increases in a responsible and scalable manner while maintaining high expectations for student achievement, a safe and supportive learning environment, and equitable access to services for all students.

This staffing model reflects the school’s commitment to serving the whole child through a coherent structure that supports academic growth, social-emotional development, and family partnership, while ensuring organizational effectiveness and fiscal responsibility as the school grows to full enrollment.

For clarification, the staffing plan reflects projected positions and coverage needs and is not intended to represent full-time equivalencies (FTE) for every role. Consistent with Fenton’s networked operating model, certain specialized and operational positions may be provided through shared staffing across Fenton schools and/or centralized support structures, particularly in the start-up years, while ensuring that all required services and compliance functions are fully met as enrollment grows.

<b>Position (in hiring order)</b>	<b>2026–27 (112)</b>	<b>2027–28 (232)</b>	<b>2028–29 (365)</b>	<b>2029–30 (495)</b>	<b>2030–31 (600)</b>
DIRECTOR	1	1	1	1	1
ILP TEACHER	5	10	15	20	24
OFFICE MANAGER	1	1	1	1	1
CUSTODIAN	1	1	2	2	3
SUPERVISION AIDE	1	2	4	6	8
ADULT ASSISTANT	1	2	3	4	5
EDUCATION SPECIALIST	1	1	2	3	3
OFFICE ASSISTANT	0	1	1	2	3
COMPLIANCE ASSISTANT	0	1	1	2	2
IT SUPPORT SPECIALIST II	0	1	1	1	2
TEACHER ASSISTANT	0	1	1	1	1
SP ED TEACHER ASST	0	1	1	2	3
SCHOOL PSYCHOLOGIST	0	0	1	1	1
ACCELERATION SPECIALIST	0	0	1	2	2
ASSISTANT DIRECTOR	0	0	1	1	1
INSTRUCTIONAL COACH	0	0	0	1	1
SCHOOL COUNSELOR	0	0	1	1	1
REGD BEHAVIOR TECHNICIAN II	0	0	1	1	1
DIRECTOR OF INSTRUCTION	1	1	1	1	1
DIRECTOR OF COMMUNITY SCHOOLS	1	1	1	1	1
DIRECTOR OF SPECIAL EDUCATION	1	1	1	1	1

## **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. **Valid California Multiple Subject Teaching Credential** (*or equivalent appropriate credential for the program model*)
3. **Valid California Administrative Services Credential**

##### **Experience:**

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

##### **Knowledge, Skills, Abilities, and Personal Characteristics:**

1. NCB Operations: Demonstrated knowledge of Nonclassroom-Based charter school operations, including ILP implementation, student engagement documentation, work sample collection, teacher–student contact requirements, and ADA generation/audit readiness.
2. Instructional Leadership: Ability to lead an ILP-based instructional model aligned to state standards and measurable outcomes.
3. Engagement & Re-engagement: Ability to implement participation/progress monitoring systems and lead interventions when students disengage.
4. Family Partnership & Equity: Ability to build strong family partnership systems and ensure equitable access to technology/materials and supports.
5. Knowledge of and ability to recognize the impact of the Fenton Launchpad Academy Renewal Petition, Personnel Handbook, Evaluation Handbook and applicable state and federal laws and regulations.
6. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, TK through sixth grade, including remote/hybrid instructional delivery.
7. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
8. Maintains a culturally responsible approach to meet the needs of a diverse school community.
9. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
10. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
11. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
12. Knowledge of and skill in effective budgetary processes and school finance.

13. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
14. Ability to make formal, public presentations.
15. Ability to compose and comprehend written communication.
16. Ability to respond quickly in an emergency situation.
17. Ability to cope with crisis situations.
18. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities as the Director of a Fenton Charter Public School.
19. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

**Job Purpose:**

Serves as the instructional leader and chief administrator of Fenton Launchpad Academy, responsible for the implementation and continuous improvement of a Nonclassroom-Based (NCB), ILP-driven instructional program, including compliance oversight, student achievement outcomes, staff supervision, family engagement, and operational coordination for both remote learning and limited in-person services.

**Responsible to:**

The Chief Executive Officer and the Fenton Charter Public Schools Board of Directors.

**Major Job Responsibilities:**

**1. Maintain the vision of Fenton Launchpad Academy:**

Focus priorities and resources on improving the academic achievement of **all** students to high standards of excellence by providing leadership and support with continual emphasis on the specific mission of the school.

**2. Serve as the instructional leader and chief administrator of Fenton Launchpad Academy:**

- 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;
  - Monitor program-wide instructional effectiveness and student outcomes; identify areas for improvement;
  - Oversee charter renewal performance metrics, state/federal compliance reporting, and authorizer reporting requirements;

- Oversee management and maintenance of SIS/LMS and required reporting systems;
- Oversee state recommended materials adoptions following established protocols.
- Supervise and evaluate the teaching and non-certificated staff:
  - Participate in hiring of teachers and other 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.
- Ensure consistent implementation of Individualized Learning Plans (ILPs) for all students;
- Ensure required NCB documentation is maintained (instructional time, work products, contact logs, progress monitoring evidence).
- Oversee student engagement and re-engagement systems;
- Oversee delivery of synchronous/asynchronous instruction, small group supports, and intervention services;
- Monitor academic progress through internal benchmarks, state assessments, and ILP-aligned mastery metrics.

**3. Actively participate in the budgeting process for Fenton Launchpad Academy:**

- Work with the Chief Executive Officer to plan the annual school budget, demonstrating a clear understanding of the relationship between resource allocation (human and material) and student outcomes;
- Monitor enrollment, student participation, and attendance documentation; collaborate with appropriate staff to ensure accurate reporting and to support ADA generation and audit readiness in a Nonclassroom-Based (NCB) program model;
- Oversee safety, security, and risk management for all program operations, including remote learning systems and any in-person instructional components, collaborating with the Maintenance and Operations Manager as needed;
- Monitor and approve overtime allocations in accordance with budget parameters and operational needs.

**4. Oversee the daily operation of the program and facility (remote and in-person components):**

- Responsible for safety, security, and risk management for all program operations, including the facility when students and staff are on-site, collaborating with the Maintenance and Operations Manager as needed;
- Plan and support facilities improvements and capital projects in collaboration with the Maintenance and Operations Manager to ensure the site remains safe, functional, and appropriate for program needs;
- Oversee the FLA Student Information System (SIS) and other required instructional/data platforms to ensure accurate enrollment, attendance/participation reporting, scheduling, and compliance documentation;

- Plan, coordinate, and create program schedules, including:
  - Student instructional support schedules (remote and in-person, as applicable);
  - Staff schedules and coverage plans;
  - Assignments for paraprofessionals and support staff;
  - Student progress conference schedules;
  - Annual school calendar and key reporting deadlines;
- Responsible for the creation and distribution of communications between home and school, including:
  - Home–School Agreement and participation expectations;
  - Student/Family Responsibility Code;
  - Technology Acceptable Use / Code of Ethics;
  - Instructional expectations and work completion guidelines;
  - Parent calendar and key dates;
  - Student support and intervention notices;
  - Orientation, onboarding, and progress conference communications;
  - All general correspondence as necessary;
- Organize and implement an Emergency Operations Plan, including procedures applicable to both facility-based and remote learning operations;
- Ensure compliance with child abuse reporting procedures and student safety protocols;
- Ensure the maintenance of a clean, safe physical environment during on-site operations that is conducive to health and safety;
- Coordinate operational systems that support student access, including technology distribution, instructional materials, and support services;

**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 Fenton Launchpad Academy:**

- Coordinate ongoing collaboration between special education and general education staff to ensure alignment of instructional planning, ILPs, and IEP implementation;
- Facilitate the implementation of instructional modifications, accommodations, and behavioral interventions that support student achievement in the general curriculum for TK through 12th grade, including remote and in-person instructional settings as applicable;
- Ensure timely and compliant implementation of IEP services, including appropriate delivery of related services and progress monitoring toward IEP goals;
- Coordinate the completion of all SELPA-related reporting requirements and ensure documentation practices support compliance and audit readiness;
- Prepare for, coordinate, and monitor all school self-reviews and District Validation Review (“DVR”) activities, ensuring corrective actions are implemented as needed;
- 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, with appropriate supports, services, and placement decisions based on individual student needs.
-

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

- Establish, communicate, and implement clear student behavior expectations and discipline procedures for remote, hybrid, and in-person learning environments, aligned with FCPS policies and applicable laws;
- Ensure consistent implementation of schoolwide practices that support a positive, safe, and inclusive learning environment, including restorative practices, SEL-aligned supports, and tiered interventions;
- Collaborate with teachers and support staff to address behavior concerns, including developing and monitoring behavior support plans and providing individualized student supports in a confidential manner (virtually or in person, as appropriate);
- Support staff in conducting parent/guardian conferences and problem-solving meetings related to student behavior, engagement, attendance/participation, and social-emotional needs;
- Oversee student support and re-engagement systems, including proactive outreach, documentation of interventions, and coordination of services when students demonstrate chronic disengagement or behavioral concerns;
- Coordinate supervision and student conduct expectations for any program-sponsored activities occurring outside the regular instructional schedule (e.g., enrichment, intervention sessions, on-site supports), and serve as liaison with any partner providers as applicable.

**7. Act as the internal “face and voice” of Fenton Launchpad Academy:**

- Attend all committee meetings and any other meetings, events, and activities as needed;
- Provide guidance, supervision, assistance, and leadership for all members of the Fenton Launchpad Academy staff, including support for effective remote/hybrid instructional practices;
- Maintain a school climate and program culture that ensures the safety, health, and welfare of students and staff across remote, hybrid, and in-person settings, while building relationships of trust and confidence within the school community;
- Act as the formal liaison between Fenton Launchpad Academy, parents/guardians, and community members:
  - Lead family orientation, onboarding, and ongoing communication regarding program expectations, participation, and student progress;
  - Be accessible and available for parent/guardian conferences, ILP progress meetings, and schoolwide events virtually and in person as appropriate;
  - Attend local community functions related to education as requested and cultivate partnerships that expand student supports and enrichment opportunities.

**8. Ensure the successful transition of the Fenton Launchpad Academy 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. A valid California Teaching Credential, an administrative degree and 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. NCB Program Implementation: Working knowledge of Nonclassroom-Based (NCB) charter school operations, including supporting ILP implementation, maintaining required engagement/work sample documentation, tracking teacher–student contacts, and assisting with ADA documentation and audit readiness processes.
2. Instructional Support & Coaching: Ability to support implementation of an ILP-based instructional model aligned to state standards and measurable outcomes, including providing coaching, feedback, and progress monitoring support to instructional staff.
3. Student Engagement & Intervention: Ability to implement participation and progress monitoring systems; coordinate tiered interventions and re-engagement supports for students demonstrating disengagement, chronic absenteeism, or academic risk.
4. Family Partnership & Student Supports: Ability to collaborate with families to strengthen student success through clear communication, conferencing, and support planning, and to help ensure equitable access to technology, instructional materials, and learning supports.
5. Whole-Child Program Leadership (TK–12): Ability to support organization and delivery of an educational program that promotes students' social, emotional, and intellectual development across TK–12, including remote/hybrid instructional delivery and limited in-person supports as applicable.
6. Professional growth appropriate for educational administration.
7. Capacity to lead, direct, and supervise staff objectively.
8. Maintains a culturally responsible approach to meet the needs of a diverse school community.
9. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.

10. Ability to direct the management activities associated with the positions of the Director of Fenton Launchpad Academy.
11. Knowledge of and ability to recognize the impact of the Fenton Launchpad Academy 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.
12. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
13. Facility in oral and written communication.
14. Ability to assist quickly and appropriately in an emergency situation.
15. Ability to cope appropriately with crisis situations.
16. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the Fenton Launchpad Academy.
17. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

**Job Purpose:**

Assists the Director of Fenton Launchpad Academy 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 Fenton Launchpad Academy.

**Major Job Responsibilities:**

1. **Working in collaboration with the Director, school psychologist, resource specialist teachers and other special education staff, participate in the implementation of the Fenton Launchpad Academy 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 Fenton Launchpad Academy.

**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 FLA 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.

**INDIVIDUALIZED LEARNING PLAN (ILP) TEACHER (CERTIFICATED)  
JOB DESCRIPTION**

**Qualifications**

**Education:**

1. Bachelor's degree from an accredited college or university and a valid California Multiple Subject Teaching Credential (Preliminary or Clear).
2. English Learner (EL) Authorization (e.g., CLAD or equivalent).
3. Demonstrated subject matter competence (e.g., CBEST, CSET, or other approved method consistent with California Commission on Teacher Credentialing requirements).

**Experience:**

Job related experience is preferred, but not required.

**Knowledge, Skills, Abilities and Personal Characteristics**

1. Ability to design, deliver, and evaluate high-quality instruction in remote and/or hybrid learning environments, including live online lessons and small group instruction as assigned.
2. Knowledge of and ability to implement the instructional program described in the approved charter petition, including maintaining high expectations and providing cognitively engaging learning experiences.
3. Ability to develop and implement Individualized Learning Plans (ILPs) aligned to state standards and measurable student outcomes.
4. Ability to differentiate instruction and provide appropriate interventions to meet the needs of diverse learners, including English learners, students with disabilities, and students performing below or above grade level.
5. Ability to monitor student progress using formative and summative assessments and to adjust instruction based on student performance and ILP goals.
6. Ability to support student engagement and participation through consistent communication, relationship-building, and timely feedback in a remote learning model.
7. Ability to collaborate effectively with Charter School staff and administration to support a coherent instructional program and a positive school culture.
8. Ability to work effectively with students, parents/guardians, staff members, and community representatives in support of student learning and well-being.
9. Knowledge of content and pedagogy necessary for effective instruction, including enthusiasm, creativity, and commitment to the academic success of all students.

10. Understanding of students' physical, intellectual, social, and emotional development and the ability to apply developmentally appropriate instructional practices.
11. Ability to communicate effectively, including giving clear and concise instructions, using appropriate academic language, actively listening, and providing meaningful feedback and reinforcement.
12. Ability to compose and comprehend written communication, including instructional plans, progress updates, documentation, and professional correspondence.
13. Ability to properly use and care for instructional materials, supplies, and equipment, including technology used for remote instruction.
14. Demonstrates professional appearance, reliability, integrity, and sound judgment, including poise, tact, and confidentiality in working with students and families.
15. Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups, and to maintain a culturally responsive approach to teaching and learning.
16. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

### **Job Purpose**

Provides instruction in online and hybrid settings within an ILP-based program, supporting individualized learning, consistent engagement, and measurable progress; creates learning experiences aligned to state standards and student needs; and partners with families and staff to support student success.

### **Responsible to**

Director of the Charter School

### **Major Job Responsibilities**

1. Provides instruction in online and hybrid learning settings in assigned grade level(s)/subject area(s) consistent with appropriate California credentialing, using Charter School-adopted curricula and approved instructional materials.
2. Uses information about individual students' academic strengths, needs, interests, and progress to plan instruction and support Individualized Learning Plan (ILP) implementation.
3. Designs learning experiences that engage students in cognitively challenging work aligned to California State Standards (and other applicable state frameworks), including appropriate use of digital tools and instructional platforms.
4. Utilizes instructional resources and strategies that promote high levels of learning, active engagement, and equitable access for all students in online and in-person settings.
5. Collaborates with colleagues and school leadership to promote a professional culture focused on continuous improvement, student success, and shared accountability.
6. Monitors student learning and progress toward objectives/ILP goals using formative and summative assessments, provides timely feedback, and adjusts instruction to improve student outcomes.
7. Establishes and maintains a safe, supportive, and inclusive learning environment where respectful interactions are expected and student voice, participation, and academic risk-taking are encouraged (in both online and in-person settings).

8. Communicates and reinforces clear behavior and participation expectations, supports positive student conduct, and implements classroom/program management strategies aligned with Charter School policies.
9. Participates in the development and implementation of Individualized Education Programs (IEPs), Section 504 Plans, and other student support plans, in collaboration with families, related service providers, and school personnel.
10. Implements instructional accommodations, modifications, and behavioral strategies as required by IEPs/504 Plans; monitors progress toward goals; and maintains appropriate documentation.
11. Follows established policies and procedures for student safety and mandated reporting, including reporting incidents (e.g., child abuse, harassment, threats, substance abuse, and other safety concerns).
12. Communicates regularly with parents/guardians to build partnership around student learning, including ILP progress updates, conferencing, and proactive outreach to support engagement and re-engagement when needed.
13. Reflects on instructional practice and student work, uses data to identify strengths and areas for growth, and applies learning to improve instruction and student outcomes.
14. When assigned, provides guidance and oversight to paraprofessionals, instructional aides, or other assigned support staff, consistent with site/program expectations.

## **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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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.

### **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.

### **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.

### **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.

### **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.

### **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 racial, ethnic, special education and English learner pupils reflective of the general population in the Los Angeles Unified School District is crucial for ensuring equity and access. FLA 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:

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- Targeted outreach: The Charter School will conduct outreach specifically aimed at communities with higher concentrations of English Learners and Students with Disabilities, including partnerships with community-based organizations, faith-based organizations, early childhood providers, and local events in neighborhoods where these populations reside.
- Accessible, multilingual recruitment: The Charter School will ensure that recruitment and enrollment materials are available in multiple languages and accessible formats (e.g., large print, audio, and other accommodations as needed) so that English Learners and families of Students with Disabilities are fully informed about program offerings and enrollment steps.
- Community engagement and language access: The Charter School will regularly engage with families and the community by hosting informational sessions and enrollment support events, providing translation/interpretation services as needed to reach a broad and representative audience.
- Equitable, non-discriminatory enrollment: The Charter School will ensure that the enrollment process is non-discriminatory and accessible to all students, including English Learners and Students with Disabilities, by removing barriers to enrollment (e.g., overly complex procedures) and providing assistance to families who need support completing the process.
- Hybrid onboarding and participation supports: The Charter School will provide a structured onboarding process for students and families in the hybrid model, including orientation to attendance/participation expectations, learning platforms, schedules for on-site learning, and how to access language supports, accommodations, and related services.
- Service delivery in a hybrid model: The Charter School will provide a full continuum of supports for English Learners and Students with Disabilities through the hybrid program, including Integrated and Designated ELD, MTSS interventions, and IEP/504 services delivered through a combination of scheduled in-person sessions and virtual supports, consistent with each student’s plan.
- Dedicated on-site support blocks: The Charter School will build dedicated weekly on-campus support blocks for targeted interventions, Designated ELD, and IEP services/related services (as applicable), enabling predictable access to support and reducing barriers for families.
- Progress monitoring and early intervention triggers: The Charter School will monitor participation and academic progress regularly and implement defined early-intervention “triggers” (e.g., missed sessions, incomplete work, or insufficient progress) that prompt timely outreach and adjustments to learning plans, accommodations, and language supports.
- Ongoing proportionality review: The Charter School will continuously monitor enrollment and retention patterns for English Learners and Students with Disabilities to ensure the student population remains reflective of LAUSD and will adjust outreach, staffing, scheduling, and supports as needed to address disproportionality.
- Continuous improvement through feedback: The Charter School will regularly assess the effectiveness of outreach, enrollment, and support strategies by reviewing data and gathering feedback from students, families, and community stakeholders to identify areas for improvement and strengthen equitable access and outcomes.

**Specific annual outreach and recruitment activities, including dates and locations**

Prior to the beginning of each school year (and by April 1<sup>st</sup>), 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 beginning on January 1<sup>st</sup> and ending on approximately March 15<sup>th</sup> 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 FLA 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**

Fenton Launchpad Academy will implement enrollment, outreach, and service delivery practices to ensure the Charter School's student population, including Students with Disabilities, English Learners, and Redesignated Fluent English Proficient students, reflects the demographics of the community and LAUSD. The Charter School will be open to all LAUSD residents and will conduct inclusive outreach through multilingual communications, accessible information sessions, and enrollment support for families who may need assistance completing the process.

To support equitable access and retention, Fenton Launchpad Academy will provide a full continuum of services for Students with Disabilities in alignment with students' IEPs, including specialized academic instruction, related services as required, and appropriate accommodations and supports in the general education setting. The school will ensure timely identification and support through consistent implementation of MTSS, student study team processes, and special education referral and assessment procedures, and will collaborate with LAUSD and SELPA partners as applicable to ensure compliance and appropriate service delivery.

For English Learners, the school will implement an integrated and designated ELD program aligned to the California ELD Standards and will monitor progress using multiple measures, including ELPAC results, classroom-based assessments, and ongoing formative data. Instructional staff will use evidence-based scaffolds and culturally responsive practices to provide access to grade-level content while accelerating language development. The school will also monitor RFEP students for at least four years following redesignation and provide targeted supports as needed to ensure continued academic progress. Through these practices, the school will promote equitable enrollment, participation, and success for all students while maintaining a balanced and representative student population.

## **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 records<sup>18</sup>
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 Charter School's student recruitment efforts will be designed to ensure equitable access for students who are academically low-achieving, Students with Disabilities, English Learners, and socioeconomically disadvantaged students. Recruitment will focus on families residing in the community surrounding the proposed site and throughout LAUSD, using multilingual and accessible communications, community-based partnerships, and informational sessions that clearly explain the Charter School's hybrid program model and the supports available to students and families. The Charter School will monitor enrollment patterns and adjust outreach strategies as needed to maintain a student population that reflects the community and LAUSD.

#### **Recruitment Strategies for Low-Achieving Students:**

For students who are academically low-achieving, The Charter School's recruitment will emphasize the hybrid model's targeted academic supports, including small-group instruction, scheduled on-campus intervention blocks, tutoring, and progress monitoring within each student's learning plan. Recruitment materials and informational sessions will explain how students receive individualized instructional goals, frequent feedback, and timely intervention when progress indicators show a need for additional support. The Charter School will also communicate how families can access on-site and virtual academic support structures throughout the year.

#### **Recruitment Strategies for Students with Disabilities:**

The Charter School will prioritize outreach to families of Students with Disabilities by clearly communicating the Charter School's continuum of special education supports within the hybrid program. Recruitment materials will describe how IEP services and accommodations are delivered through a combination of scheduled on-campus service sessions and virtual supports, as appropriate, and how service minutes and related services will be implemented in accordance with each student's IEP. The Charter School will provide accessible and multilingual materials, offer

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<sup>18</sup> 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.

enrollment support meetings in-person or virtually, and ensure families understand the processes for identification, assessment, IEP development, and ongoing collaboration.

### **Recruitment Strategies for Socio-Economically Disadvantaged Students:**

For socioeconomically disadvantaged students, The Charter School’s recruitment will highlight supports designed to reduce barriers to participation and success in a hybrid model, including access to meals, technology and connectivity support, transportation-related scheduling considerations for on-campus sessions, and family resource assistance. The Charter School will partner with local community organizations to connect families to available services and will provide multilingual, accessible enrollment support to ensure families can navigate requirements and access academic and social-emotional supports.

The Charter School will ensure families understand the weekly hybrid schedule and how to access both on-campus and virtual supports throughout the year.

### **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. Residents of LAUSD
2. Siblings of students admitted to or attending the Charter School
3. Children of employees of FCPS (will not exceed 10% of students)
4. 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**

The Charter School will communicate open enrollment and lottery timelines, rules, and procedures using methods aligned to a hybrid, nonclassroom-based program. Information will be posted prominently on The Charter School's website and shared through digital channels, including email, text messaging, social media, and virtual information sessions. The Charter School will also provide in-person support through scheduled enrollment workshops and on-site informational sessions at the proposed location and at community partner sites. All communications will be provided in English and Spanish, and in additional languages as needed, and will be accessible to families with disabilities. Printed materials (flyers/postcards) will be distributed at local businesses and community organizations, and The Charter School will maintain an updated calendar of enrollment events and deadlines that families can access online and in person.

**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).
- Names will be drawn until all names have been called.
- Names will be posted via a digital platform 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).” (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:

- 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.

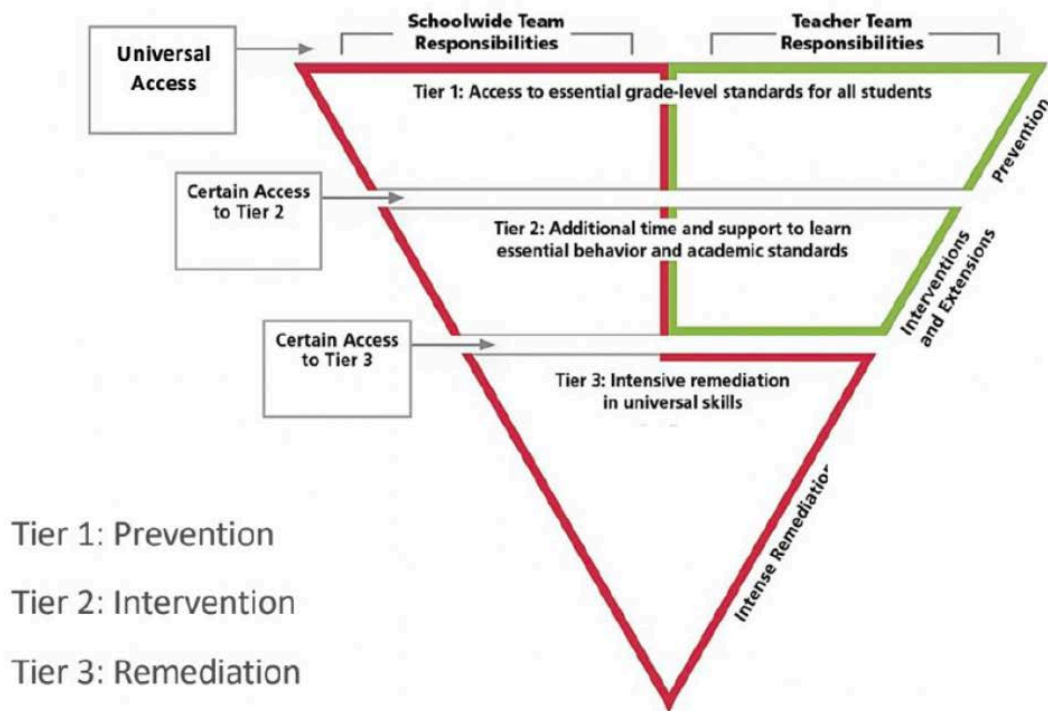
### **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

#### Behavior Solutions Model

FLA 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.

Fenton Launchpad Academy 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 FLA. 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..

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 Charter 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 Charter 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.

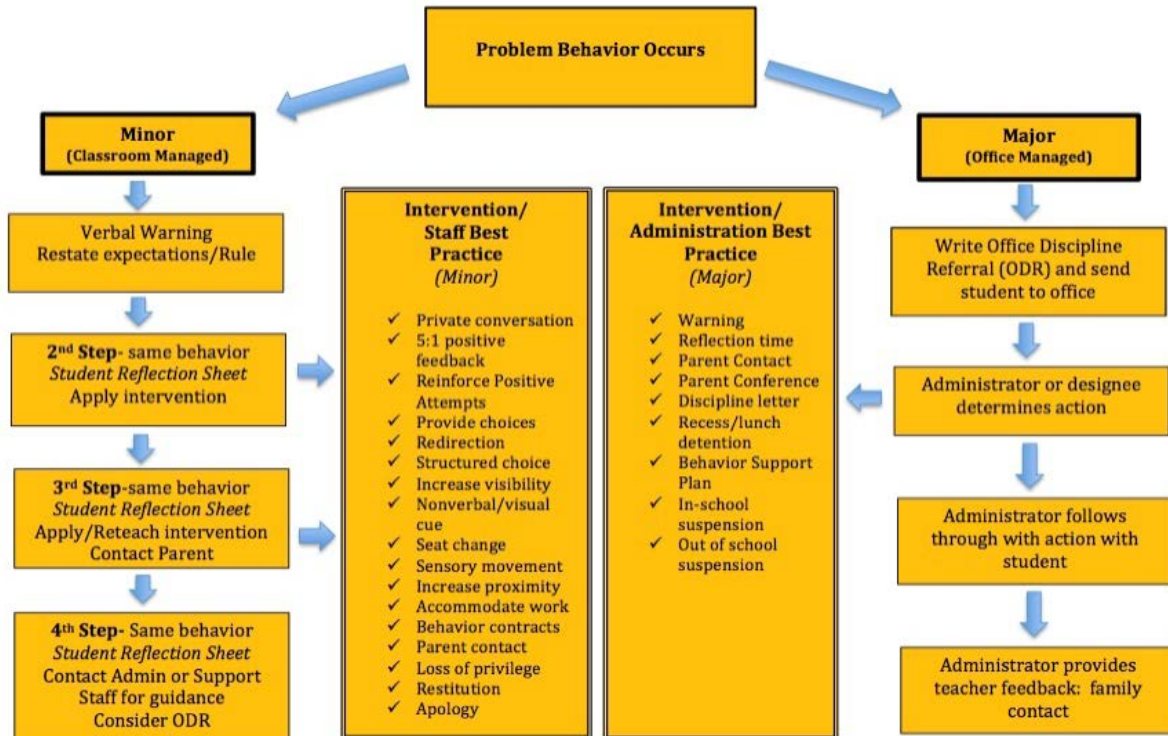
**Response to Intervention (RTI) for Behavior:** In a behavioral RTI framework, the school will track the effectiveness of interventions at different tiers (e.g., Tier 1 for all students, Tier 2 for small groups, Tier 3 for individual students). Data is collected on the frequency, intensity, and duration of behavioral incidents before and after interventions.

**Parent Communication:** The Charter 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

FLA 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 FLA 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, turning camera off or being out of view of the camera, excessive noise making, out of	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

seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments.	
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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, posting of slanderous, humiliating, bullying, or threatening materials around school or the internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity	The following will serve as alternatives to suspension/expulsion, although the behaviors are listed as discretionary offenses for suspension and expulsion and could rise to that level: Parent/student conference, SST referral, individual behavior student contract, home visit, parent supervision, individual counseling, threat assessment, school based mentors, multi-agency collaboration  Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion

**Student Responsibilities:**

- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Attend 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
- Ensure the student attends school every day, on time, ready to learn
- Create a quiet, distraction free learning space within the home
- 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 Charter School develops discipline policies that prioritize restorative practices over punitive measures, ensuring fair and equitable treatment of all students.

**Workshops and Training:** The Charter 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 Charter 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 Charter 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**

Fenton Charter Public Schools 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.

Within the online classroom, educators will utilize the following:

- Allowing the student to take a short break (2 minutes or less)
- Have the student move to a breakout room for a short time period
- Behavior charts in the form of a shared document

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.

## GROUNDS 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/guardians<sup>19</sup> 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, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal.

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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.

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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

- 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 designee<sup>20</sup> 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.

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<sup>20</sup> Designee as used in this Policy includes other administrators at the Charter School, such as Assistant Director or Administrative Coordinator.

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

## 2. Notice to Parents/Guardians

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 classroom 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 1<sup>st</sup> 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of 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 believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the 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 eligible 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 FLA 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Fenton Launchpad Academy  
c/o David Riddick, Ed.D  
8928 Sunland Blvd. Sun Valley, CA 91352  
[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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Fenton Launchpad Academy  
c/o David Riddick, Ed.D  
8928 Sunland Blvd. Sun Valley, CA 91352  
[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).)*

### **REVOCAION 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).)