

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

**Charter Renewal Petition and Amendment to Governance
Structure for Charter term
July 1, 2012-June 30, 2017**

Submitted on February 24, 2012

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AMENDMENT TO GOVERNANCE STRUCTURE

This renewal petition seeks to maintain the rich heritage of Santa Monica Boulevard Community Charter School while incorporating the field tested best practices that have led to the success of the Fenton Charter Public Schools to improve the academic achievement at SMBCCS. The Santa Monica Boulevard Community Charter governing board has requested and Fenton Charter Public Schools (“FCPS”) Board of Directors has approved a motion to place Santa Monica Boulevard Community Charter School (“SMBCCS” or the “Charter School”) under the FCPS umbrella. The SMBCCS Board of Directors has also approved this merger. FCPS and SMBCCS service very similar students and had been working collaboratively together to increase student learning prior to SMBCCS being placed under the FCPS umbrella. FCPS will continue to give preference to students residing in the former Santa Monica Boulevard Community Charter attendance area, with any remaining spaces allocated through a public random drawing.

The changes that FCPS will implement at SMBCCS include the changes described in the educational program (elements 1-3), as well as the governance structure (element 4), operations (elements 6-9), and employment provisions (element 5). All changes are captured in the corresponding charter elements. For example, in the ‘How Learning Best Occurs’ section on pages 21 and 22, the addition of *Discipline with Dignity* is detailed, demonstrating a revised philosophical basis for SMBCCS. FCPS strongly believes that the changes to the Educational Program will lead to improved student achievement. The attached three-year budget demonstrates that the curricular and instructional changes will be funded by state revenue (general purpose block grant, categorical block grant, and lottery), and appropriate federal funds. If the amendment is approved by the LAUSD Board, a merger agreement between the boards of SMBCCS and Fenton Charter Public Schools will be executed and provided to LAUSD. The transfer of operations of SMBCCS to the Fenton Charter Public Schools Charter Management Organization will include, but not be limited to, the implementation of the following policies:

- The existing governance structure of SMBCCS will transfer to FCPS and effective July 1, 2012, as described in element 4 of the charter, all policies and practices pertaining to SMBCCS will be reviewed by the Fenton Charter Public Schools Board of Directors beginning on July 1, 2012.
- Immediately following LAUSD Board approval, the Executive Director of the FCPS will meet with the Santa Monica Boulevard Community Charter School Board of Directors to begin planning for the transition of leadership, interviewing and hiring of staff, transfer of funds, and closeout and inventory to determine the materials which belong to the District (as distinct from those belonging to SMBCCS).
- The Board of Directors and Executive Director of the Fenton Charter Public Schools will assume and oversee all aspects of the operations of Santa Monica Boulevard Community Charter School beginning on July 1, 2012.
- All aspects of the transfer will be conducted jointly by Vahe Markarian, current Director of Santa Monica Boulevard Community Charter School; Roxanne Shelby, Vice President

of SMBCCS Board of Directors; Irene Sumida, Executive Director of the Fenton Charter Public Schools; and Joe Lucente, Chairperson of the Board of Directors of the Fenton Charter Public Schools.

- A copy of the list of assets transferred from Santa Monica to Fenton Charter Public Schools will be sent to the District for review prior to July 31, 2012.
- The school facility, a district property, is subject to the Sole Occupancy Agreement.

AFFIRMATIONS AND ASSURANCES

Santa Monica Boulevard Community Charter School, as governed by FCPS, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- FCPS shall be deemed the exclusive public school employer of the employees of Santa Monica Boulevard Community Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School with preference for students in the preconversion attendance boundary.
- The Charter School shall determine admission by a public random drawing, and if the number of pupils who wish to attend the school exceeds the school capacity, preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District EC 47605(d)(2)(B).
- The Charter School shall not discriminate against any student 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.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will

be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the 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. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION AND HISTORY

Introduction

On January 17, 2012, nine parents delivered a petition signed by 320 parents to the Los Angeles Unified School District in support of a charter petition for SMBCCS to become a Fenton Charter Public School. This Charter Renewal Petition reaffirms the commitment of the Santa Monica Boulevard Community Charter School staff, students, parents and school community to continue the efforts that began in 1910 as a public school in Hollywood that was wholly committed to servicing neighborhood children.

In 2002, Santa Monica Boulevard Elementary School became the largest conversion charter school within LAUSD. Before converting to charter status, SMBCCS was placed on LAUSD's one hundred worst schools list. Over the past 10 years, SMBCCS has accomplished much, raising student achievement levels as reflected in an API gain of 235 points. SMBCCS has received Western Association of Schools & Colleges (WASC) accreditation, celebrated the school's centennial, and has been able to create and maintain strong community partnerships with Paramount Pictures, the SABAN Free Clinic, Pepperdine University, and the Los Angeles Philharmonic. SMBCCS has expanded afterschool programs to include an extraordinary chorus of over 80 students, an orchestra with over 30 students, an award winning drill team, and a successful newspaper (Kids Speak) produced by SMBCCS students.

Upon conversion to charter status, the school was committed to changing the school name to Santa Monica Boulevard Community Charter School to use its charter status as a mechanism to become the center of the community. SMBCCS developed full-time parent programs to create a strong, visible link with the surrounding community. This charter renewal petition seeks to preserve the rich heritage of SMBCCS while finding a solution to tackle the recent stagnant test scores and lower academic performance than comparison schools. The SMBCCS Board of Directors sought to merge with FCPS because the schools service very similar students, yet Fenton has demonstrated a history of success.

A study coordinated with Stanford and funded by the Bill and Melinda Gates Foundation explored successful California schools in low socioeconomic conditions. Findings reveal that only sixty-one elementary schools within the entire state of California scored above their demographic and socioeconomic counterparts from 2002 to 2005¹. Fenton is a school that has demonstrated it is capable of scoring above their demographic and socioeconomic counterparts. Factors which are often used to identify "at risk" populations describe FCPS students: 54% are English Learners, over 87% qualify for free or reduced price meals, and over 10% are identified as having special needs. Fenton Avenue Charter School continues to participate in a school-wide Title I program. In July 2007, Fenton Avenue Charter School welcomed the first residents of Hope Gardens, the Union Rescue Mission's interim housing complex for previously homeless families. The following chart illustrates the Fenton Charter Public Schools' student population ethnicity over the past five years (three years for FPC).

¹ Perez, M., Anand, P., Speroni, C., Parrish, T., Esra, P., Socias, M., & Gubbins, P. (2007). *Successful California schools in the context of educational adequacy*. Washington, DC: American Institutes for Research.

Demographics of Fenton Avenue Charter School ²

Year	American Indian or Alaska Native (Percent)	Asian (Percent)	Pacific Islander (Percent)	Filipino (Percent)	Hispanic or Latino (Percent)	African American (Percent)	White (not Hispanic) (Percent)	Multiple or No Response (Percent)	Total Enroll.
2006-07	4 (0.3%)	10 (0.7%)	1 (0.1%)	20 (1.5%)	1,187 (88.1%)	100 (7.4%)	21 (1.6%)	4 (0.3%)	1,347
2007-08	1 (0.1%)	9 (0.6%)	1 (0.1%)	22 (1.6%)	1,238 (87.7%)	117 (8.3%)	20 (1.4%)	3 (0.2%)	1,411
2008-09	2 (0.2%)	6 (0.6%)	0 (0%)	14 (1.4%)	891 (88.5%)	79 (7.8%)	13 (1.3%)	2 (0.2%)	1,007*
2009-10	4 (0.4%)	6 (0.6%)	1 (0.1%)	14 (1.4%)	886 (89.8%)	70 (7.1%)	8 (0.8%)	0 (0%)	990
2010-11	2 (0.2%)	7 (0.7%)	1 (0.1%)	13 (1.4%)	849 (90%)	60 (6.4%)	9 (1%)	2 (0.2%)	943

* The decrease in enrollment of FACS in 2008-09 is due to the separation of the Fenton Primary Center from Fenton Avenue Charter School. The Fenton Primary Center began to service approximately 450 students in grades K-1 from FACS.

The demographics of SMBCCS are very similar to those of FACS. Both schools have enrollment numbers at around 950 and a Hispanic population at approximately 90%.

Demographics of Santa Monica Boulevard Community Charter School ³

Year	American Indian or Alaska Native (Percent)	Asian (Percent)	Pacific Islander (Percent)	Filipino (Percent)	Hispanic or Latino (Percent)	African American (Percent)	White (not Hispanic) (Percent)	Multiple or No Response (Percent)	Total Enroll.
2006-07	5 (0.5%)	9 (0.8%)	0 (0.0%)	24 (2.2%)	966 (90.1%)	15 (1.4%)	53 (4.9%)	0 (0.0%)	1,072
2007-08	5 (0.5%)	6 (0.6%)	0 (0.0%)	24 (2.5%)	868 (89.9%)	16 (1.7%)	45 (4.7%)	1 (0.1%)	965
2008-09	6 (0.7%)	8 (0.9%)	0 (0.0%)	23 (2.5%)	815 (89.4%)	18 (2.0%)	39 (4.3%)	3 (0.3%)	912
2009-10	2 (0.2%)	10 (1.1%)	1 (0.1%)	19 (2.1%)	818 (91.1%)	20 (2.2%)	27 (3.0%)	1 (0.1%)	898
2010-11	1 (0.1%)	8 (0.8%)	1 (0.1%)	0 (0.0%)	867 (92.0%)	17 (1.8%)	34 (3.6%)	14 (1.5%)	942

² Data Quest (CA Department of Education) (2012) Demographics of Fenton Avenue Charter School available online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

³ Data Quest (CA Department of Education) (2012) Demographics of Santa Monica Boulevard Community Charter School available online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

SMBCCS has engaged and reached out to their community in a variety of formats in regards to the merger with FCPS. The SMBCCS Board of Directors informed the staff and community on the potential merger with Fenton during Governance Council meetings held on January 13, January 24, and February 7th of 2012. The Director of SMBCCS, Vahe Markarian sent informational parent letters home on February 15, March 8, and March 15th of 2012. In addition, Mr. Markarian held meetings with parents on January 16 and February 13 of 2012 to inform them of the possible merger.

The parents and community of SMBCCS were informed that although the school has accomplished much over the past decade, the school has had stagnant test scores and lower academic performance than comparison schools. Parents have been informed that if the merger with Fenton is approved by LAUSD, the school will continue to operate as a charter school. However, parents were informed that there will be changes in staffing and to programs at SMBCCS. The staff and community were informed that some of the current employees will be moving on and new employees will join the SMBCCS family. Some of the long standing programs will be closed and new programs will begin. For example, FCPS will end the historic multiage classrooms that have been in existence at Santa Monica for over 20 years. The community of SMBCCS was informed that all of these changes will help ensure an instructional program that will result in academic success for the school community.

In order to maintain the strong ties with the community, FCPS will rehire SMBCCS staff members who share a common belief and commitment to replicate the best practices that have led to the success of the Fenton Charter Public Schools. FCPS believes maintaining the highly qualified current SMBCCS staff members, who are united behind the systematic approach of FCPS to meet student need, will preserve the rich heritage of SMBCCS while strategically improving student achievement.

The FCPS systematic approach to meet student need includes:

1. Commitment to a common vision for systematically meeting student needs
2. SMBCCS will adopt a data-driven instructional model through qualitative and quantitative methods
3. Targeted professional development addressing areas in need of improvement
4. Reflection on implementation of professional developments and peer observations
5. Revision of teaching practice based on feedback and reflection

Fenton Capacity to Improve Student Achievement Among Three Schools

Fenton has a long history and reputation for increasing student learning, notwithstanding the low socioeconomic conditions of the community. The founders of the school, Joe Lucente and Irene Sumida are nationally respected charter school pioneers, honored by the White House, U.S. Congress and California Legislature for their demonstrated charter school leadership and success. The FCPS Board of Directors is composed of recognized charter leaders throughout the state of California, including Joe Lucente, Yvette King-Berg, and Jackie Elliott.

Despite being one of the last remaining schools still on the Modified Concept 6 Calendar, Fenton

Avenue Charter School is one of the highest performing schools in the northeast San Fernando Valley with a 2011 API score of 804. During the latest LAUSD Oversight Review Team visits for FPC and FACS, the schools received a 4 (Accomplished) in an evaluation of educational practices and in the fulfillment of the charter’s educational program.

The following data demonstrates how Fenton Avenue Charter School has outperformed LAUSD Similar Schools and the Resident Median Schools of Santa Monica and Fenton.

	2011 API	2011 ELA % Proficient	2011 Math % Proficient
LAUSD Similar Schools from CDE Median to SMBCCS	764	43	58
Resident Schools Median near SMBCCS	758	41	57
SMBCCS	733	39	50

	2011 API	2011 ELA % Proficient	2011 Math % Proficient
LAUSD Similar Schools from CDE Median to Fenton	781	45	59
Resident Schools Median near Fenton	777	45	57
Fenton Avenue Charter School	804	50	65

In November 2011, Irene Sumida returned as the paid part-time Executive Director of the Fenton Charter Public Schools to provide additional assistance, support and oversight as the schools transitioned to a non-profit public benefit corporation. Mrs. Sumida will provide educational and management leadership in developing and implementing the goals, priorities, guiding principles, standards and accountabilities to ensure student achievement at high standards of excellence are in place among all three FCPS schools. Mrs. Sumida will hold the Director of Instruction/Managing Director of SMBCCS and school leadership of Santa Monica accountable for the success of Santa Monica.

In an effort to dramatically increase student achievement immediately, the Fenton Charter Public Schools have committed to sending the Director of Fenton Avenue Charter School (FACS), Dr. David Riddick, to Santa Monica to serve as the Director of Instruction/Managing Director at SMBCCS. Dr. Michelle Rappino, Assistant Director of the Fenton Primary Center, will take over as the Director of Fenton Avenue Charter School. Dr. Rappino is a former LAUSD teacher and LAUSD school site administrator. Dr. Rappino received her doctorate from the University of Southern California and is well versed in best practices to systematically increase student achievement.

Under the leadership of Irene Sumida, Dr. Riddick will be fully dedicated to improving Santa Monica. Dr. Riddick became the Director of Fenton Avenue Charter School in July of 2010. Fenton Avenue Charter School increased its Academic Performance Index (API) score by 42 API points in 2011 and achieved its fourth charter renewal on December 6, 2011. Fenton

Avenue Charter School is the first LAUSD charter school to accomplish four renewals and has a reputation for excellence throughout the state of California.

In addition, ten highly qualified teachers who currently teach kindergarten through fifth grade at FCPS will serve as Lead Teachers at SMBCCS. Their focus will be on instruction and in developing a culture for student learning. The Director of Instruction and Lead Teachers will implement a systematic instructional approach at SMBCCS that has been successfully field tested to increase student achievement at Fenton.

Based on an analysis of state assessment data, interviews, and classroom observations at Santa Monica in March/April of 2012, findings suggest that SMBCCS needs a greater alignment and unification of a cohesive curricular framework and the strategic delivery of instruction. FCPS believes it can provide a cohesive instructional plan that will have an impact on the delivery of instruction and an increase in student achievement at SMBCCS.

Under the supervision of the Executive Director of FCPS (Irene Sumida), the three school site administrators for FCPS, (David Riddick, Richard Parra, and Michelle Rappino) have worked collaboratively to implement strategic instructional practices to the benefit of students attending Fenton schools. Their collective experiences have led Fenton to make data driven decision making, effective professional development, and vertical and horizontal grade level collaboration on effective best practices. The addition of Santa Monica to FCPS will enable the directors to expand their experiences and strengthen their implementation of field tested best practices.

Terms of SMBCCS as a Fenton Charter Public School

The learning community of SMBCCS including parents, staff, and the school community sought to become a school of the Fenton Charter Public Schools. Terms that were agreed upon by the boards of SMBCCS and FCPS include:

- SMBCCS Board Members formally request to become a school of FCPS.
- SMBCCS Board Members will resign and SMBCCS will be governed by the Board of Directors for FCPS.
- Employment agreements made with Santa Monica Boulevard Community Charter School prior to being placed under the FCPS umbrella will be dissolved as of June 30, 2012.
- All other contracts made with Santa Monica Boulevard Community Charter School prior to being placed under the FCPS umbrella will be renegotiated or dissolved as of June 30, 2012.
- All former employees of Santa Monica Boulevard Community Charter School desiring employment beyond June 30, 2012 with SMBCCS under FCPS will apply for employment under the terms and agreements of the Board of Directors for the Fenton Charter Public Schools, a corporate Board of Directors (“Board” or “Board of Directors”)

in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

- In order to maintain the strong ties with the community, FCPS will rehire SMBCCS staff members who share a common belief and commitment to replicate the best practices that have led to the success of the Fenton Charter Public Schools. FCPS believes maintaining the highly qualified current SMBCCS staff members, who are united behind the systematic approach of FCPS to meet student need, will preserve the rich heritage of SMBCCS while strategically improving student achievement.
- To ensure a smooth transition and a successful reopening, Fenton Charter Public Schools will equip SMBCCS with experienced and highly effective FCPS classroom teachers who will serve as grade level lead teachers and will take on a leadership role within the governance system.⁴

Commitment

Members of the Santa Monica Boulevard Community Charter School community will continue their active involvement in city, state and community groups, agencies and foundations which have common goals for the reform and improvement of education and the improvement of our city and communities. Charter School personnel will continue to share best practices and collaborate with the District for the good of all children. Charter School personnel will continue to share their experience with developers and existing schools to insure the continuance of quality charter schools.

⁴ Crowther, F., Ferguson, M., Hann, L. (2009) *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

School Information

Address of the Charter School: *1022 North Van Ness Avenue, Los Angeles, CA 90038*

Phone number of the Charter School: *(323) 469-0971*

Contact person of the Charter School: *Irene Sumida, Executive Director and Dr. David Riddick, Director of Instruction/Managing Director*

The term of this charter shall be from *July 1, 2012 to June 30, 2017*

The grade configuration is *Kindergarten – 6th grade*

The number of students in the first year (after renewal) will be approximately *940*

*Kindergarten: 160
First Grade: 130
Second Grade: 130
Third Grade: 140
Fourth Grade: 150
Fifth Grade: 140
Sixth Grade: 84*

The scheduled opening date for the 2012-2013 school year is *August 14, 2012.*

The admission requirements include:

- *California state residency is the only requirement for enrollment and the Charter School will admit all pupils who wish to attend Santa Monica Boulevard Community Charter School subject only to capacity. In the case there are more applicants than capacity, admission, except for existing pupils of the school shall be determined by public random drawing.*
- *Enrollment preferences will be given to the children residing in the former attendance area of Santa Monica Boulevard Community Charter School.*
- *The K-6 operating capacity will be 950 students. Before SMBCCS determines that they cannot enroll an attendance boundary student, they must first contact the School Management Services, send School Management Services a current K-6 enrollment classification, and, if applicable, School Management Services will authorize the capping of the school’s enrollment. School Management Services*

will communicate with both SMBCCS and the Local District to determine placement of the student if placement is necessary at a district school. Santa Monica will not disenroll a continuing student to accommodate a new attendance boundary student.

The operational capacity will be *950 students by the end of the charter term.*

The instructional calendar will be *a single-track schedule with 184 instructional days and 7 full days of professional development.* The first day of school will be August 14, 2012 and the last day of school will be June 6, 2013.

- If space is available, traveling students will have the option to attend.

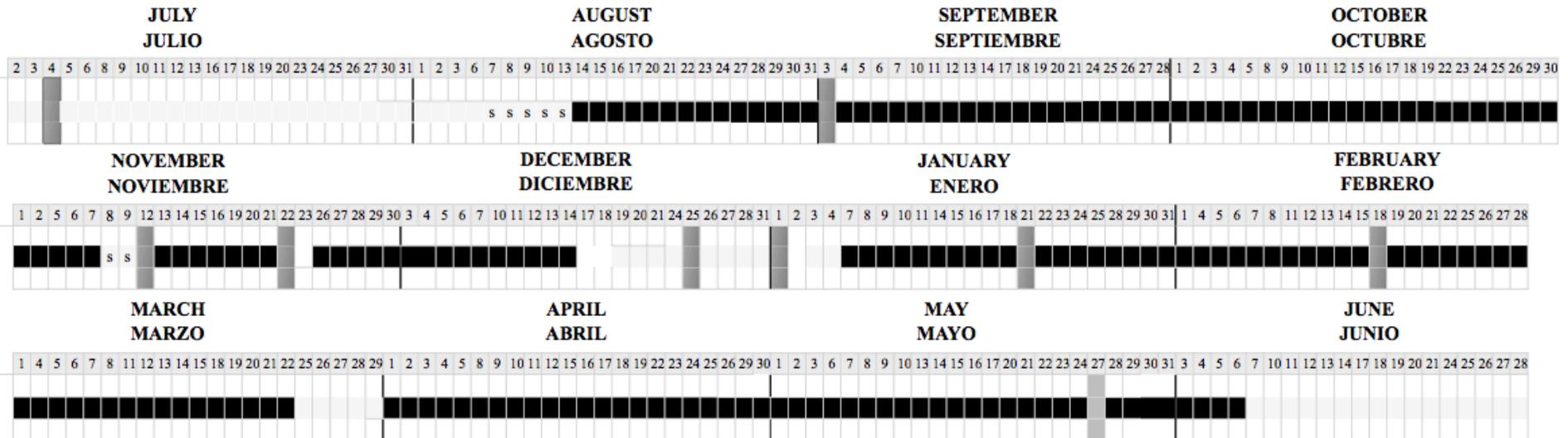
SANTA MONICA BOULEVARD COMMUNITY CHARTER SCHOOL

*A Fenton Charter Public School
2012-2013*

184 Instructional Days and 7 Professional Development Days

YEAR-ROUND SCHOOL INSTRUCTIONAL CALENDAR 2012-2013

CALENDARIO ESCOLAR DE INSTRUCCION DE TODO EL AÑO 2012-2013



7/4/12 Fourth of July
8/7 - 8/13/12 Staff Development (S)
8/14/12 First Day of School Year
9/3/12 Labor Day

11/8 - 11/9/12 Staff Development (S)
11/12/12 Veteran's Day
11/22 - 11/23/12 Thanksgiving Holiday
12/17/12 - 1/4/13 Winter Recess
1/21/13 Dr. Martin Luther King Jr. Birthday Observance

2/18/13 President's Day
3/25 - 3/29/13 Spring Break
5/27/13 Memorial Day
6/6/13 Last Day of the School Year

7/4/12 Cuatro de julio
8/7 - 8/13/12 Desarrollo para personal (S)
8/14/12 Primer Día de clases
9/3/12 Día del trabajo

11/8 - 11/9/12 Desarrollo para personal (S)
11/12/12 Día de los Veteranos
11/22 - 11/23/12 Día de gracias
12/17/12 - 1/4/13 Descanso de invierno
1/21/13 Observacion del natalicio del Dr. Martin Luther King Jr.

2/18/13 Día de los presidentes
3/25 - 3/29/13 Descanso de primavera
5/27/13 Día Memorial (Descanso)
6/6/13 Ultimo día de escuela

The daily schedule for SMBCCS will include the following:

Time	Grade	Subject	Instructional Minutes
8:00 - 10:00	K-1st	English Language Arts	120 minutes
8:00 - 10:00	2nd-3rd	English Language Arts	140 minutes
8:00 - 10:00	4th-5th	English Language Arts	120 minutes
8:00 - 10:00	6th	6 th Grade Rotation #1	120 minutes
10:00 - 10:40	4th-5th	RTI	40 minutes
10:00 - 10:40	6th	6 th Grade Rotation #2	40 minutes
10:00 - 10:20	K-1st	Recess	
10:20 - 10:40	2nd-3rd	Recess	
10:40 - 11:00	4th-5th	Recess	
10:40 - 11:00	6th	Recess	
10:20 - 11:00	K-1st	RTI	40 minutes
10:40 - 11:30	2nd-3rd	RTI	40 minutes
11:00 - 12:00	4th-5th	Mathematics	60 minutes
11:00 - 12:00	6th	6 th Grade Rotation #2	60 minutes
11:00 - 11:40	K-1st	Lunch	
11:30 - 12:10	2nd-3rd	Lunch	
12:00 - 12:40	4th-5th	Lunch	
12:00 - 12:40	6th	Lunch	
11:40 - 12:45	K-1st	Mathematics	65 minutes
12:10 - 1:10	2nd-3rd	Mathematics	60 minutes
12:40 - 1:20	4th-5th	ELD	40 minutes
12:40 - 1:20	6th	6 th Grade Rotation #3	40 minutes
12:45 - 1:25	K-1st	ELD	40 minutes
1:10 - 1:50	2nd-3rd	ELD	40 minutes
1:20 - 1:55	4th-5th	History-Social Science	35 minutes
1:20 - 1:55	6th	Rotation #3	35 minutes
1:20 - 1:55	K-1st	History-Social Science	35 minutes
1:40 - 2:05	2nd-3rd	History-Social Science	25 minutes
1:55 - 2:30	4th-5th	Art/Music/ Technology	35 minutes
1:55 - 2:30	6th	Rotation #3	35 minutes
1:55 - 2:30	K-1st	Art/Music/ Technology	35 minutes
2:05 - 2:30	2nd-3rd	Art/Music/ Technology	25 minutes

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

Students will receive 330 instructional minutes per day in grades K-6. At 184 instructional days, students will received 60,720 instructional minutes compared to the State-required 36,000 for Kindergarten and 50,400 (1st-3rd grade) and 54,000 for grades 4, 5, and 6.

SMBCCS will institute “Recess Before Lunch,” also known as “Play Before Eat,” a practice that aims to improve students’ health and behavior by, as its name implies, having children play first and eat lunch afterward. A 2006 study reported that about 4.6 percent of U.S. elementary schools schedule recess before lunch.⁵

Mission and Vision

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

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

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

⁵ Rainville, A. J., Wolf, K. N., and Carr, D. H. (2006). Recess placement prior to lunch in elementary schools: What are the barriers? *Journal of Child Nutrition and Management*, 2.

Demographics/Academic Achievement of SMBCCS, Fenton, and Schools Surrounding SMBCCS

LAUSD SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of EL Students	% Latino	% African American	% White	% Asian
SMBCCS EL	942	No	Year 3	No	No	733	2	4	80	10	61	91	2	4	1
Fenton EL	937	Yes	Year 1 (SH)	Yes	Yes	804	3	7	100	10	36*	90	6	1	1
Alexandria EL	520	No	Year 5	Yes	Yes	738	1	1	88	12	52	88	2	2	4
Ramona EL	496	No	Year 2	No	No	779	5	8	100	15	53	79	2	11	2
Kingsley EL	348	No	No	No	No	774	5	10	99	7	53	85	1	12	0
Grant EL	505	No	Year 3	No	No	769	3	6	86	13	43	72	4	17	4
Vine EL	441	No	Year 4	No	No	741	3	7	100	13	61	93	2	2	2
CHARTER SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of EL Students	Latino	African American	% White	% Asian
Larchmont	367	No	No	Yes	Yes	931	9	10	35	12	10	18	10	54	15

SH = Passed by safe harbor: The school met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school shows progress in moving students from scoring at the below proficient level to the proficient level.

*The percent of EL students for FACS is only 36% due to the grade level configuration of the school – 2 – 5, and the reclassification of students in the upper grades. The Fenton Primary Center services grades K-1, and the percentage of EL students is 61%.

An Educated Person of the 21st Century

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

How Learning Best Occurs

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

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

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

Barbara K. Given

Teaching to the Brain's Natural Learning Systems, 2002

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

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

Maurice J. Elias, et al.

Promoting Social and Emotional Learning, 1997

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

The Mutt-i-grees curriculum, developed by Yale University, has been adopted as the schoolwide program for promoting social/emotional learning. Led by classroom teacher, Barbara Aragón, the Mutt-i-grees Lead Team, including Shannon Coulter (classroom teacher); Toni Frear (school counselor); Mary Gunckel (primary science specialist); Martha May (classroom teacher); Crystle Carpenter (FPC classroom teacher); and Dr. Michelle Rappino, Assistant Director, Fenton Primary Center, has been trained in the curriculum, presented workshops at the School of the 21st Century Annual Conference at Yale University (July 2010) and Kentucky (July 2011), and the California Charter Schools 18th Annual Conference (San Diego, California; March 2011). The Fenton charter schools are the lead California schools for both the Mutt-i-grees program and the Yale University School of the 21st Century project.

The Mutt-i-grees Curriculum is a new, 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.

Expected School-wide Learning Results of Santa Monica Boulevard Community Charter School and Alignment with FCPS Goals

The *Expected Schoolwide Learning Results* (ESLRs) identify the skills, knowledge and competencies expected of all students enrolled in the Fenton Charter Schools. The ESLRs are aligned with the specific goals set forth in this charter petition and were designed with input from parents, community and staff. Santa Monica Boulevard Community Charter School is committed to the following ESLRs and FCPS goals:

ESLR 1: SMBCCS students are critical thinkers who will...

- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Identify objectives, create a plan and self-monitor progress toward desired goals.
- Demonstrate regularly the skills of reflection and self-evaluation.

- Demonstrate critical thinking using technology as a vehicle.
- Students of SMBCCS will outperform students of their comparison schools.

FCPS Goal 1:	Students will strive to master the rigorous academic content of the California State Content Standards, think critically and reflectively about their academic success, accepting personal responsibility for improvement.
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FCPS Goal 2:	Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.
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ESLR 2: SMBCCS students are confident and respectful citizens who will...

- Demonstrate confidence and respectful interactions.
- Contribute to the improvement of the quality of life in school and the community.
- Apply collaborative problem solving skills in academic and social situations.

FCPS Goal 3:	Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.
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ESLR 3: SMBCCS Students and families are connected to and supported by the community who will...

- Participate in activities that support the development of the whole child.
- Participate in programs that assist children and families.
- Share in connections and services provided through local businesses and community partners.

FCPS Goal 4:	Students will build a foundation for a responsible work ethic by regular and punctual attendance.
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The ESLRS of SMBCCS have been aligned to the goals of FCPS to enable all students of the Charter School to become self-motivated, competent and lifelong learners by addressing all five learning systems of the brain which research supports as necessary for successful learning (*see "How Learning Best Occurs, above*).

All SMBCCS staff members will understand, support and model the inter-relationship between the emotional, social, cognitive, physical and reflective learning systems of the brain, and the development and nurturing of academic achievement (Goal 1), excellent communication skills

(Goal 2), the ability to work and live responsibly and cooperatively in the community (Goal 3), and a strong work ethic (Goal 4).

Students to Be Served

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

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

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

- 1) Social/Emotional Needs** – Abraham Maslow's hierarchy of needs suggest physiological and safety needs must be met before higher-level needs are satisfied. Given SMBCCS's demographics, a significant percentage of the student population require explicit attention paid to their social/emotional needs.⁶ The Charter School will view our parents and the community as key participants in the education of our students. SMBCCS will develop reciprocal relationships that enrich and enhance students' experiences in and out of school.⁷ The community will view SMBCCS as a jewel and as a safe haven.

Upon becoming a school of FCPS, SMBCCS will use "Project Wisdom" as a charter education program and implement social emotional programs used by FCPS. FCPS

⁶ Zins, J., Weissberg, R., Wang, M. and Walberg, H. J. (2004) *Building academic success on social and emotional learning: What does the research say?* Teachers College: Columbia University

⁷ Yale Center in Child Development and Social Policy (2003). *Portraits of four schools meeting the needs of immigrant students and their families.* New Haven, Connecticut.

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 relationships⁸. Finally, the Mutt-i-grees program of FCPS, also out of Yale University, helps create a safe learning environment by helping children become more kind, caring and compassionate to their friends, families and animals.

- 2) **High Achieving** – SMBCCS will work diligently to implement a variety of strategies to identify and support gifted and talented students.⁹ High achieving students are identified utilizing summative and formative classroom assessments, teacher observations, performance on standardized assessments, including the California Standards Test (CST). Teachers design projects that engage students’ higher order thinking skills, such as analyzing, evaluating and creating.
- 3) **On Grade Level** – Santa Monica Boulevard Community Charter School maintains a thriving high quality educational program.¹⁰ This all begins with exceptional teachers who have wholly committed themselves to the success of their children, and have left the traditional comforts and security provided by traditional public schools to work at SMBCCS. Teachers meet in the beginning of the school year with administration during Professional Goal Setting Conferences to analyze summative assessment data and to identify strengths and weakness along with setting goals for the year. Teachers routinely use data, research, and standards-based curriculum to help children achieve. Teachers meet biweekly with one another at their grade level and across grade levels to share best practices with one another. Strategic plans are rooted in frequent assessments to monitor student achievement and provide targeted instruction.
- 4) **At Risk** – SMBCCS provides children with prevention and intervention strategies. Teaching strategies are rooted in a systematic approach to respond to student need.¹¹ Students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and the CELDT. SMBCCS will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The Charter School will use a variety of assessments to monitor and inform instructional decisions. The special needs students SMBCCS serves include eligibilities of autism, specific learning disability, speech and language impairment, hearing impairment, developmental delay, and other disabilities.

⁸ 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.

⁹ 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.

¹⁰ Marzano, R.J., Pickering, D., Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

¹¹ McDougall, D., Saunders, W. M., Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at Getting Results schools. *International Journal of Disability, Development and Education*, 54(1), 51-89.

A Typical Day

A typical day at Santa Monica Boulevard Community Charter School under the FCPS umbrella will be 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.

Irene Sumida is the Executive Director of the Fenton Charter Public Schools. Mrs. Sumida will provide educational and management leadership in developing and implementing the goals, priorities, guiding principles, standards and accountabilities to ensure student achievement at high standards of excellence are in place among all three FCPS schools.

Dr. David Riddick, will be the Director of Instruction/Managing Director and serve as the instructional leader and key decision maker for Santa Monica. In order to cause the least amount of disruption to the SMBCCS community, operations will be conducted on site as they are currently being implemented. However, the FCPS business management team consisting of the FCPS Attendance Officer, Facilities Manager, Data Base Manager, and IT Manager will provide oversight. Additional support will be provided by CharterWorks, the FCPS back office support provider. CharterWorks is the current back office support provider for SMBCCS and FCPS.

Upon LAUSD Board approval, a Director of Operations will be hired and serve as one of the administrators at Santa Monica Boulevard Community Charter School under the leadership of the Director of Instruction/Managing Director. The Director of Operations will assume responsibility for the school-wide operations of the school plant.

As SMBCCS merges with FCPS, the Charter School will adopt FCPS best practices in all areas of instruction and operation. Best practices are most commonly attributed to instructional practices. However, FCPS believes implementing best operational practices creates an environment for learning to take place by improving the overall safety, security, and cleanliness of the school.

Fenton's best operational practices have been identified by one of LAUSD's General Counsels and a former Chief of Facilities. Greg McNair, General Counsel at LAUSD, commented that Fenton is the cleanest campus that he had ever seen. James Sohn, former Chief of Facilities, commented that he wished he could run all of LAUSD campuses as effectively and to the benefit of children in the manner that Fenton does.

The Director of Operations and the classified staff will be trained in how to adopt the Fenton way in all aspects of safety, security, and cleanliness. FCPS will provide training for all returning staff and new hires of SMBCCS by FCPS Information Technology (IT), Maintenance and Operations, and all aspects of fiscal management to model the Fenton Charter Public Schools.

There will be significant changes in a number of areas including bimonthly payroll, attendance monitoring, and the physical appearance of the school. The Facilities Manager will be at

SMBCCS at least twice a week to ensure the security, safety, and cleanliness of the school. The FCPS IT department will immediately prepare a full Erate plan to build the infrastructure necessary to model what Fenton has had in place since 1994.

Teaching Tools that WILL Improve Instruction at SMBCCS:

Santa Monica Boulevard Community Charter School will provide a rigorous standards-based instructional program for students in kindergarten through sixth grade. To ensure success for all students, the staff will strive to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content of the California Standards and the intricacies of the English language.

The instructional program of SMBCCS will consider the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The school's instructional focus will be rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

1) Systematic Response

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

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

- SMBCCS teachers and staff implement will implement data driven instructional practices to address the needs of the diverse learners. Examples include but are not limited to:
- Coordination Of Services Team (COST). This team consists of at least one administrator, special education teacher, and two general education teachers who will meet regularly to review formative and summative assessment data on students demonstrating deficiencies prior to an SST;

2) Time on Task

This refers to the amount of time SMBCCS students will be engaged in a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

- Use of similarities and differences, think/pair shares, graphic/visual representation, and metacognitive strategies will be core components of SMBCCS' instructional delivery.
- Increased articulation within grade level teams and across grade levels:
- Lead Teachers who act as grade level chairs and mentor teachers are nominated and elected by their peers, and approved by the Board of Directors;
- Grade level meetings will be scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals;
- Professional development will be dedicated to effective teaching practices, progress monitoring, and tiered intervention to meet the needs of high achievers, students on grade level, students at risk, and the social emotional needs of all students;
- Student volunteer program:
- Selected off-track sixth grade students from neighboring schools will work as peer tutors;
- Former SMBCCS students who are now in middle school and high school will volunteer in classrooms during their vacation time.

3) Access to Resources

The autonomy and flexibility of FCPS charter status has enabled the Charter School to provide its students with a plethora of resources unique to most traditional public Fenton will ensure the students of SMBCCS have access to a plethora of resources to enhance student learning.

- A governance system involving all stakeholders (teachers, staff, parents and community) in the decision-making process;
- Students held to high standards as reflected by consistent, clearly articulated, school-wide expectations:
- Homework Policy, Technology Code of Ethics, Textbook Contract and Student Responsibility Code are components of the Home-School Contract (have been developed and revised yearly by the School-Community Relations Council of the FCPS)
- Regular communication with parents by the Charter School staff:
- Parent Orientation meetings will be conducted at the beginning of every school year for all grade levels;
- Twice yearly parent conferences to review student progress;
- Standards-based progress reports;
- Monthly progress reports to report student progress toward mastery of standards;
- Monthly student awards assemblies to recognize positive citizenship, achievement, work habits and attendance;

- Weekly Parent Newsletter written by the Director to communicate current school events, progress, activities and State and Federal events that impact the Charter School;
- Twice yearly school-wide meetings to communicate the focus and direction of the school;
- Every class at Santa Monica Boulevard Community Charter School will participate in a parent performance to nurture student confidence and foster parental involvement;
- Increasing the level of parent participation and enhancing parenting skills to nurture and support student achievement will continue to be emphasized:
- Parent education classes will continue to be regularly scheduled in the SMBCCS Parent Center with oversight provided by full-time Parent Educator;
- Partnerships with local community agencies;
- Parent Orientation Meetings will be held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students:
- Standards brochures created for each grade level (English and Spanish) which outline state standards in language arts, mathematics, science and history/social science;
- The Home-School Contract clearly delineates the responsibilities of the home and the responsibilities of the Charter School;
- Middle school options and contact information for local charter middle schools, LAUSD Magnet programs and area middle schools will be provided on the Fenton Charter Public Schools' website.
- Greater consistency in social/emotional learning, science, art and music instruction with a focus on state content standards through the implementation of the following:
- Schoolwide implementation of Mutt-i-grees: A unique approach to teaching social and emotional skills that bridges humane education and the emerging field of Social and Emotional Learning (SEL)
- A science specialists: upper grade science specialist for fourth and fifth grades
- Music Program:
 - A full-time music teacher provides weekly music instruction for all grades;
 - Chorus is instructed weekly
 - School orchestra.
- Class size maintained at an average of twenty in kindergarten through third grade; an average of twenty-four in fourth and fifth grades; and twenty-five in sixth grade;
- Expanded technology tools will be available for both students and teachers after the merger with the FCPS:
- An E-Rate plan will be written and implemented to ensure the existing infrastructure is updated and upgraded to allow for the highest level of Internet access and speed;
- Laptop computers will be leased and loaned to all SMBCCS teachers to use in classrooms;

- The feasibility of installing teacher work stations (such as those currently in place in all FCPS classrooms) which will access ceiling-mounted video projection units to project the teacher's laptop, document camera, DVD or VCR player on to a six by eight foot retractable screen will be explored;
- The installation of a voice amplification system in every classroom which includes a wireless headset for the teacher and handheld microphone for student use will be explored (this system is currently in place in all FCPS classrooms);
- A strong emphasis on technology targeting Dr. Ruben Puentedura's transformational level;
- All classrooms and offices have telephones with voice mail. The upgrade of the phone system to a Voice Over Internet Protocol (VOIP) system will be part of the first E-Rate application;
- Fenton's web site is maintained by FACS's upper grade science specialist and will include a link to the SMBCCS site;
- FACS teachers have designed their own websites which are linked to www.fentoncharter.net and SMBCCS teachers will be assisted to accomplish the same to allow students and parents receive homework and school updates through these sites.

4) Results

- Student achievement data will provide additional insight into teacher effectiveness and will be utilized as one component within the revised teacher evaluation process;
- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of CST data along with classroom summative and formative assessment data. Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and COST team meetings.
- Lead Teachers from the Fenton Charter Public Schools will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed. A yearly stipend of \$5,000 for each selected teacher recognizes the additional work and responsibility of the position;
- Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system.
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.
- Teachers will participate in local, state and national conferences, workshops and seminars.
- All current Santa Monica Boulevard Community Charter School employees, certificated as well as classified, will reapply for their positions. A number of positions will be alleviated, and others created, to better refine and enhance the instructional program to reflect the needs of the students and the SMBCCS community. Final selection of employees will be at the discretion of the Fenton Charter Public Schools Board of Directors.

Curriculum and Instructional Design

Curriculum

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

English-Language Arts:

The Macmillan publication, *California Treasures*, was adopted in the fall of 2011 as the school wide language arts series, and has been implemented in all grades since November 2011. *California Treasures* is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. *Treasures* integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. *Treasures* is on the approved Language Arts adoption list from the California Department of Education. LAUSD schools, as well as some charter schools with similar populations to SMBCCS (specifically Fenton Public charter Schools), have adopted *Treasures* as well and has shown tremendous gains in student achievement.

Treasures was adopted as a response to our need for a single, comprehensive literacy tool to unify our language arts instructional program and provide systematic instruction for our EL population across grade levels. All classes follow a pacing plan aligned with the state standards, as well as incorporating the strategies of the Treasures program. The program assessments mirror the California State Test and assess the state standards within each grade-level. Additional resources are Guided Reading (Fountas and Pinnell), Readers' and Writers' Workshop (Lucy Calkins, Columbia University), Words Their Way (University of Nevada; Allyn and Bacon), and Thinking Maps (David Hyerle Ed. D, Chris Yeager M Ed).

English Language Development:

The ELD curriculum in the *Treasures* program includes a comprehensive teacher's edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the Progress Monitoring Assessment, Language Transfers Handbook, and My New Words Picture Word Book. Curriculum for whole group instruction includes Visual Vocabulary and Interactive Question-Response lessons to bridge gaps in language acquisition. In addition, the curriculum includes ELD Student Practice Books, Decodable Readers, and

Sheltered Leveled Readers. Standards-based direct instruction lessons are delineated in the ELD curriculum. There are a variety of formative and summative assessments to monitor student growth. Strategies critical in the acquisition of *academic language*, an essential component of academic success, are interwoven in the program.

Mathematics:

enVision Math, published by Scott Foresman-Addison Wesley, will be adopted as the state approved curriculum for mathematics. The series promotes daily problem-based interactive learning followed by visual learning strategies to deepen conceptual understanding by making meaningful connections for students. Instruction is sequential and incorporates the five strands of mathematics (number sense; algebra and functions; measurement and geometry; statistics, data analysis and probability; and mathematical reasoning) and is aligned with the Content Standards for California Public Schools.

Site-licensed software, the *enVision Math* web site and accompanying software, and teacher-designed computer activities continue to enhance and improve students' understanding by providing individualized activities to reinforce skills and concepts and foster deeper mathematical learning.

History-Social Science:

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

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

This series weaves historical and social sciences' analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the *History-Social Science Framework*.

The Scottish Storyline Method is used across all grade levels to supplement social studies. Developed in Scotland over thirty years ago, and currently used in over a dozen countries, the innovative *Storyline Method* uses the power of a narrative, created by teacher and students, to develop a relevant, real-life, and emotionally engaging context through which students learn Social Science concepts and skills. Grade level storylines are built upon the History-Social Science framework and the California Content Standards. Teachers use historical and social

science concepts as a foundation to create a setting, characters and plot, and to build an historical story with their students. *The Storyline Method* fosters curriculum integration across all content areas.

In addition to *Storyline*, SMBCCS emphasizes the use of historical literature (fiction and non-fiction), Internet research, character education, and community resources to teach the history-social science standards. Furthermore, students develop in the following three categories: 1) knowledge and cultural understanding - the incorporation of learning from history and the other humanities, geography, and the social sciences; 2) democratic understanding and civic values, and the rights and responsibilities; 3) and skills attainment and social participation, including the critical thinking and participation skills essential to the development of good citizens.

Science:

The Scott Foresman publication, *California Science*, will serve as the core program for K-6 with selected materials from *FOSS* (Full Option Science System), *GEMS* (Great Explorations in Math and Science), *Project AIMS* (Activities to Integrate Math and Science) and the *Environmental Education Initiative Curriculum* integrated as needed to create a balanced science curriculum which fulfills the scope and sequence of the state framework. *FOSS* and *GEMS* are research-based programs developed by the Lawrence Hall of Science at the University of California at Berkeley.

**FOSS is aligned to kindergarten through 5th grade California Science Standards.*

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

Teachers will utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings. These develop and promote the social learning context needed by students to support English language development. Students will communicate using scientific language and vocabulary, and by reflecting in their inquiry journals. Students will construct meaning by explaining and justifying their thinking using evidence based explanations.

A key component of the success of FCPS science program has been the commitment to have two full time science specialists. The primary science specialist serves students in grades 2-3 and the upper grade science specialist serves students in grades 4-5.

The FCPS science specialists have developed a comprehensive science program based on the Science Content Standards for California Public Schools. The specialists instruct each of their assigned classes twice a week, and classroom teachers supplement and support the program with regular classroom review and ongoing articulation with the specialists.

Fenton Charter Public Schools have designed and implemented a remarkable program to provide students with a rigorous science program. An analysis of FCPS Science CST data, reveals strong growth in science over the past three years. In 2005, only 13% of the FCPS students were proficient in Science. FCPS students increased by 64% over seven years, resulting in 77% of fifth grade students scoring proficient in science.

Year	SMBCCS Science	FCPS Science	LAUSD Science	State Science
2005	10%	13%	19%	28%
2006	11%	11%	23%	32%
2007	8%	30%	29%	37%
2008	26%	41%	40%	46%
2009	15%	56%	51%	49%
2010	36%	58%	48%	55%
2011	41%	77%	50%	58%
3yr Growth	26%	21%	-1%	9%
7yr Growth	31%	64%	31%	30%

The science specialists have developed grade-specific units of study to address the content of the elementary standards: physical sciences, life sciences, and earth sciences. The “Investigation and Experimentation” strand informs the specialists’ expectations for increasing levels of understanding of concepts and content as students progress from one grade level to the next.

SMBCCS will allocate resources necessary to provide a science specialist teaching position and a dedicated laboratory to ensure that time and importance is given to science instruction. For 2012-13, there will be one science teacher to work with grades 4-5 exclusively. An evaluation on the effectiveness of the science program will be conducted toward the end of the 2012-13 school year. The program may be expanded to provide an additional science teacher to service students in grades 2-3 dependent on the successful implementation of the science instruction provided to students in grades 4-5.

The overarching goal of the SMBCCS science program will be to promote scientific literacy for our students through an inquiry-based approach. Students will become familiar with the natural world, its diversity and interdependence. They will use scientific knowledge and processing skills for personal and social purposes, and understand that science, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

Sixth Grade Instructional Program:

Parents recognize there is choice in public schools. Parents of SMBCCS have expressed a desire to have their sixth graders remain at SMBCCS reflective of the trust and support for SMBCCS. Analysis of data for the past year reflects a need for a greater intentional focus and a more rigorous curriculum to equip sixth graders for seventh grade in middle school. As these students matriculate to middle school, SMBCCS will communicate with the schools to ensure the program is improved, modified, or disbanded as appropriate based on student success.

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

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

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

Sixth Grade Rotational Schedule

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

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

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

Grade	English Language Arts	Mathematics	History-Social Science	Science
Kindergarten	Reading	Number Sense	Learning and Working Now and Long Ago	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability Mathematical Reasoning		Investigation and Experimentation
First Grade	Reading	Number Sense	A Child's Place in Time and Space	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability Mathematical Reasoning		Investigation and Experimentation
Second Grade	Reading	Number Sense	People Who Make a Difference	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability Mathematical Reasoning		Investigation and Experimentation
Third Grade	Reading	Number Sense	Continuity and Change	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and	Statistics, Data		Investigation

	Speaking	Analysis and Probability Mathematical Reasoning		and Experimentation
Fourth Grade	Reading	Number Sense	California: A Changing State	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability Mathematical Reasoning		Investigation and Experimentation
Fifth Grade	Reading	Number Sense	United States History and Geography: Making a New Nation	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability Mathematical Reasoning		Investigation and Experimentation
Sixth Grade	Reading	Number Sense	World History and Geography: Ancient Civilizations	Physical Sciences
	Writing	Algebra and Functions		Life Sciences
	Written and Oral English Language Conventions	Measurement and Geometry		Earth Sciences
	Listening and Speaking	Statistics, Data Analysis and Probability		Investigation and Experimentation

The following courses are not defined as core courses:

Visual Arts:

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

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

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

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

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

Music and Performing Arts:

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

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

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

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

Physical Education:

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

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

(See Appendix 1-D for Curriculum Standards)

Technology:

SMBCCS is committed to facilitating computer literacy. Each classroom has student computers with Internet access, a printer, an LCD projector, and an electronic document reader (ELMO). Teachers have access to laptop carts, TV/VCR carts, and listening center materials. Students engage in Internet research, develop word processing skills, and utilize a variety of cross-curricular computer programs designed to enhance their learning. Students are expected to navigate the Internet ethically, abiding by the FCPS Internet Policy.

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

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

Doug Bean (1943-1999)
Classroom Teacher and Multimedia Director

The transformational integration of technology requires commitment, resources, and support staff for effective implementation. As SMBCCS moves under the FCPS umbrella, considerations will be made to ensure the necessary hardware and software is 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. Fenton 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 Avenue Charter School has made accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. Since the first implementation of the Virtual Learning System classroom (one-to-one computer to student ratio), the FACS staff has explored how best to integrate technology use in the classroom and have discovered that a systematic, step-by-step program is the least effective practice for encouraging confident, competent technology use. To more clearly align and integrate students' use of technology with content instruction and learning, in 2009, Fenton Avenue Charter School adopted Dr. Ruben R. Puentedura's model for enhancing technology integration. The model identifies a hierarchy of technology integration which moves technology use from *enhancement* to *transformation*. To move from the lowest to the highest level of integration, technology utilization is viewed in four stages:

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

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work. A digital learning environment, modeled after the learning laboratory experienced by selected FCPS staff at three

executive briefing sessions hosted at Apple Headquarters in Cupertino, California, will be explored for SMBCCS.

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

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

	1. Basic Operations and Concepts	2. Social, Ethical and Human Issues
Kindergarten	<ul style="list-style-type: none"> • Students will use a mouse. • Students will locate the return key. • Students will be able to type their names and simple words <ul style="list-style-type: none"> - Exposed to the letter keys - No mastery of finger placement • Students will locate the number keys. • Students will be able to print. • Students will operate the listening center. • Students will adjust the volume on the headsets for the computer. • Students will plug in the headphones for the listening center and computers. • Students will be exposed to the following vocabulary words: <ul style="list-style-type: none"> - Keyboard, mouse, mouse pad, monitor, headphone, CD player, tape player, and headset. • Students will be exposed to Digital Explorer, Write Out Loud, Simple Text, Kid Pix, and ELD Lab Program. 	<ul style="list-style-type: none"> • Students will share (taking turns) on two player games. • Students will be able to explain and use programs to/with parent volunteers. • Students will follow the following rules: <ol style="list-style-type: none"> 1. Not allowed to touch the CD button 2. Not allowed to touch the on and off button 3. Learn proper usage of the computer 4. Always wash hands before using the computers 5. Do not touch other students computers while at center or while lining up at the door 6. Proper placement of the items when cleaning up: <ul style="list-style-type: none"> - Headphones on top of the computers - Push in chairs.
First	<ul style="list-style-type: none"> • Students will efficiently use the mouse of the computer. • Students will efficiently use the keyboard. • Students will use Kid Pix word processing. • Students will select font, spacing, letter location on keyboard, capitalization and punctuation. • Students will print own work when instructed. 	<ul style="list-style-type: none"> • Students will understand the uses of a computer in the classroom and society. • Students will demonstrate responsible use of the computer in the classroom: <ul style="list-style-type: none"> - Use computers with clean hands - Follow teacher’s instructions

	1. Basic Operations and Concepts	2. Social, Ethical and Human Issues
Second	<ul style="list-style-type: none"> Students will be familiarized with the parts of the computer. Students will know how to turn on and off the computer. Students will be familiarized with keyboarding skills. Students will be proficient with the mouse. Students will be able to save and print work. Students will be able to operate the listening center, VCR, overhead projector, and microphone. 	<ul style="list-style-type: none"> Students will demonstrate respect and careful use of the computers. Students will follow classroom rules as to when and how to use the computer. Students will demonstrate understanding of the use of the computer as a learning tool and as an extension of classroom instruction.
Third	<ul style="list-style-type: none"> Students will efficiently and effectively use the keyboard, mouse, headsets, and microphone. Students will demonstrate knowledge of the home row, position of letters and the appropriate fingering. (Not stressing accuracy or speed.) 	<ul style="list-style-type: none"> Discussion to center upon the appropriate care and treatment of the computers. Discussion regarding appropriate and responsible use of the internet, e-mail, etc. General discussion to include an introduction to the internet and the importance of word processing.
Fourth	<ul style="list-style-type: none"> Students will review the home row, proper positioning, and posture. Students will review typing skills for speed and accuracy. Students will use <i>Kid's Typing</i> and Techworks to improve typing skills 	<ul style="list-style-type: none"> Students will be made aware of their responsibility to take care of the equipment available to them. Students will use the internet responsibly, i.e., not giving out personal information, and knowing what is a school appropriate web site.
Fifth	<ul style="list-style-type: none"> Students will know all parts of the computer, how to turn on and log on to the computer. Keyboarding skills and mouse operation. Save documents, create new folders, select a printer and print a document. 	<ul style="list-style-type: none"> Review the Fenton Avenue Charter School Technology Contract as a class. Discuss appropriate uses of technology and the internet. Discuss the consequences and ethical issues of plagiarism. List the ways technology helps us in our daily lives. Compare technology from the past to the present.

Sixth grade goals encompass all of the above skills.

	3. Technology Productivity Tools	4. Technology Communications Tools
Kindergarten	<ul style="list-style-type: none"> Students will use the listening center. Students will use the computers. Students will use the following programs: <ol style="list-style-type: none"> Kid Pix <ul style="list-style-type: none"> Teachers will expose the students to a slide show Students will be able to save and print Simple Text <ul style="list-style-type: none"> Students will be able to write name and simple text Students will be exposed to digital camera, video camera and a scanner. 	<ul style="list-style-type: none"> Students will be exposed to digital camera, video camera, and a scanner. Students will be exposed to the internet.

	3. Technology Productivity Tools	4. Technology Communications Tools
First	<ul style="list-style-type: none"> • Students will efficiently use the mouse of the computer. • Students will efficiently use the keyboard. • Students will independently use a variety of software to enhance learning: Math Blaster, Digital Explorer, Kid Pix, etc. • Students will work with a partner on listening center in classroom and computer lab. 	<ul style="list-style-type: none"> • Students will use the listening center with a partner in the ELD Lab. • Students will use the writing program to publish writing in the ELD Lab. • Same as written in Productivity Tools section.
Second	<ul style="list-style-type: none"> • Students will work with a partner in the ELD Lab. • Students will be familiarized with the following programs: <ol style="list-style-type: none"> 1. ELD Lab computer programs 2. Typing programs 3. Kid Pix 4. Appleworks 5. Digital Explorer 	<ul style="list-style-type: none"> • Students will complete assigned projects that are age appropriate: <ol style="list-style-type: none"> 1. Kid Pix slide show 2. Type, edit, save, and print work 3. Complete writing project on Appleworks 4. Publish work on Writing Program in the ELD Lab
Third	<ul style="list-style-type: none"> • Students will demonstrate proficient use of Appleworks to include work processing, drawing, and painting programs. • Students will use Digital Explorer, MacMillan-Brace programs, At Ease games, internet sites, and tutorials. • Students will create a slide show. • Students will learn to copy from the internet into text. • Students will use computer calculators and create graphs. 	<ul style="list-style-type: none"> • Students will independently create a slideshow. • Students will be exposed to digital cameras. • See Standard 3.
Fourth	<ul style="list-style-type: none"> • Students will have a sound understanding of Appleworks and be able to create word-processing documents and slide show presentations. (4-6 pages) • Students will create projects using draw and paint programs, such as <i>Kid Pix</i>, <i>Hyperstudio</i>, and <i>Applepaint</i>. • All projects need to incorporate student created art. • Students will use a spreadsheet to collect and organize data to create graphs. • Students will use <i>Hyperstudio</i> to create projects that are 4-6 cards using buttons, clip art, sound, and animation. • Students will use Digital Explorer and other on-board software programs for extending lessons to challenge gifted/talented students and remediate for at-risk students. 	<ul style="list-style-type: none"> • Students will create one <i>iMovie</i> a year. These projects can be: a documentary of projects throughout the year, school wide events, plays or performances, or projects from the curriculum. • Students will use a digital camera for bulletin boards, holiday cards, art projects, and documentation purposes. • Students will use e-mail and classroom web pages to work and communicate cooperatively with students on campus and around the world.

	3. Technology Productivity Tools	4. Technology Communications Tools
Fifth	<ul style="list-style-type: none"> • Use word processing tools – spell check, dictionary, and the thesaurus. • Use search tools and search engines on the internet to find topics. • Use Appleworks slideshows to create a presentation. • Use a spreadsheet to create graph, table, and/or chart. • Use Digital Explorer and other programs to remediate skills deficits. • Use the digital camera, scanner, and video camera. • Use of Appleworks for the entire writing process. 	<ul style="list-style-type: none"> • Use video conferencing for on line discussions. • Create graphs and visual aids for a presentation. • Use the internet to communicate with others (intra e-mail). • Publish poetry on a web site • Create an <i>iMovie</i> presentation. • Use Appleworks to write a letter to an author.

Sixth grade goals encompass all of the above skills.

	5. Technology Research Tools	6. Technology Problem-Solving and Decision-Making Tools
Kindergarten	<ul style="list-style-type: none"> • Students will be exposed to digital camera, video camera, and a scanner. 	<ul style="list-style-type: none"> • Students will be exposed to digital camera, video camera, and a scanner.
First	<ul style="list-style-type: none"> • Students will be exposed to the Internet. 	
Second	<ul style="list-style-type: none"> • Students will be exposed to the Internet to complete an animal and/or dinosaur report. 	<ul style="list-style-type: none"> • Students will use programs to extend lessons learned in class.
Third	<ul style="list-style-type: none"> • With respect to internet use, the students will learn to locate teacher directed addresses, as well as appropriately use the Yahoo!igans search engine. • Students will demonstrate a familiarity with how to reach various internet sites. 	
Fourth	<ul style="list-style-type: none"> • Students will do research that entail collecting data from the internet and doing Web Searches. 	<ul style="list-style-type: none"> • Students will determine which web sites and resources will best suit a project's purpose. • Students will choose software that best illustrates their thoughts and ideas.
Fifth	<ul style="list-style-type: none"> • Use and operate the internet, online encyclopedias, spreadsheets, and graphs. • Search web sites, and browse the web for research on a specific topic. • Determine what information to use from the internet. • Cite web site resources on a bibliography. • Online field trips. 	<ul style="list-style-type: none"> • Use the internet to lookup current events. • Use a calculator on the computer. • Evaluate the appropriateness of web sites as research resources. • Discuss if companies that sponsor web sites have input as to the content of material on the web site. • Research topics on real world topics. • Find library resources. • E-lab for MacMillan Math. • Evaluate web sites and the information that is provided on the web site.

Sixth grade goals encompass all of the above skills.

Instruction

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

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

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

Cohesive Instructional Program:

SMBCCS will implement a cohesive instructional program rooted in providing children with a systematic response, time on task, access to resources, and results that measure progress. Research suggests strategic instructional practices have increased student achievement among struggling readers, students of low SES, racial minorities, and English Learners.¹²

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.¹³

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 SES, racial minorities, English Learners, and students with disabilities.¹⁴

¹² 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.

¹³ 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.

¹⁴ 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.

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 common core 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.¹⁵ 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.

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.¹⁶ 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

¹⁵ 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.

¹⁶ Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.

monitoring have shown evidence of being able to ignite a culture of continuous improvement.¹⁷

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.¹⁸ 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.¹⁹

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.²⁰ The following four practices are viewed as reflective practices necessary to ensure that systematic practices are implemented.

5) *Commitment*

Frequently missing from the implementation of a cohesive instructional program is the critical component of commitment. Most of the research on systematic instructional practices validates and supports its success, but often lacks the need to have teacher buy in. A successful instructional program requires the empowering of school members with inquiry into their own practice to stimulate growth and commitment to the instructional approach. Creating an atmosphere of trust and collaboration enables change and empowers commitment to the new practice.²¹

6) *Professional Development*

Professional development is fundamental to the implementation of a cohesive instructional program due in large part because it requires a change not only in how teachers think, but what they do. Teachers will be familiar with new change initiatives that require them to change the instruments in which they teach, but they typically do not alter their fundamental practice of teaching.²² 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

¹⁷ Stecker, P. M. (2007). Tertiary intervention: Using progress monitoring with intensive services. *Teaching Exceptional Children*, 39(5), 50-57.

¹⁸ 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.

¹⁹ 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.

²⁰ 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.

²¹ 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.

²² Woodbury, S. & Gess-Newsome, J. (2002). Overcoming the paradox of change without difference: A model of change in the arena of fundamental school reform. *Educational Policy*, 16(5), 763-782.

is needed to enact school reform efforts. Allocating time and resources to equip teachers with targeted assistance during professional development helps to ensure the adoption and implementation of research based practices.

7) *Leadership*

The implementation of a cohesive instructional program requires successful and strong leadership by administration and lead teachers. A school reform effort flourishes or dwindles based on the ability of school leadership to ensure the goals are put into practice. A successful and strong leadership team will be able to establish a positive climate for student learning, provide professional development, manage resources, and provide accountability to ensure action is in alignment with what is espoused.²³

8) *Harmony with Special Education*

A strong trusting relationship with the special education support staff and general education staff is fundamental for the successful implementation of a cohesive instructional program. This harmony enables schools to implement a system of early interventions to students in the manner that works to meet their individual needs. A harmony between special education staff and general education classroom teachers is vital to share their collective expertise on assessment, instruction, and strategies to provide an equitable education to all students.²⁴

ELD Instruction:

ELD Instruction will be implemented through explicit direct instruction on language acquisition and by using Specially-Designed Academic-Instruction in English (SDAIE) strategies to scaffold instruction to ensure students are able to access core curriculum. SMBCCS will employ the following tools and strategies to deliver a high quality ELD instructional program.

Thinking Maps have proven to be an essential tool not only for the organization of the thinking process, but as a vocabulary acquisition tool. SMBCCS will use *Thinking Maps* across all content areas to facilitate oral language and vocabulary development, concept understanding, reading comprehension, word analysis, and a deeper understanding of the English grammatical structure, as demonstrated in standardized tests and written assessments.

GLAD strategies (Guided Language Acquisition Design) will be used to promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and tested in the Fountain Valley School District over the last sixteen years. The strategies are aligned with the standards and students are taught how to organize their thoughts using pictorial input charts, summaries, visuals, and contextual and semantic clues.

Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) is a sequential program of instruction that develops mental imagery as a base for language

²³ Zepeda, S. J. (2004). Leadership to build learning communities. *The Educational Forum*, 68(2), 144-151.

²⁴ 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.

comprehension and thinking. The program teaches the student to connect mental imagery with oral and written language, thus building concept imagery, an important skill for all learners, particularly those learning English as a second language and will be utilized at SMBCCS.

Ongoing professional development will be provided for all language arts and English language development programs.

Teacher Recruitment

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

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

SMBCCS selects its own staff and 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 Code of Ethics, adapted from Title 5, California Education Code, Section 80130, applies to all staff, full and part-time.

Santa Monica Boulevard Community Charter School has been able to attract and retain teachers at very high levels similar to the schools under the FCPS umbrella. Fenton Avenue Charter School, the oldest school in FCPS, has a teacher tenure rate that is higher than LAUSD’s district average.

Teaching Experience Comparing Santa Monica Boulevard Community Charter School with LAUSD as of 2011

School	Average Years Teaching	Average Years Teaching in District
SMBCCS	11.1%	8.3%
Fenton Avenue Charter School	13.9%	11.8%
LAUSD	13.1%	12.6%

Professional Development

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

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

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

Seven full days of professional development for all certificated staff will be scheduled beginning in the 2012-2013 school year. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of STAR test results from the previous year. The professional development calendar for the first year, 2012-13, will be developed by administration and lead teachers to be approved by the FCPS Board of Directors.

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

Through an analysis of student achievement data, professional development topics will be targeted to facilitate the school's exit from Program Improvement status and perform above comparison schools. An analysis of CST data reveals students of SMBCCS perform below the state average in the fundamental areas of language arts and mathematics. Fundamental areas in language arts include word analysis and written conventions. In mathematics, fundamental areas include place value, multiplication, and algebra. Instructional practices to target the teaching of these fundamental areas will be areas of intense focus for professional development.

This approach is consistent with current research on effectively equipping students with the fundamental skills to access higher level thinking. 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.*²⁵

*SMBCCS CST Cluster Growth in Language Arts Compared to the State from 2010 to 2011*²⁶

	Word Analysis			Written Conventions			Reading Comprehension			Literary Response and Analysis			Written Strategies		
	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11
2 nd	69%	63%	71%	64%	57%	69%	62%	59%	68%	69%	66%	77%	55%	52%	61%
3 rd	63%	66%	74%	52%	53%	64%	63%	60%	68%	68%	68%	77%	52%	47%	59%
4 th	65%	68%	76%	66%	57%	69%	59%	53%	63%	59%	55%	67%	60%	49%	59%
5 th	n/a	62%	72%	n/a	61%	72%	n/a	59%	69%	n/a	60%	71%	n/a	55%	65%

*SMBCCS CST Cluster Growth in Mathematics Compared to the State from 2010 to 2011*²⁷

	Place Value, Addition, and Subtraction			Multiplication, Division, and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis, and Probability		
	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11	SM '10	SM '11	State '11
2 nd	73%	73%	75%	70%	73%	77%	73%	66%	75%	74%	73%	81%	73%	59%	73%
3 rd	74%	79%	80%	73%	75%	77%	68%	75%	81%	75%	72%	81%	83%	77%	85%
4 th	76%	72%	81%	74%	71%	81%	78%	75%	82%	62%	60%	72%	74%	72%	79%
5 th	n/a	52%	66%	n/a	68%	70%	n/a	61%	74%	n/a	54%	67%	n/a	71%	81%

A comparison of SMBCCS four-year growth on the CSTs compared to LAUSD and the State reveal a need for greater alignment and unification of a cohesive curricular framework and the strategic delivery of instruction. FCPS believes it can provide a cohesive instructional plan that will have an impact on the delivery of instruction and an increase in student achievement at SMBCCS. Professional development will be conducted to ensure a strategic plan is implemented to systematically meet student need.

*Comparison of SMBCCS Language Arts Scores with LAUSD and the State from 2008 to 2011*²⁸

ELA	2008			2009			2010			2011		
	SM	LAUSD	State									
Second	53	44	48	44	48	53	47	49	53	36	53	56

²⁵ Lemov, D. (2010) *Teach like a champion : 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass (pg. 263)

²⁶ Data Quest (CA Department of Education) (2012) *SMBCCS CST Cluster Growth in Language Arts Compared to the State from 2010 to 2011* available online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

²⁷ Data Quest (CA Department of Education) (2012) *SMBCCS CST Cluster Growth in Mathematics Compared to the State from 2010 to 2011* available online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

²⁸ Data Quest (CA Department of Education) (2012) *Comparison of SMBCCS Language Arts Scores with LAUSD and the State from 2008 to 2011* online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

Third	23	29	38	34	34	44	32	34	44	28	39	46
Fourth	28	45	55	45	52	61	46	53	63	46	58	64
Fifth	28	37	48	28	43	54	35	48	58	44	51	59
SMBCCS	32			38			40			39		
LAUSD	34			38			41			44		
State	46			50			52			54		

Comparison of SMBCCS Math Scores with LAUSD and the State from 2008 to 2011²⁹

Math	2008			2009			2010			2011		
	SM	LAUSD	State									
Second	61	56	59	69	57	63	55	54	62	53	60	66
Third	53	57	61	61	60	64	55	59	65	52	66	68
Fourth	37	58	61	54	60	66	57	63	68	53	67	71
Fifth	26	48	51	35	53	57	47	55	60	46	60	63
SMBCCS	42			54			52			50		
LAUSD	35			37			39			43		
State	43			46			48			50		

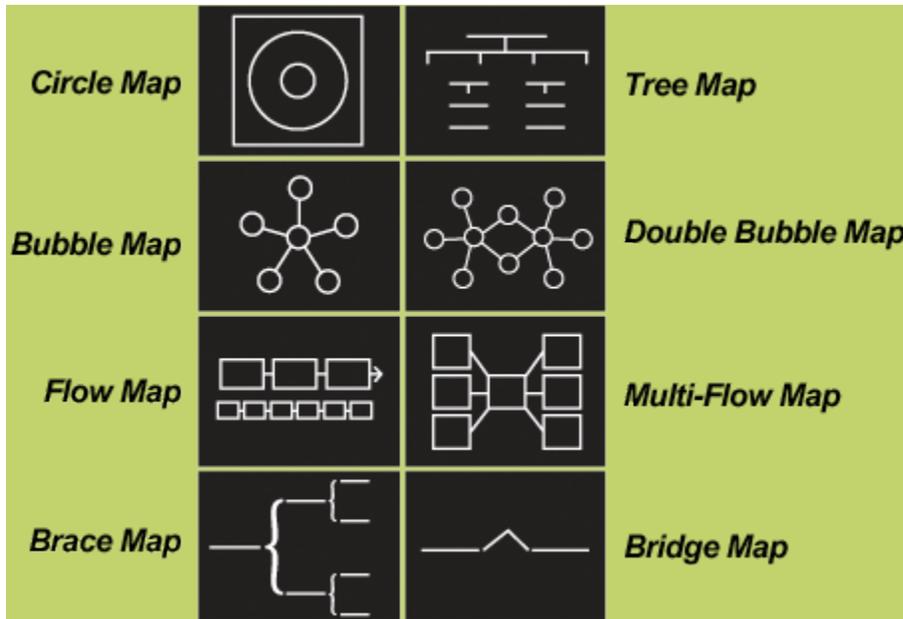
Explicit Direct Instruction (EDI) - To refine and align the instructional practice of the entire FCPS teaching staff, *Data Works*, an educational research group, worked with most teachers at the FCPS to implement its “Explicit Direct Instruction” (EDI) methodology. Although similar to the Seven-Step Lesson Plan format, EDI places significant emphasis on the consistent incorporation of SDAIE (Specifically Designed Academic Instruction in English) and cognitive strategies, while recent studies in brain research inform all aspects of the approach. Lead Teachers at the FCPS and other selected staff members have been trained in EDI classroom coaching techniques, which include lesson plan development, classroom observation and feedback. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students attending Santa Monica Boulevard Community Charter School:

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

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

²⁹ Data Quest (CA Department of Education) (2012) *Comparison of SMBCCS Math Scores with LAUSD and the State from 2008 to 2011* online at <http://dq.cde.ca.gov/dataquest/dataquest.asp>

Thinking Maps - SMBCCS adopted and implemented this approach to providing students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers. The use of *Thinking Maps* in the classroom has been found to 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.”³⁰ Essentially, *Thinking Maps* are visual tools or visual learning strategies that integrate thinking skills with mapping techniques, allowing students to construct knowledge, organize information, solve problems, and communicate with others. The eight 'maps' can be broadly understood to represent our fundamental thinking processes: define, describe, compare/contrast, classify, break down into parts, sequence, cause/effect, and establish relationships between things, see below. This approach to teaching and learning is particularly successful for the student population at this proposed school as it provides an alternative path to understanding concepts that can resonate with students with learning differences and those struggling to understand the English language.



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

GLAD strategies (Guided Language Acquisition Design) – promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and tested in the Fountain Valley School District over the last sixteen years. The strategies are aligned with the standards and students are taught how to organize their thoughts using pictorial input charts, summaries, visuals, and contextual and semantic clues.

³⁰ Hyerle, D. (2004) *Student successes with Thinking Maps: School-based research, results, and models for achievement using visual tools*. Corwin Press.

Mutt-i-grees – The Mutt-i-grees Curriculum is a new, 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.

Discipline with Dignity – developed by Richard Curwin and Allen Mendler, is a flexible program for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement.

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

State Adopted Programs – SMBCCS will continue professional development on the implementation of enVision Math and California Treasures to enhance and sustain the instructional program.

Meeting the Needs of Diverse Learners

English Learners

Overview:

SMBCCS will meet all applicable legal requirements for the English Learner (EL) population, such as annual notification to parents, student identification and placement, program options, English Language Development and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. SMBCCS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Director of Instruction/Managing Director will monitor the progress of English Learners. Administrators and/or Lead Teachers will observe ELD instruction two times a week for 15 minutes per visit. Administrators and/or Lead Teachers will observe classroom ELD instruction following established protocols including the explicit teaching of vocabulary, syntax, grammar, functions, conventions of English, maintain a print rich environment, and consistently use visual/graphic representations. Coaching by teacher colleagues will help ensure consistent

implementation of specific instructional delivery. Lead teachers and other selected staff members will follow the same protocols used by administrators. The Director of Instruction, Lead Teachers, and classroom teachers will meet monthly to discuss and evaluate all program-related activities and student progress.

SMBCCS will use Illuminate to collect, report, analyze, and interpret monthly data regarding ELs' linguistic progress. Illuminate allows administrators and teachers to analyze EL student achievement on CELDT and the English Language Development Retell Assessment (ELDRA). ELDRA will be utilized to monitor ongoing progress and identify students needing additional assistance and support. Teachers will use ELDRA and results to improve and guide English Learners based on the specific rubrics used in scoring the assessment. ELDRA will be given in August, January, and in May. Individual ELD Portfolios will be maintained for each identified student. The portfolio will hold yearly CELDT scores along with ELDRA results and writing samples.

Home Language Survey:

SMBCCS will administer the home language survey upon a student's enrollment in the school. Enrollment forms denote this information.

CELDT Testing:

All students whose home language survey indicates English is spoken as a second language will be given the CELDT test within thirty days of initial enrollment,³¹ and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient.

SMBCCS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures:

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

³¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

**Reclassification Rates
SMBCCS vs. Neighboring Schools**

	SMBCCS	Alexandria	Ramona	Kingsley	Grant	Vine	Fenton	LAUSD	State
2009	21%	12%	13%	12%	13%	19%	12%	15%	11%
2010	14%	11%	12%	10%	14%	11%	22%	15%	12%
2011	4%	12%	16%	11%	15%	24%	27%	12%	11%

Strategies for English Learner Instruction and Intervention:

With 61% of the student population identified as English Learners, SMBCCS has committed its resources to ensure that all students learn to listen, speak, read and write English. As described above, support and assistance will be provided through a variety of programs and activities:

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences.
- Use of SDAIE
- The Treasures literacy program in all classrooms will promote effective strategies for English language acquisition.
- *Thinking Maps*, *GLAD* and *Visualizing and Verbalizing for Language Comprehension and Thinking* strategies will be implemented across the curriculum.
- School expectations will be clearly communicated to all students’ families in parent education workshops at the Parent Center and in each classroom.
- Computers in all classrooms will provide access to a variety of resources.
- Classes may be scheduled during summer periods, along with after-school tutoring to provide supplementary instruction.
- Parent Center activities and services will help non-English speaking families support their children.
- Title III Plan will be implemented.
-

Socioeconomically Disadvantaged Students

SMBCCS will adhere to the regulations of the reauthorization of the Elementary and Secondary Education Act, *No Child Left Behind*, and continue to utilize funding and other resources to enhance the school-wide Title I program by providing:

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

- Supplementary materials and resources in all classes, such as manipulatives, a classroom library, and computer software.

Plan for Serving Academically High-Achieving Students

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

- Art and music.
- After school chorus.
- Multiple computers in all classrooms.
- School psychologist to identify students for program.
- Individualized assistance and support from paraprofessionals.
- Team teaching to support differentiated instruction.
- Supplementary enrichment materials for core subjects.

SMBCCS will work diligently to implement a variety of strategies to identify and support gifted and talented students.³² Teachers design projects that engage students' higher order thinking skills, such as analyzing, evaluating and creating.

High achieving students will be identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including the California Standards Test ("CST") and the CELDT.

Plan for Serving Academically Low-Achieving Students

SMBCCS will implement a cohesive instructional program to strategically serve academically low-achieving students. SMBCCS staff will take on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student

³² 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.

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

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

Second, students who struggle with classroom prevention and intervention strategies will be provided with additional intensive support during a minute Response to Intervention (RtI) block of time.³³ SMBCCS will employ an RtI model in grades K-6 as part of a cohesive instructional program. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on outcomes of the intervention in place. Students receive intensive support to address their specific area of need by a highly trained certificated teacher.

Third, students who continue to struggle despite the intensive support will be brought to the Coordination of Services Team (COST). 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.

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

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

- Paraprofessionals provide individualized assistance
- Parent workshops to support home-school activities and communication
- Multiple computers in all classrooms
- Parent and off-track student volunteers

³³ 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.

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

Special Education

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the Charter School's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1 (a) and intends to continue operating as a single District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools may receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District's brochure, "Are you Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., "The IEP and You").

***Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Parent Center

It is one of SMBCCS’s utmost priorities to create a working partnership with parents, one with common goals and shared responsibilities. The parents of students are their first teachers, and their ongoing models.³⁴

³⁴ Henderson, A. T. & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. St Louis, MO: Danforth Foundation and Flint.

Successful teaching often hinges on employing a wide variety of instructional methods to meet student needs. One of these methods is the implementation of a communication bridge between parents, students and teachers.³⁵ SMBCCS Parent Center offers great opportunities for parents to help their children to succeed at school.

The Parent Program offers benefits for parents to:

- Acquire necessary skills to help children succeed in life: teach positive communication & conflict resolution techniques.
- Learn effective family management & discipline practices: improves family relations & reduces behavior.
- Develop positive prevention strategies: reduce risks posed by substance abuse & delinquency to their children.
- Raise children to be productive citizens, free from violence, substance abuse & other negative influences; with strong families, friendships & bonds to school and their community.
- Provide a supportive group program in which parents can experience a sense of belonging and trust.
- Provide a forum in which to dispense valuable information on a variety of topics of concern to parents and children.

Program benefits for children include the opportunity to:

- Develop increased feelings of self-esteem and independence.
- Promote a sense of responsibility.
- Promote a heightened respect for self and others while developing social skills.
- Learn coping skills, problem-solving and decision making strategies.
- Receive information on drug, alcohol and violence prevention.
- Enhance the necessary skills that will promote a sense of security, raise their level of social competence, give them a sense of self reliance, a higher self esteem and the courage to face the challenges of today's world.

³⁵ Eldridge, D. (2001). Parent involvement: It's worth the effort. *Young Children*, 56(4), 65-69.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

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

Measurable Student Outcomes

The following outcomes will demonstrate the extent to which Santa Monica Boulevard Community Charter School has met its established goals:

Goal 1: ***SMBCCS students will master the rigorous academic content of the California State Content Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.***

Measurable Outcomes:

By June 2014, SMBCCS will meet or exceed its interim charter API target of 765 with an average 16 API point gain per year. By June 2017, Santa Monica Boulevard Community Charter School’s ***Academic Performance Index (API)*** will meet or exceed its target of 814.

SMBCCS API performance from 2008 to 2011

Year	School Wide	Hispanic	Socio-Economically Disadvantaged (SED)	English Learners (EL)
2008	704	678	689	664
2009	723	694	705	674
2010	734	715	723	683
2011	733	728	741	706
Total Gain	45	89	114	74

Projected API Score for the term of the SMBCCS charter petition

2012-2013	API projected results: 749
2013-2014	API projected results: 765
2014-2015	API projected results: 781
2015-2016	API projected results: 797
2016-2017	API projected results: 814

Comparison of SMBCCS with CDE Similar Schools, Resident Schools, and LAUSD Comparison Schools.

	2010-2011 API	2010-2011 ELA % Proficient	2010-2011 Math % Proficient
CDE Similar Schools Median	764	43	58
Resident Schools Median near SMBCCS	758	41	57
LAUSD Comparison Schools Median	747	41	55
SMBCCS	733	39	50

By June 2014, SMBCCS will meet or exceeds its interim charter AYP target of 48% in ELA and 56% in mathematics. By June 2017, Santa Monica Boulevard Community Charter School's *Adequate Yearly Progress (AYP)* be 60% in ELA and 65% in mathematics.

Historic AYP Scores at SMBCCS

	ELA	Math	Science
2008	32%	42%	26%
2009	38%	54%	15%
2010	40%	52%	36%
2011	39%	50%	41%

Projected AYP Scores at SMBCCS

	ELA	Math	Science
2013	45%	53%	44%
2014	48%	56%	47%
2015	51%	59%	50%
2016	55%	62%	53%
2017	60%	65%	56%

The combined percentage of students who score *Proficient* or *Advanced* on the *California Standards Test (CST)* will increase an average of 3% in the majority of the years covered by this renewal petition.

The combined percentage of students who score *Below Basic* or *Far Below Basic* on the *California Standards Test (CST)* will decrease by an average of 3% in the majority of the years covered by this renewal petition.

Continuous effort to meet *Annual Measurable Objectives (AMOs)* will be demonstrated through an average 5% increase in number of students scoring in the *Proficient* or *Advanced* range for the majority of the years covered by this charter renewal.

The percentage of fifth grade students passing the *California Physical Fitness Test* will increase yearly by an average of 3% for the majority of years covered by this charter renewal.

Santa Monica Boulevard Community Charter School will successfully maintain accreditation by the Western Association of Schools and Colleges (“WASC”) or other state-approved accreditation process.

Goal/Outcomes for SMBCCS per subject and measurable tools.

Subject	Goal/Outcomes	Measurable Tools
English Language Arts	At least 60% of students will meet grade level standards in fluency, vocabulary, word analysis, reading comprehension, and writing.	<ul style="list-style-type: none"> • CST • Beginning of Year Assessments / End of Year Assessments • Six Week Unit Assessments • Periodic writing assessments • Weekly Formative Assessments • Publisher’s assessments • Teacher created assessments
Mathematics	At least 65% of students will meet grade level standards in number sense, measurement and geometry, statistics data analysis and probability, algebra and functions, and mathematical reasoning.	<ul style="list-style-type: none"> • CST • Beginning of Year Assessments / End of Year Assessments • Six Week Unit Assessments • Periodic writing assessments • Weekly Formative Assessments • Publisher’s assessments • Teacher created assessments
History/Social Science	At least 60% of students will meet grade level standards in geography, civics, economics, history, cultural understanding, and social participation.	<ul style="list-style-type: none"> • Six Unit Exams • Projects/storyline • Weekly Formative Assessments • Publisher’s assessments • Teacher created assessments
Science	At least 60% of students will meet grade level standards in life, earth, physical science, and investigation skills.	<ul style="list-style-type: none"> • CST • Unit exams and quizzes • Projects • Weekly Formative Assessments • Publisher’s assessments • Teacher created assessments

Physical Education/Health	Students demonstrate grade level understanding of maintaining a healthy lifestyle, including movement concepts, body management, loco-motor movement, manipulative, and rhythmic skills.	<ul style="list-style-type: none"> • Observation • Fitnessgram
Visual and Performing Arts	100% of students will be exposed to different art forms to encourage appreciation of art as a form of communication. Students will express ideas with proficiency and aesthetic effectiveness. The strands for visual and performing arts are as follows: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications.	<ul style="list-style-type: none"> • Student performances • Student projects
English Language Development	<p>At least 80% of English Learners will make progress in their ELD level each year.</p> <p>At least 15% of English Learners will reclassify each year.</p>	<ul style="list-style-type: none"> • CELDT • ELDRA three times a year
Attendance Rate	At least 95% of our students will attend school on a daily basis.	<ul style="list-style-type: none"> • Attendance reports
CST Goal	At least 54% of our students will score proficient in ELA, and 65% or more will score proficient in Math.	<ul style="list-style-type: none"> • STAR tests
API Goal	API score will be at least 813 by end of charter term.	<ul style="list-style-type: none"> • STAR tests and API score

Goal 2: *Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.*

Measurable Outcome:

By June 2014, Santa Monica Boulevard Community Charter School will meet or exceed its interim charter target by increasing the percent of students making annual progress in learning English as measured by the CELDT from 43% to 49%. By June 2015, SMBCCS will meet or exceed its target by increasing the percent of students making annual progress in learning English as measured by the CELDT from 49% to 56% and an average yearly increase of 3% every year after.

SMBCCS Three Year CELDT Performance

	ELs Tested	% of Population	% Advanced	% Early Advanced	% Intermediate	% Early Intermediate	% Beginning
2009	626	64	7	18	39	18	17
2010	623	69	6	26	38	18	12
2011	641	68	2	22	40	21	15

Santa Monica Boulevard Community Charter School's *reclassification rate* will meet or exceed the rate of reclassification for similar neighborhood schools by 2% for the majority of years of this charter renewal petition.

SMBCCS Three Year Reclassification Rate

	2008	2009	2010
% Reclassified	21	14	4

Progress toward mastery of English Language Development standards will be monitored and documented on the Santa Monica Boulevard Community Charter School ELD Portfolio twice a year for all English Learners. (See Appendix 2-A for ELD Portfolio)

Goal 3: *Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.*

Measurable Outcome:

By June 2014, SMBCCS will have a suspension rate of 3% or lower. By June 2017, Santa Monica Boulevard Community Charter School's suspension rate will be 2% or lower.

Suspension Rate

	SBMCCS	FCPS	LAUSD
2007	1.2%	2.0%	8.3%
2008	0.6%	2.3%	7.5%
2009	1.0%	2.3%	6.9%
2010	0.9%	3.9%	5.6%

Goal 4: *Students will build a foundation for a responsible work ethic by regular and punctual attendance.*

Measurable Outcome:

The *attendance rate* of Santa Monica Boulevard Community Charter School will be at least **95% or higher** to ensure students attend school on a daily basis. Attendance is assessed monthly. An Attendance Assistant, overseen by the

FCPS' Attendance Officer, will monitor and oversee all attendance records. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.

Goal 5: *Students will use technology for the creation of new task previously inconceivable.*

Measurable Outcome:

By June 2014, SMBCCS 75% of Santa Monica Boulevard Community Charter School's students in grades 3-6 will be proficient in the use of technology for basic operations and concepts. By June 2017, 75% of Santa Monica Boulevard Community Charter School's students in grades 3-6 will be proficient in the use of technology as a research tool to solve complex problems.

ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Methods of Measurement

The following demonstrates the method of measurement for each of the Measureable Outcomes listed above in Element 2.

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

Method of Measurement:

Santa Monica Boulevard Community Charter School will utilize formative and summative assessment data to monitor student achievement. Summative assessments consist of Beginning/End of Year assessments given twice a year and 6 week unit assessments. Formative assessments consist of weekly quizzes and informal monitoring of student progress.³⁶ Student achievement data will be collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school will closely monitor the achievement of student data systematically to include the following demographic characteristics:³⁷

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

FCPS monitors and informs parents of student progress through the use of a Periodic Progress Report. This progress report informs parents of their child’s progress toward meeting academic standards, as well as behavioral and social growth. Parents are notified of student progress through a Periodic Progress Report prior to receiving a formal Report Card. (*See Appendix 3-A*)

FCPS is currently developing a Standards Based Report Card. All FCPS will utilize the same Standards Based Report Card.

Publishers’ tests will be used to determine consistent and continuous student progress toward state content standards. Assessments will be conducted based on

³⁶ See Element 2 for specifics on correlation to specific grade level curriculum.

³⁷ See Element 1, Plan for Serving Academically Low- Achieving Students

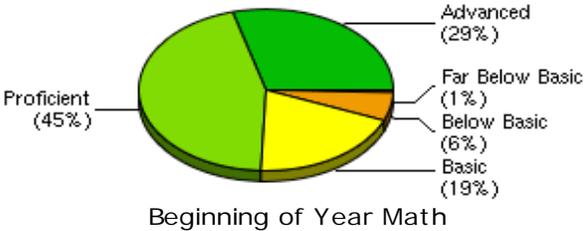
the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Teacher-developed assessments will contribute additional information to measure student progress, while anecdotal records and observation will provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

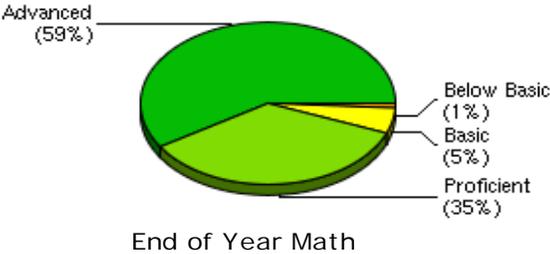
Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the Content Standards of the State of California and the pacing schedules developed by the SMBCCS staff members responsible for each of the above named curricular areas will determine levels of progress toward mastery of respective standards at each trimester reporting period used by FCPS.

Below are examples of Beginning and End of Year Assessments in Math and Language Arts from Fenton Avenue Charter School representing the monitoring of FCPS student achievement:

3rd Grade Standard/Cluster - Math Beginning of Year	Average
Number Sense 1	78.26%
Number Sense 2	57.16%
Algebra	75.09%
Measurement	75.64%
Geometry	66.91%
Statistics	66.91%
Class Average	69%



3rd Grade Standard/Cluster - Math End of Year	Average
Number Sense 1	89.17%
Number Sense 2	79.75%
Algebra	78.19%
Measurement	74.88%
Geometry	62.40%
Statistics	62.40%
Class Average	81%



Santa Monica Boulevard Community Charter School will collect and analyze data in a similar manner to continually monitor student achievement in language arts and mathematics.

Goal 2: *Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.*

Method of Measurement:

Progress toward mastery of English Language Development standards will be monitored and documented on the Santa Monica Boulevard Community Charter School ELD Portfolio for all English Learners.

Goal 3: *Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.*

Method of Measurement:

The number of *referrals* for disruptive classroom behavior and negative playground interactions will decrease yearly. Data on student behavior will be maintained through the Santa Monica Boulevard Community Charter School database.

Goal 4: *Students will build a foundation for a responsible work ethic by regular and punctual attendance.*

Method of Measurement:

Santa Monica Boulevard Community Charter School will employ a part-time attendance assistant who will work in conjunction with the FCPS' Attendance Officer to monitor student attendance and assist communication with parents to ensure punctual and consistent attendance. Administrators, teachers, and the school community review board will meet as necessary to review attendance and communicate with families struggling with regular and punctual attendance.

Benchmarks

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

OARS is an online database used by Santa Monica Boulevard Community Charter School to monitor student achievement on benchmark assessments. In addition to monitoring benchmark assessments, this software enables administrators and teachers to track and monitor student achievement on summative assessments including CSTs, CELDT, and publisher created benchmark assessments. Benchmark assessment data is clustered in alignment with the CST data to enable the Charter School to track progress and predict API and AYP growth.

During the 2012-13 school year, FCPS is considering the adoption of *Illuminate* to merge student informational data with student achievement data. In the future, SMBCCS will explore the use

of the same database software as FCPS for consistency that will be overseen by the FCPS database coordinator.

Grading System (The school is planning to create a new Standards Based Report Card. When that report card system is complete, it will be implemented at SMBCCS replacing the system below).

Grades of O, G, S, N or U (for kindergarten and 1st grade) and A, B, C, D or F (for grades 2 – 5) are given for Academic Subjects. These subjects include LANGUAGE ARTS, MATHEMATICS, HISTORY/SOCIAL SCIENCE AND SCIENCE/HEALTH. Grades for MUSIC, ART AND PHYSICAL EDUCATION are determined by student performance.

Criteria for Achievement Grades

An A or O is given to students who:

- Demonstrate mastery at 90 – 100% proficiency of the standards introduced during the specific reporting period based on assessments, teacher observation, and classwork.

B or G is given to students who:

- Demonstrate mastery at 80 – 89% proficiency of the standards introduced during the specific reporting period based on assessments, teacher observation, and classwork.

C or S is given to students who:

- Demonstrate mastery at 70 – 79% proficiency of the standards introduced during the specific reporting period based on assessments, teacher observation, and classwork.

D or N is given to students who:

- Demonstrate mastery at 60 – 69% proficiency of the standards introduced during the specific reporting period based on assessments, teacher observation, and classwork.

An F or U is given to students who:

- Demonstrate mastery at less than 60% proficiency of the standards introduced during the specific reporting period based on assessments, teacher observation, and classwork.

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e, STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School. Santa Monica Boulevard Community Charter School will test independently.

Use of Assessment Data

The Director of Instruction/Managing Director will monitor the use of assessment data. Administrators, consisting of the Director of Instruction/Managing Director and the Administrative Coordinator, and Lead Teachers will assist teachers in the analysis of their data. The Director of Instruction/Managing Director, Administrative Coordinator, Lead Teachers, and classroom teachers will meet monthly to discuss and evaluate all program-related activities and student progress through an analysis of data.

SMBCCS will use Illuminate to collect, report, analyze, and interpret monthly data regarding student progress. Illuminate allows administrators and teachers to analyze student achievement on state assessments and summative assessments. The Instruction Committee, an advisory committee that reports to the Board of Directors, will analyze student assessment data at regularly scheduled meetings. Percentages on publishers' tests for each classroom, along with other teacher-developed assessments, anecdotal records, and trimester grades, will be reviewed by Lead Teachers prior to each reporting period for school progress reports. Positive as well as negative results will be shared by the Director of Instruction/Managing Director and 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. Student achievement data will provide additional insight into teacher effectiveness and will be utilized as one component within the revised teacher evaluation process.

School administration will disaggregate data from yearly STAR tests to compare Santa Monica Boulevard Community Charter School's progress to that of the District's and State's for each curricular area, grade level, and significant subgroup. This analysis will focus Santa Monica Boulevard Community Charter School's efforts to keep pace with the state and District, and to be aware of the promising practices of the educational community-at-large.

All findings from the analysis of state and local assessments, and state and District comparisons, will drive the allocation of Santa Monica Boulevard Community Charter School's resources. Funding recommendations and the scheduling of professional development activities will be led by the Director of Instruction/Managing Director and shared with the Instruction Committee for careful analysis of student achievement data. This committee's recommendation will be passed on to the Finance Committee for fiscal review. Both bodies are advisory committees and report to the Board of Directors. Final determination of implementation of all policies and initiatives will be the responsibility of the Board of Directors.

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

WASC Accreditation

SMBCCS submitted an application for interim WASC accreditation in 2010. The school had one visit from a WASC team and was granted interim accreditation through June 2013.

SMBCCS will submit a WASC full self-study visit application and will have a full visit in the spring of 2013.

The Purpose of Accreditation

The original purpose of accreditation in the United States was designed to encourage the standardization of secondary school programs, primarily to ensure for the benefit of colleges and universities that graduating students had mastered a particular body of knowledge. However, today the process developed by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), involves a dual purpose that continues the expectation that schools must be worthy of the trust placed in them to provide high quality learning opportunities, but with the added requirement that they clearly demonstrate that they are about the critical business of continual self-improvement.

"The greatest value of the WASC protocol is that it ensures equity and fairness to all students in all schools. Parents, teachers, staff members and students participate in a process that enables them to critically self examine their school plan, set their own goals and assess if their goals are reached for continuous improvement."

Susie Chow, WASC Commissioner
California Federation of Teachers

ELEMENT 4 – GOVERNANCE

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

Non Profit Public Benefit Corporation

Santa Monica Boulevard Community Charter School will continue to be a directly funded independent charter school. SMBCCS will be operated by Fenton Charter Public Schools, a California Nonprofit Benefit Corporation pursuant to California law.

Santa Monica Boulevard Community Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California 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.

(Attached, as Appendix please find the FCPS Articles of Incorporation; as Appendix the Corporate Bylaws; and as Appendix the Conflicts Code.)

Board of Directors

Santa Monica Boulevard Community Charter School will be governed by the Board of Directors of the 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.

The FCPS Board shall have at least five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors which will be held in the first month of the new school year. Regular meetings will be held monthly unless otherwise scheduled by the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

The current Board of Directors is as follows:

Names	Category	Current Term Expires
Cile Borman	Community Representative	June 2013
Jacqueline Elliot	Community Representative	June 2012
Yvette King-Berg	Community Representative	June 2013
Karen Kungie-Torres	Parent Representative	June 2012
Leticia Lara	Parent Representative	June 2013
Joe Lucente	Community Representative	June 2013
Donald Parker	Community Representative	June 2012
Vacancy	Parent Representative	June 2012
Marcella Solorio	Parent Representative	June 2013

(See Appendix for Resumes of Members of the Board of Directors.)

The Board shall have four parent representatives and five community representatives appointed by the Board existing at the time of the vacancy.

Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The FCPS Executive Director and school administrators shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School shall appoint a sixth community member to ensure that the Board is maintained with an odd number of directors. No person serving on the Board of Directors may be an interested person. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board has adopted a conflicts of interest policy in accordance with the Political Reform Act.

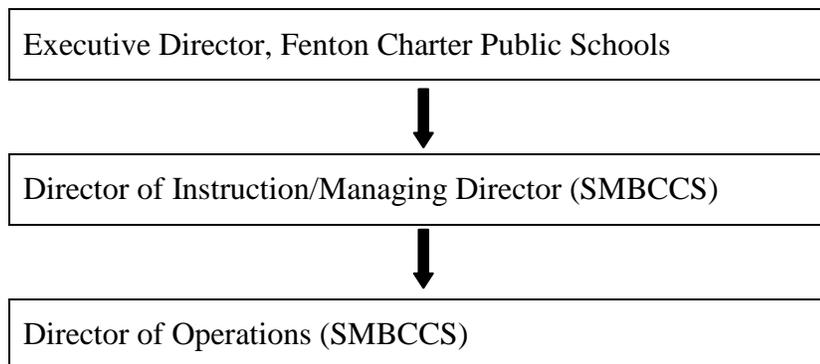
Board Meetings and Duties

The FCPS Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. 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 shall be managed, and all corporate powers shall be 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 shall have the power to:

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

The following leadership model will be used at SMBCCS to address the instructional intensity necessary to dramatically improve student achievement.



Executive Director of Fenton Charter Public Schools:

Irene Sumida is the Executive Director of the Fenton Charter Public Schools and will provide educational and management leadership to ensure the success of Santa Monica. Mrs. Sumida will hold the Director of Instruction/Managing Director of SMBCCS and school leadership of Santa Monica accountable for the success of Santa Monica.

Director of Instruction/Managing Director (SMBCCS)

In an effort to dramatically increase student achievement immediately, the Fenton Charter Public Schools have committed to sending the Director of Fenton Avenue Charter School (FACS), Dr. David Riddick, to Santa Monica to serve as the Director of Instruction/Managing Director at SMBCCS. FCPS believes it is important to maintain the focus of instruction at Santa Monica and have included this focus of instruction in the title for the school leader of Santa Monica.

Director of Operations (SMBCCS)

The Director of Operations will serve as one of the administrators at Santa Monica Boulevard Community Charter School under the leadership of the Director of Instruction/Managing Director and assume responsibility for the school-wide operations of the school plant. A full-time Director of Operations for SMBCCS will be hired upon LAUSD Board approval of the charter petition.

Consistent with the general and specific powers of the Board, as stated above, the Board's activities shall include, but not be limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director, Director of Instruction/Managing Director, Director of Operations, and Administrative Coordinator of the Charter school;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Director of Operation and the Director of Instruction;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actuals and final audit; review and approval of initial and final annual budget, and any budget revisions);
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Review request for out of state or overnight field trips;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The quality and extent to which each administrator has fulfilled his/her specific responsibilities will be reviewed by the Board of Directors at the end of the year and recommendations for improvement or next steps will be presented.

The school leader will be evaluated annually using criteria including, but not limited to, the review of fulfillment of responsibilities according to specific job descriptions and general professionalism.

* The Director of Instruction/Managing Director will be evaluated in areas such as maintaining the vision; Serving as the instructional leader; Leadership characteristics; and ability to work with the Lead Teachers and Administrative Team.

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.

FCPS Board meetings will be held monthly. FCPS will rotate their meetings to be held at each of the FCPS schools including: Fenton Avenue Charter School, Fenton Primary Center, and Santa Monica Boulevard Community Charter School.

The Charter School shall comply with the Brown Act, including, but not limited to, posting of agendas in a public location at the school site 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 at the school site .

The Charter School has adopted a conflicts code which complies with the Political Reform Act, LAUSD's interpretation of Government Code Section 1090, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations³⁸. As noted above, the Conflicts Code is attached within Appendix.

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.

³⁸ It is the understanding of Petitioners that recent legislation and regulatory action has been considered regarding the charter school specific conflicts of interest.

The 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.

Advisory Committees

The FCPS utilize four Board advisory committees at SMBCCS 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 in a fair manner 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 the school site 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 at the school site .

The election of representatives is detailed in a Board resolution, which is reviewed and approved annually.

- **Parent Advocacy Committee**

- Tasks:

- Encourage community activities and recruitment of volunteers;
- Function as the School Site Council and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Advise the Family Center on parent education and related activities;
- Review and revise the Home-School Contract as needed.

- **Finance Committee**

- Tasks:

- 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 ADA (student enrollment) and revenues;
- Recommend fund reserves utilization;
- Apply for grants and funds;
- Solicit private and corporate donations;
- Review Mandated Cost Reimbursement Program;
- Review E-Rate Program;
- Review contracts;
- Review facilities utilization and insure a safe campus;
- Review long-range facilities plan;
- Coordinate and oversee school emergency plans;
- Review maintenance needs.

- **Instruction Committee**

- Tasks:

- Review the implementation of State Board of Education-approved content 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 and other assessments as designated by the council;
- Review student outcomes annually and design action plans centered around the following assessment tools:
 - STAR (including review of CSTs, AMOs, API and AYP);
 - CELDT;
- 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 Family Center;
- Review ongoing implementation of Santa Monica Boulevard Community Charter School's/Fenton Primary Center's Technology Plans;
- 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:

- 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 Council);
- 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 Council);
- Review staff evaluation process;
- Review all personnel policies to determine if they are in compliance with existing law.

Parent Involvement in Governance

Parents will be involved in FCPS governance in myriad ways. As stated above, four of the 9 Board members are parents, and in July 2012, a parent representative from Santa Monica Boulevard Community Charter School will join the Board of the Fenton Charter Public Schools. Additionally, parents will sit on all SMBCCS committees. Parents will also volunteer with the Charter School during field trips and in the classroom. SMBCCS will continue to offer a number of school-wide events in which parent participation will be encouraged. Finally, the SMBCCS Parent Center offers classes in English as a Second Language, referrals to legal, health, vision, dental assistance; classes in nutrition; and the assistance of a dietician to work with preventing childhood obesity.

Public Laws

Santa Monica Boulevard Community Charter School, and its Nonprofit Public Benefit Corporation, are a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Fenton Charter Public Schools will comply with the Brown Act.

Members of SMBCCS's Board of Directors, Fenton Charter Public Schools' executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, non-profit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

Grievance Procedure for Parents and Students

Santa Monica Boulevard Community Charter School will 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 Santa Monica Boulevard Community Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Santa Monica Boulevard Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Santa Monica Boulevard Community Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Santa Monica Boulevard Community Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy

Santa Monica Boulevard Community Charter School will comply with District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries

Santa Monica Boulevard Community Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Santa Monica Boulevard Community Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

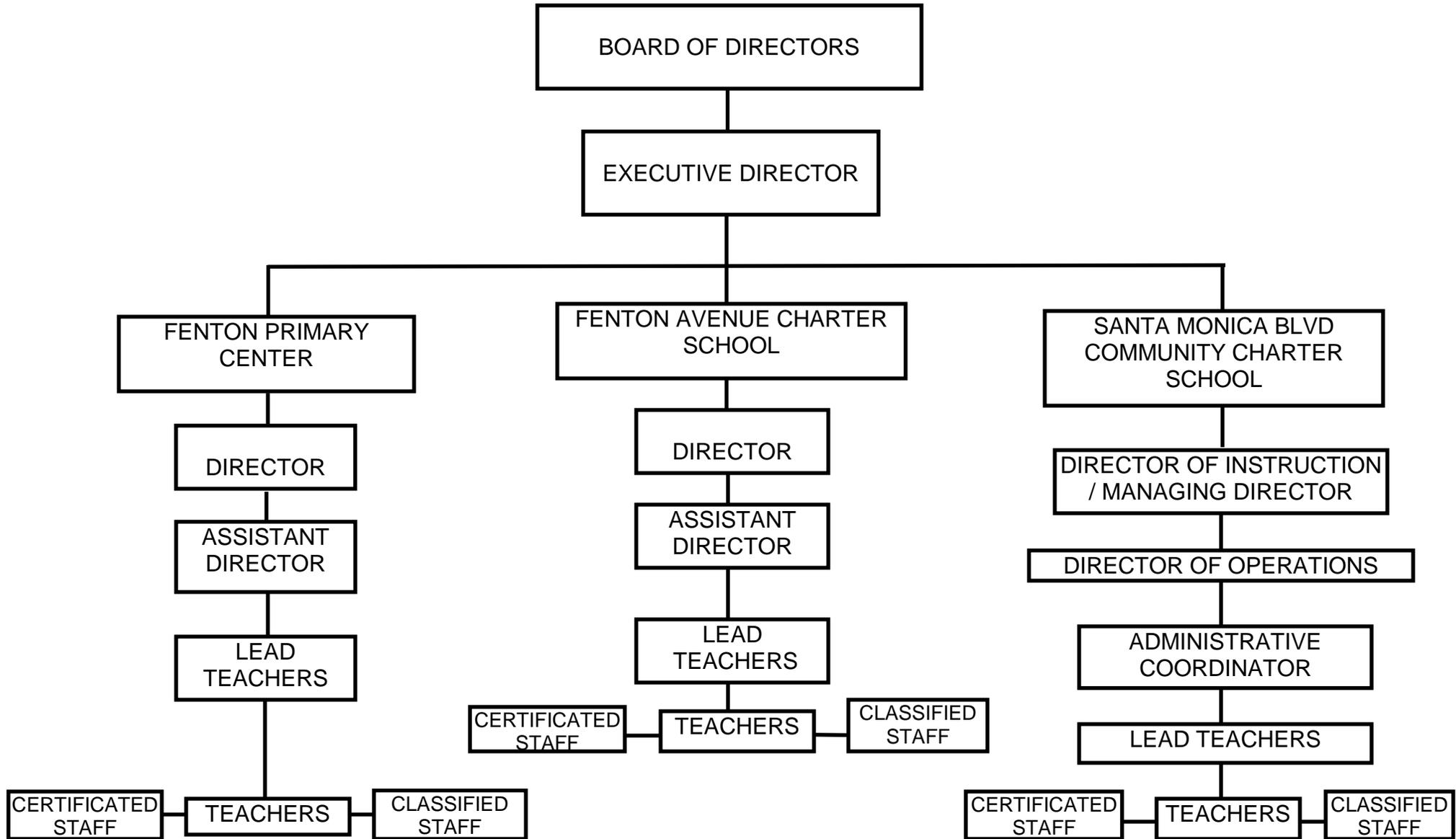
Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other

formal complaints, within one week of receipt of such notices by Santa Monica Boulevard Community Charter School.

Organizational Chart

(The organizational chart is also in Appendix .)

FENTON CHARTER PUBLIC SCHOOLS ORGANIZATIONAL CHART



ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

Santa Monica Boulevard Community Charter School believes that all persons are entitled to equal employment opportunity. Santa Monica Boulevard Community Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Qualifications of School Employees

Since its inception as an independent conversion charter school in 2002, all employees of Santa Monica Boulevard Community Charter School (now employees of FCPS) have been committed to ever-increasing standards of professional excellence. Employees in all job categories assume increased responsibility and ownership of Santa Monica Boulevard Community Charter School and are encouraged to be innovative problem solvers. A synergy of interdependence, which fosters an atmosphere of flexibility and encourages individuals and groups to work together, has been created to overcome challenges. All employees, regardless of position, have a genuine commitment to create an enhanced and supportive environment in which academic achievement, hard work and pro-social behaviors are valued and modeled.

- Employment agreements made with Santa Monica Boulevard Community Charter School prior to being placed under the FCPS umbrella will be dissolved as of July 1st, 2012.
- All other contracts made with Santa Monica Boulevard Community Charter School prior to being placed under the FCPS umbrella will be dissolved or renegotiated as of July 1st, 2012.
- All former employees of Santa Monica Boulevard Community Charter School desiring employment beyond June 30th, 2012 with SMBCCS under FCPS will reapply for employment under the terms and agreements of the Board of Directors for the Fenton Charter Public Schools, a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.
- All SMBCCS rehires and new hires will begin at probationary status consistent with FCPS personnel and evaluation policies.
- All **employees** shall be employees solely of the Fenton Charter Public Schools.

- All **employees** will be fingerprinted and cleared through the Department of Justice and have a current TB Test. Any offer of employment made by the Fenton Charter Public Schools prior to the criminal conviction/fingerprint check and TB Test will be null and void in the event that the records show that the person does not meet Fenton Charter Public Schools' standards. Employees cannot begin employment at Santa Monica Boulevard Community Charter School until clearance has been obtained from the Department of Justice.
- All core (as defined in Element 1) **classroom teachers** will have a valid teaching credential on file with the California Commission on Teacher Credentialing and will have met the criteria for "highly qualified" status as per the regulations of *No Child Left Behind*. Current copies of all teacher credentials will be maintained and will be readily available for inspection. The Directors will monitor the timely renewal of credentials with additional oversight from the Los Angeles County Office of Education.
- All **paraprofessionals** will be high school graduates or the equivalent, will have passed required Charter School assessments, and will have met the criteria for "highly qualified" status as per the regulations of *No Child Left Behind*.

Selection of Highly Qualified Personnel

Consistent and well-defined hiring policies and practices insure that all employees of Fenton Charter Public Schools have the abilities and attitudes necessary to implement the programs and fulfill the goals delineated in the charter.

The Board of Directors developed job qualifications and descriptions for all positions to ensure that applicants have a clear understanding of Santa Monica Boulevard Community Charter Schools' expectations.

A well-defined and commonly understood mission statement allows all interview and hiring committees to focus on each applicant's specific qualities and whether the applicant will be successful at Santa Monica Boulevard Community Charter School. All potential applicants will be given a copy of the charter and will be strongly encouraged to visit Santa Monica Boulevard Community Charter School during the application process to better understand the mission, goals, and programs of Santa Monica Boulevard Community Charter School.

(See Appendix for Job Descriptions.)

Staff Member Selection

Fenton Charter Public Schools shall select its own staff. Fenton Charter Public Schools shall be solely responsible for the selection, hiring, disciplining, and termination of its employees. The District shall not be responsible for any employment related matters involving Fenton Charter Public Schools and its employees.

Santa Monica Boulevard Community Charter School staff shall reflect the diversity of the community. Staff racial-ethnic balance will continue to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin. Staff will be expected to show potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

Selection of Administrators

New administrators shall be recruited and interviewed by a committee selected by the Board of Directors of the Fenton Charter Public Schools. Selection will be made by the total membership of the Board of Directors. Any future change in the current structure and/or responsibilities of the Director of Instruction/Managing Director, Director of Operations, and the Administrative Coordinator must be approved by the Board of Directors.

Selection of Teachers

Prior to selection, all teacher candidates will be observed either teaching in their current classroom or are asked to do a demonstration lesson in a classroom at Santa Monica Boulevard Community Charter School.

Selection of Paraprofessionals

Recruitment, testing, interview and selection of paraprofessionals will be overseen by the Directors.

Selection of Day-to-Day Substitutes

Santa Monica Boulevard Community Charter School will utilize qualified substitutes from Fenton Charter Public Schools' substitute pool of credentialed teachers. An hourly rate of pay will be established yearly, and this same rate will be offered to teachers who staff after school, intersession and Saturday programs, unless other program funds are available.

On the twenty-first day of continued substitute service in the same classroom, a substitute qualifies for retroactive long-term substitute pay.

A High Quality Work Environment

Santa Monica Boulevard Community Charter School is committed to retaining a highly qualified staff by providing a quality work environment and implementing consistent and recognized personnel procedures.

Personnel Handbook

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, continues to be maintained. All employees will receive a

copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

Many items relevant to the Employee Qualifications element can be found in the Personnel Handbook. The following list represents a selection of the major topics addressed in the Personnel Handbook. *(For more detail, please refer to the copy of the Personnel Handbook in the Appendix –.)*

- Internal Complaint Review
- Contracts of Employment
- Child Abuse Reporting
- Regular Status, Seniority and Reduction in Force
- Employee Reviews and Evaluation
- Work Basis, Attendance and Tardiness
- Hours of Work, Salary Schedules, Overtime and Paydays
- Employee Benefits and Leaves
- Retirement/STRS/PERS/PARS
- Termination of Employment

Compensation and Benefits

Fenton Charter Public Schools will revise its current salary schedules on an annual basis. In keeping with the expressed intention of Education Code Section 47601 to move from a rule-based to a performance-based system, Fenton Charter Public Schools is in the process of developing a performance-based salary schedule.

Although “Children First” will always be Fenton Charter Public Schools’ guiding principle, it is Fenton Charter Public Schools’ intent that employees be appropriately compensated for their level of performance and expertise. Therefore, Fenton Charter Public Schools shall strive to offer employee total compensation that is **at least** comparable to that offered by the six largest California school districts.

Payroll will be bi-weekly.

FCPS will continue to provide the following for all employees:

- Worker’s Compensation Insurance
- Unemployment Insurance
- Medicare
- Any other insurance required by law

Full-time qualified employees will continue to receive FCPS furnished:

- Health Insurance
- Dental Insurance
- Vision Insurance

- Life Insurance (\$40,000)
- Short/Long-Term Disability Insurance which provides 60% of salary from day 15 on for as long as the employee is disabled or ill to age 65

Fenton Charter Public Schools will provide medical, dental and vision insurance for all qualified FCPS retirees on a tiered scale (*see Personnel Handbook for qualifying criteria and tiers*). Fenton Charter Public Schools accepts full fiscal responsibility for this program. A reserve account has been established to provide funding for these benefits and Fenton Charter Public Schools is committed to establishing a trust for retiree benefits in the future as funding permits. Periodic actuarial studies have been conducted to determine the Charter School's liability.

Legal Representation

Legal representation will be provided as stated in the Charter School's liability coverage. Additional legal representation, if needed and appropriate, will be provided through one of Fenton Charter Public Schools' attorneys on retainer.

Professional Responsibilities and Evaluation

Once hired, all employees will be encouraged to develop and maintain a high level of expertise through on-going professional development opportunities. Fenton Charter Public Schools provides all employees a wide variety of professional development opportunities, which are not limited to their particular job category, but also include those which promote better understanding of charter school and educational issues in general.

All employees will be evaluated annually using criteria including, but not limited to, the review of fulfillment of responsibilities according to specific job descriptions and general professionalism. (*See Appendix for Director's and Administrative Coordinator's Evaluation, Appendix for Classified Staff Evaluation and Appendix Teacher Assistant Evaluation forms.*)

Teachers

All classroom teachers will be provided with a copy of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Teachers, regardless of experience level, will use this framework to engage in reflective practice, plan lessons and instructional strategies, organize professional portfolios, develop cognitive coaching projects and set professional goals. The framework additionally provides teachers with a common language and foundation to engage in meaningful discussions with colleagues and directors, and to further enhance their teaching skills.

Multiple criteria will be utilized for annual teacher evaluations, including, but not limited to, classroom observations and review and analysis of student achievement data. (*Attached as Appendix, please see the Evaluation Handbook.*)

Directors and Administrative Coordinator

Director of Instruction/Managing Director, Director of Operation, and the Administrative Coordinator will be committed to consulting the most current research to guide the instructional program and personnel practices of Santa Monica Boulevard Community Charter School. In addition, the Directors and Administrative Coordinator will actively promote Santa Monica Boulevard Community Charter School's mission statement by seeking innovative solutions to all challenges and by disseminating current educational research and resources to staff members.

Each year, the administrative team working in conjunction with and under the advisement of the Board of Directors, will review and update their respective job descriptions. The quality and extent to which each administrator has fulfilled his/her specific responsibilities will be reviewed by the Board of Directors at the end of the year and recommendations for improvement or next steps will be presented.

Classified Staff and Teacher Assistants

The administrative team will evaluate all classified staff members yearly. Teacher assistants will be evaluated twice yearly by each of the teachers to whom they are assigned.

ELEMENT 6 – HEALTH AND SAFETY

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

SMBCCS will follow established standards of health and safety as is commonly practiced in California public schools according to the California Education Code, Section 44237. All city, county, and state building codes will be followed. To secure our campus, all perimeter gates will be locked during school hours. Students will be supervised at all times by certificated teachers and/or by paraprofessionals. A full or part-time nurse will continue to serve students on a regular basis. Additionally, the Parent Center will continue to provide some on-site health and social services to our students and their families through our partnership with the SABAN Free Clinic.

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A copy of these procedures is attached as *Appendix*.

The following is a summary of the health and safety policies of the Charter School:

Safety of Pupils and Staff

Fingerprinting and TB Testing

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Directors of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Directors. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Child Abuse Reporting

The following policies and practices apply to all Santa Monica Boulevard Community Charter School employees:

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. Child abuse or neglect is broadly defined as a “physical injury that is inflicted by other than accidental means upon a child by another

person.” This includes both acts and omissions on the part of the responsible person. Charter School employees are required to report instances of child abuse and/or neglect when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion arises when the facts surrounding the incident could cause another person in a similar situation to suspect child abuse or neglect.

Section 11166 of the California Penal Code applies to all employees employed by a public school. These employees are mandated reporters. It is the policy of Santa Monica Boulevard Community Charter School that all employees shall comply with the law’s reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

The following procedure will be used to report suspected child abuse.

- Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall (1) make a telephone report of the suspected child abuse immediately, or as soon as practically possible, to an appropriate child protective agency, either the Department of Children and Family Services (DCFS) or the local law enforcement department (Los Angeles Police Department), and (2) prepare and send a written report, “Suspected Child Abuse Report,” Department of Justice (DOJ) form SS 8572, to the agency called within 36 hours of receiving the information.
- A report of suspected child abuse is to be made to only one child protective agency, either the Department of Children and Family Services (DCFS) or the Los Angeles Police Department (LAPD).
- If the agency asks the child be held until authorities arrive, the employee must remain with the child.

After completing the process above, the employee’s primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child’s home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child’s parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

An employee who is required by law to make a report, but fails to do so, can be found guilty of a misdemeanor. This misdemeanor is punishable by imprisonment in county jail for a maximum of six months, a fine of up to \$1,000, or both. The employee would also face the possibility of personal liability and could incur costs of defense and any subsequent damages to the child. Additionally, all employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, Santa Monica Boulevard Community Charter School is not obligated to defend an employee who neglects or fails to make a required report.

A Charter School employee, although not required, may also make a report where he/she has knowledge of or reasonably suspects that mental suffering has been inflicted upon a child or that the child's emotional well-being is endangered in any other way.

Child abuse reporting procedures are reviewed yearly for returning staff members. New hires are trained through the online training service provided through our membership in the insurance joint powers authority, ASCIP (Alliance of Schools for Cooperative Insurance Programs).

(See Appendix for Personnel Handbook.)

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

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

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Blood Borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Safety of Facilities

Santa Monica Boulevard Community Charter School will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

In addition to the on-going and daily review of school facilities by the Facilities Manager, Santa Monica Boulevard Community Charter School remains a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the Charter School including playground equipment, asphalt, cement, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including storage areas for hazardous materials).

The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

Safety of Auxiliary Services

The facilities manager will also assure that safety is a priority when handling hazardous materials. Proper training will be conducted on a regular basis to assure that all custodial staff is familiar with safety procedures when cleaning and preparing classrooms, cafeteria, and eating areas.

The food service provider will maintain records on all trainings related to proper implementation of safety procedures in and around the kitchen. These training topics will be, but not limited to, proper handling of hot food, proper sanitation around food, dish washing, and maintain proper food temperature.

The SMBCCS insurance provider will hold regular safety and risk management inspections; workshops for maintenance, custodial, food services, and business management staff. Additionally, SMBCCS will send maintenance, custodial, food service, and other staff to various trainings and certification programs as needed.

Insurance

Santa Monica Boulevard Community Charter School is a legally established incorporated public charter school acting as a separate legal entity from the District. We believe that with the freedom gained through the charter comes a commensurate degree of accountability and responsibility. To the extent allowable under the law, SMBCCS, therefore, assumes complete liability for all actions of the Charter School and its employees in the performance of their duties under this charter, and indemnifies and holds the District harmless for any liability for

SMBCCS's actions, errors, or omissions, provided the District complies with all legally required oversight. Conversely, SMBCCS is not responsible for any of the District's actions in the performance of its duties under this charter, past, present or future actions, consent decrees and/or liabilities.

Insurance Requirements

No coverage shall be provided to Santa Monica Boulevard Community Charter School by the District under any of the District's self-insured programs or commercial insurance policies. SMBCCS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Santa Monica Boulevard Community Charter School location shall meet the below insurance requirements individually.

It shall be SMBCCS's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured 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 SMBCCS's insurance primary despite any conflicting provisions in SMBCCS's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect SMBCCS 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 SMBCCS does not operate a student bus service. If SMBCCS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by SMBCCS 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles 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 SMBCCS's insurance primary despite any conflicting provisions in SMBCCS's policy.*

Evidence of Insurance

FCPS shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Avenue, 28th Floor, Los Angeles, CA 90017, within thirty (30) days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewal except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should SMBCCS deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 SMBCCS.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, SMBCCS 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. SMBCCS 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. SMBCCS 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 attorney's 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 SMBCCS, and their officers, directors, employees or volunteers. Moreover, SMBCCS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Santa Monica Boulevard Community Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. SMBCCS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

(Please see attached for Appendix, Crisis Plan; Appendix Emergency Plan.)

SMBCCS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

SMBCCS shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. SMBCCS shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure that ongoing safety of its students.

(See Appendix for Insurance Documentation.)

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Means to Achieve Racial and Ethnic Balance

Santa Monica Boulevard Community Charter School remains a neighborhood school. Students do not generally travel great distances to attend, and recruiting efforts have not traditionally needed to be robust. Santa Monica Boulevard Community Charter School’s student population will mirror the racial and ethnic diversity found in the community of east Hollywood through maintaining positive relations with the community-at-large, and by providing an attractive multicultural child-centered learning environment which appeals to the community as a whole. As explained in the introduction section, the Charter School has achieved success in maintaining a student population whose racial and ethnic balance matches that of the local area.

Prior to the beginning of each school year, Santa Monica Boulevard Community Charter School will publicize and conduct informational meetings to inform all segments of the community about Santa Monica Boulevard Community Charter School’s educational program and support services. Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities. All written and oral communication will be presented in English and Spanish (the home language of all current English Learners enrolled in Santa Monica Boulevard Community Charter School) and other languages as necessary.

Santa Monica Boulevard Community Charter School will conduct Parent Orientation Meetings for each grade level at the beginning of each school year and Open House in the second semester of the year. Administrators will attend Hollywood Neighborhood Council and other community meetings regularly to invite community members to school events and extend general outreach to the community at large. Additionally, postcards inviting community members to events and tours of the school will be mailed to the surrounding communities within Los Angeles in the spring to announce enrollment.

Court-Ordered Integration

Santa Monica Boulevard Community 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives

Targeted Instructional Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

No Child Left Behind - Public School Choice (NCLB-PSC) Traveling Students

The District and SMBCCS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the *No Child Left Behind Act of 2001* (“NCLB”). SMBCCS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Santa Monica Boulevard Community Charter School shall have the right to continue attending Santa Monica Boulevard Community Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Santa Monica Boulevard Community Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

SMBCCS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. SMBCCS will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Santa Monica Boulevard Community Charter School under the NCLB-PSC program increases in subsequent years, SMBCCS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, SMBCCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the *No Child Left Behind Act of 2001* (NCLB) and other applicable federal grant programs. SMBCCS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. SMBCCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where

applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by a teacher who is not highly qualified;
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact;
- Hold an annual Title I meeting for parents of participating Title I students;
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy;
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds;
- Complete and submit Local Education Agency (LEA) Plan to CDE;
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program;
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

SMBCCS also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

Santa Monica Boulevard Community Charter School will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). Santa Monica Boulevard Community Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition. Santa Monica Boulevard Community Charter School will adhere to all laws establishing minimum age requirements for public school attendance.

Recruitment efforts of students who are academically low-achieving, students with disabilities, and economically disadvantaged students is conducted locally, throughout the former attendance area of Santa Monica Boulevard Elementary School. This student population already meets those characteristics.

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 Agreement, and complete all emergency information. A parent’s decision not to sign the home-school agreement in no way impacts the student’s admission or enrollment.

The enrollment period will be advertised in the east Hollywood area beginning on January 1st and ending on May 31st 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 the Fenton charter schools.

The K-6 operating capacity will be 950 students. Before SMBCCS determines that they cannot enroll an attendance boundary student, they must first contact the School Management Services, send School Management Services a current K-6 enrollment classification, and, if applicable, School Management Services will authorize the capping of the school’s enrollment. School Management Services will communicate with both SMBCCS and the Local District to determine placement of the student if placement is necessary at a district school. Santa Monica will not disenroll a continuing student to accommodate a new attendance boundary student.

California state residency is the only requirement for enrollment, and Santa Monica Boulevard Community Charter School will admit all pupils who wish to attend Santa Monica Boulevard Community Charter School, subject only to capacity. If the number of pupils who wish to attend SMBCCS exceeds capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of such a drawing, preference will be granted as follows:

1. Pupils who reside within the former attendance boundary of Santa Monica Boulevard Elementary School are exempt from any public random drawing.
2. Siblings of existing students of SMBCCS are exempt from any public random drawing.
3. Children of employees of SMBCCS are exempt from any public random drawing.
4. Residents of the District (at a ratio of 2:1)
5. All other students

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

- All interested parties (those parties falling into categories 4 or 5 above) may submit a form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the main office of Santa Monica Boulevard Community Charter School beginning on the second Monday of March of each year.
- All forms must be received by 4:00 p.m. on the last Friday in May 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, only one form will be utilized for the lottery,
- A drawing will be held at 6:00 p.m. on the second Friday in June in the school auditorium.
- Names will be drawn until all names have been called by school administration.
- Names will be listed on a chart at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names listed on the chart.
- The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by the SMBCCS office staff.
- Parents of students on the waiting list will be informed as to the student's place on this list.
- Parents of students selected for enrollment will be informed that the enrollment process must be completed prior to the start of school, and no later than 9:00 a.m., the Monday prior to the first week of school. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Directors and communicated to the parent by the office staff.)
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.
- Lottery procedures and timelines will be posted yearly in the main office beginning on March 1st.

- The office manager of the Charter School will maintain all forms for all students who participated in the lottery for one year as well as the chart documenting the order of names selected.

McKinney-Vento Homeless Assistance Act

Santa Monica Boulevard Community Charter School will adhere to the provisions of the 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.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ELEMENT 9 – FINANCIAL AUDITS

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

The business philosophy of SMBCCS will be entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of the “better, faster, cheaper” and “in the best interest of our students” tests. SMBCCS has been able to amass a significant funds balance which insures adequate fiscal integrity, reserves, cash flow, retirement health benefits and the ability to participate in future projects for our students’ benefit.

The following reports will be submitted to LAUSD in the required format and within timeframes to be specified by LAUSD each year 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, the Monday after close of the last day of the school month
- h. Statistical Report – Monthly, the Friday after the last day of the school month
- i. P1 – First week of January
- j. P2 – First week of April
- k. Instructional Calendar – Annually five weeks prior to the first day of instruction
- l. Bell schedule – Annually by November
- m. Other reports as requested by the District

Financial Audits

An annual independent financial audit of the books and records of Santa Monica Boulevard Community Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Santa Monica Boulevard Community 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.

SMBCCS will select an independent auditor through a request for proposal format. 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 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. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Fenton Charter Public Schools Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Santa Monica Boulevard Community Charter School not to exceed 1% of Santa Monica Boulevard Community Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of Santa Monica Boulevard Community Charter School not to exceed 3% if Santa Monica Boulevard Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, FCPS will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that SMBCCS 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 Santa Monica Boulevard Community Charter School, SMBCCS authorizes the District to deduct any and all of the in lieu property taxes that Santa Monica Boulevard Community Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. SMBCCS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Santa Monica Boulevard Community Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, SMBCCS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

SMBCCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Santa Monica Boulevard Community Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of Santa Monica Boulevard Community Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Santa Monica Boulevard Community Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Santa Monica Boulevard Community 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 the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

FCPS 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 SMBCCS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

SMBCCS will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10 - STUDENT SUSPENSIONS/EXPULSIONS

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

Student Suspension and Expulsion Policy

This Pupil Suspension and Expulsion 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 non-charter 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.

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. 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 Home-School Contract 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing of all discipline policies and procedures through the Home-School Agreement which is distributed to all families upon enrollment and then yearly, at the beginning of each school year.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Santa Monica Boulevard Community Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Santa Monica Boulevard Community Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Santa Monica Boulevard Community Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LASUD Support Unit, Division of Special Education.

Santa Monica Boulevard Community Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- Pupil's last known address
- A copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion
- Student's current educational placement
- Copy of parental notice of expulsion
- Copy of documentation of expulsion 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, and

General Discipline Policies

Each year, the Parent Advocacy Committee, an advisory committee which reports to the Board of Directors, consisting of teachers, staff, parents and community members, reviews and possibly revises the Santa Monica Boulevard Community Charter School Home-School Contract and standards for student behavior. The contract identifies the responsibilities of the home and those of the Charter School, and includes the Student Responsibility Code which specifically states the expectations of the Charter School and the Charter School staff for student behavior. Teachers review the Home-School Contract with families during Parent Orientation meetings held within the first two weeks of school, and both the parent and student sign the contract to acknowledge their understanding of school-wide expectations. A parent's decision not to sign the agreement in no way impacts child's admission or enrollment. (*See Appendix Home School Agreement .*)

Students who do not live up to their responsibilities and who violate the Charter School rules may expect some consequences for their behavior. These may include the following:

- Warnings
- Loss of privileges
- Isolation within the classroom or in other supervised areas
- Notices to parents by telephone or letter
- Request for parent conference
- Detention after school (with advance notice to parents if the detention is more than 10 minutes)
- Sending the student to the administrator when deemed necessary by the classroom teacher
- Suspension from school for a period ranging from one (1) to five (5) consecutive days per suspension, and not more than twenty (20) school days per school year, depending upon the severity and recurring nature of the violation.
[In-school suspension and all other alternatives will be considered before suspension from school.]
- Expulsion from Santa Monica Boulevard Community Charter School

Parents will be asked to participate in the Behavioral Student Study Team process if the student's behavior does not improve. The Behavioral Student Study Team is composed of a school site team that provides an early identification, a collective data review and early intervention planning to ensure the success of the student. The team discusses student strengths, background information and addresses possible concerns. The goals for the Behavioral Student Study Team meetings are to use a positive problem solving approach to develop strategies, coordinate possible resources, mobilize, and plan an accountability system with measurable objectives. The team includes the student's teacher, elementary school counselor, school psychologist, parent and an administrator who oversees the team.

Enumerated Offenses

In cases of serious misconduct, a student may be suspended from class or from school, or recommended for expulsion from Santa Monica Boulevard Community Charter School by the Directors, Administrative Coordinator, or his/her designee. The length of the suspension or expulsion will be determined by the severity and recurring nature of the violation. Suspensions may be one (1) to five (5) days in length, and will be at the discretion of the Directors, Administrative Coordinator, or his/her designee. Expulsions may range from one semester to a full school year. The length of the expulsion will be at the discretion of the Board of Directors.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Santa Monica Boulevard Community Charter School or at any other school or a Charter School-sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or

intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily

injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
 - Brandishing a knife at another person.
 - Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - Possession of an explosive
 - Violation of the Guns Free Schools Act

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

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

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Gun Free Schools Act

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

Process for Suspension and/or Expulsion

The Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or other designated administrator, may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act.

1. Suspension Procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her designee. The conference may be omitted if the Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified 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 may also state the date and time when the student may

return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her 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 of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Suspension Appeal

The parent and student may contest a suspension through a meeting with the Family Center Director who would set up an appeals meeting with the Executive Director.

1. The Executive Director will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below. If not resolved, parent(s) or guardian may submit concern in writing to the Board of Directors.
2. The Board of Directors will meet in closed session (the administrators will recuse themselves) and render a final decision on the matter.

2. Expulsion Procedures:

A student may be expelled either by the Board following a hearing before it or by decision of an Administrative Panel, not to include any of the administrators involved in the initial student discipline, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are administrators not involved in the student's discipline, certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may make an expulsion decision of any student found to have committed an expellable offense.

- A. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director of Instruction/Managing Director, Director of Operations, or Administrative Coordinator, or his/her designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make an expulsion decision. Parents can appeal the decision to the Board of Directors for a final decision whether to expel.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least five (10) calendar days prior to 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, charges and offenses upon which the proposed expulsion is based;
3. A copy of Santa Monica Boulevard Community Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent'/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

- B. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Santa Monica Boulevard Community 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 which shall be examined only by Santa Monica Boulevard Community Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the

presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

C. 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.

D. 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. A decision 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. If parents want to appeal, they must submit their request for an appeal hearing to the Director of Instruction/Managing Director within five (5) days of receiving the expulsion decision. The Appeals hearing will be held by the Board of Directors within ten(10) days of receiving the request. The final decision by the Board shall be made within ten (10) school days following the conclusion of the appeals hearing. The decision of the Board of Directors is final.

If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

E. Written Notice to Expel

The Directors, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 Santa Monica Boulevard Community Charter School.

The Directors shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Santa Monica Boulevard Community Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

The Board of Directors' decision to expel shall be final.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

Outcome Data

Santa Monica Boulevard Community Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Interim Placement

If a student is recommended for expulsion, while awaiting the final determination of the Board of Directors, the student will be placed on Independent Study. Textbooks, class work and homework assignments will be compiled by the classroom teacher for all academic subjects while the student and parents await the review process. Reviews will be conducted in a timely manner, and resolution will be reached within two weeks of the incident.

If the student is to be expelled, Santa Monica Boulevard Community Charter School will notify the District in which the student resides. The charter school will assist the family of an expelled student with information necessary to seek alternative education programs within the District or the county of residence.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The 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, the Charter School's governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?

ELEMENT 11 – RETIREMENT PROGRAMS

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

SMBCCS will continue to participate in PERS, STRS, PARS, and Social Security for qualifying employees. SMBCCS will continue to utilize the Los Angeles County Office of Education’s retirement reporting system or a retirement system compatible with LACOE. The Fenton Charter Public Schools’ Business Manager will insure that appropriate arrangements for each employee’s retirement coverage have been made regularly and in a timely manner.

State Teachers’ Retirement System

All full-time certificated employees of SMBCCS will continue to be members of STRS (State Teachers’ Retirement System). Employees will contribute the required percentage and Fenton Charter Public Schools will contribute the employer’s portion at the time that the contributions are made. All withholdings from employees and from Fenton Charter Public Schools will be forwarded to the STRS fund as required.

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

Public Employees’ Retirement System

All full-time classified employees will continue to be members of PERS (Public Employees’ Retirement System). Employees and Fenton Charter Public Schools will contribute the required rate as designated by PERS at the time that the contributions are made.

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.

Public Agency Retirement System

Fenton Charter Public Schools will continue to participate in the PARS (Public Agency Retirement System) for all non-PERS/STRS eligible part-time employees.

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

ELEMENT 12 – ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

The parents of students matriculating to middle 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. Magnet, PWT and open enrollment program information is also shared with SMBCCS parents and guardians.

Pupils who choose not to attend Santa Monica Boulevard Community Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13 – EMPLOYEE RIGHTS

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by SMBCCS unless specifically granted by the District through a leave of absence or other agreement. Fenton Charter Public Schools employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment by SMBCCS that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of SMBCCS will be considered the exclusive employees of SMBCCS not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Fenton Charter Public Schools. Employment by Fenton Charter Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Rights of District Employees

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

- (3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- (4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code].” Ed. Code § 47605 (b)(5)(O)

SMBCCS is deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (EERA). SMBCCS shall comply with the EERA.

ELEMENT 16 – PROCEDURES TO BE USED IF SANTA MONICA BOULEVARD COMMUNITY CHARTER SCHOOL CLOSES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P)

Revocation

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

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

Prior to revocation, and in accordance with California Education Code section 47605(d) and State regulations, the LAUSD Board of Education will notify Santa Monica Boulevard Community Charter School in writing of the specific violation, and give Santa Monica Boulevard Community Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board 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 clause set forth in this charter.

Closure Action

The decision to close the Charter School either by the SMBCCS governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the FCPS board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include 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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter school. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

The Charter school shall ensure completion of an independent final audit within six months after the closure of the 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 the Charter School.

This audit may serve as the Charter School's annual audit.

The financial closeout audit of the Charter School will be paid for by the 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 the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the 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. The 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 the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter school shall ensure the completion and filing of any annual reports required.

This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter School closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a) The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b) A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the charter school shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- 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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.).
- d. File the final withholdings tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Santa Monica Boulevard Community Charter School's right to operate as a charter school or cause Santa Monica Boulevard Community Charter School to cease operation. Santa Monica Boulevard Community Charter School and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Santa Monica Boulevard Community Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

Facilities

Santa Monica Boulevard Community Charter School is currently occupying a district school site that is located at 1022 N. Van Ness Ave., Los Angeles, California and has signed a Sole Occupancy Agreement. The facility is subject to the Sole Occupancy Agreement.

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, SMBCCS shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, FCPS shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter Schools agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising from the Facilities:
 1. Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

2. 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
1. Co-Location: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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.
2. Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F & E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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 maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or country agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health and Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management

The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired is to be used as a school or administrative building shall maintain an asbestos management plan.

MISCELLANEOUS PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Ed. Code §47605(g)

SMBCCS prepares a projected cash flow schedule at the beginning of each school year based on the approved budget. The timing of cash receipts and cash disbursements in this schedule is based on historical experience of cash flows for the Charter School and any new information received from funding sources as it relates to the specific school year. This schedule reflects month-to-month cash projections and is compared to actual results on a monthly basis.

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will continually be refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with SMBCCS's goals as identified by the Board of Directors. Two interim reports and year-end estimated actuals will continue to be submitted to the District.

As a directly funded independent charter school, most of the Charter School's state and federal revenue flows directly from the state. Funds flowing through the District [property taxes, and any other funding generated by SMBCCS students] will be transferred via journal voucher entry. All revenue generated by SMBCCS will be deposited in the Los Angeles County Treasury. All expenditures (including bi-weekly payroll) will be drawn on the County Treasury which enables the County budgeting and accounting system to account for all revenue and expenditures. Two revolving accounts with a local financial institution will continue to be maintained for day-to-day expenditures from the General Fund and from Food Services. All expenditures over \$500 will continue to require two signatories. *(See Appendix for FCPS Accounting Procedures Handbook.)*

(See Appendix for Three-Year Projected Budget.)

Santa Monica Boulevard Community Charter School and/or its nonprofit corporation, FCPS, is a separate legal entity, will be solely responsible for the debts and obligations of Santa Monica Boulevard Community Charter School.

Mandated Costs

In order to meet the health, safety and public accountability requirements of all public school children at Santa Monica Boulevard Community Charter School, Santa Monica Boulevard Community Charter School will be required to comply with the following programs and activities:

- Annual Parent Notifications
- Behavior Intervention Plans
- Comprehensive School Safety Plan

- Criminal Background Check
- Habitual Truant Conferences
- Notice of Truancy
- Open Meetings Act/Brown Act
- Physical Performance Tests
- Pupil Health Screenings
- Immunization Records
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- Standardized Testing and Reporting
- Any other current or future mandates that directly pertain to the health, safety, and welfare of Charter School students. In addition, any additional mandates that must be performed to satisfy the State's testing and graduation requirements.

It is the expressed intent of Santa Monica Boulevard Community Charter School to comply with all of the aforementioned mandates and file directly for reimbursements.

Transportation

Transportation services for SMBCCS activities such as curricular trips, school sponsored events and events of the Santa Monica Parent Center will be provided at charter school expense, or utilizing a state-approved transportation provider.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Ed. Code § 47605(g).

FCPS handles all administrative services internally, by hiring employees. It does not contract with third party providers for services such as custodial, maintenance, business services, etc.

Renewal Timeline and Process

The Charter School will submit a charter renewal petition to the District in accordance with ICSD Charter School Administrative procedures. The renewal petition will be reviewed according to the standards of Education Code Section 47605.

IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Ed. Code § 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of FCPS shall provide for indemnification of the FCPS Board, officers, agents, and employees, and FCPS will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By renewing this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue working cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year renewal term from July 1, 2012 to June 30, 2017.