



**FORTUNE SCHOOL
CHARTER RENEWAL**

**CHARTER SCHOOL NETWORK OF
REX AND MARGARET FORTUNE SCHOOL OF EDUCATION**

**Presented to:
SACRAMENTO COUNTY BOARD OF EDUCATION
Sacramento, California**

**Charter Renewal Term:
July 1, 2016 - June 30, 2021**

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A. EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school designed, among other things, to identify those pupils 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.”

-California Education Code section 47605.6(b)(5)(A)(i)

Mission

To graduate high achieving students of good character prepared for college and citizenship in a democratic society.

Educational Philosophy

An Educated Person in the 21st Century

Being an educated person in the 21st Century means to have a high level of academic mastery as well as critical thinking and problem-solving skills that will provide opportunities and preparation for college and career. Fortune School promotes students with the highest levels of academic achievement and character. These academic and life skills give students the tools to meet the educational, professional and personal challenges of the 21st century.

How Learning Best Occurs

Fortune School adheres to the Five Pillars originally developed by KIPP (Knowledge Is Power Program). The Five Pillars guide the operation of Fortune School and serve as the values by which administrators, faculty and staff serve and interact with scholars. The Five Pillars are the framework for the innovative program design that distinguishes Fortune School from other schools in the region. In its first four years of operation, Fortune School has proved that our model gets results with our scholars having earned an 807 in 2013 on the Academic Performance Index (API), exceeding the state goal of an 800 API.

Fortune School’s Five Pillars

1. **High Expectations** – We have high expectations for academic achievement and conduct that are clearly designed, measurable and make no excuses based on the on the background of the students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.
2. **Choice and Commitment** – Students, their parents and staff choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required for success.
3. **More Time** – We know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week and year; students, teachers, school leaders, parents and staff dedicate more time. This ensures that students acquire the knowledge and skills that prepare them for competitive colleges, as well as opportunities to engage in diverse extracurricular activities.
4. **Focus on Results** – We focus relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are

no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. **Citizenship** - We strongly believe that the measure of a person's success is in what he or she gives to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning and are empowered to become productive citizens in the community in which they live.

Students to be Served

In 2011, the Sacramento County Board of Education approved Fortune School to open nine public charter schools (a school a year during the term of the charter) designed to close the achievement gap for the Sacramento region's lowest performing subgroup—African American students. As a part of the Board's action to approve Fortune School, the Sacramento County Board of Education made findings of fact that there was a severe and persistent African American achievement gap in the county that was well-documented based on student achievement data from the California Department of Education. As found in the Findings of Fact from the February 1, 2011 Board Agenda Item VIII.D. (**Appendix I**):

B. Required Findings

- Education Code Section 47605.6(a)(1) states that a county board of education may only approve a countywide charter if it finds that the charter school will offer educational services to a pupil population that will benefit from those services, and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(b) provides that SCBE may grant a countywide charter only if it is satisfied that the granting of the charter is consistent with sound educational practice, and that the charter school has a reasonable justification for why it could not be established by petition to a school district.
 - The Fortune petition sets a goal of eliminating the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. The petition notes that this achievement gap exists for African American students across Sacramento County and in each of the county's school districts. Fortune is modeling its educational program after that of PS7. It presents evidence that PS7 has eliminated this achievement gap, with African American students who attend PS7 surpassing White student performance in the county in both English Language Arts and mathematics. Fortune reports that in February, 2010, 100 percent of the PS7 students who entered St. HOPE's Sacramento High School passed both the English Language Arts and mathematics portions of the California High School Exit Exam and that PS7 has demonstrated significantly higher student performance than public schools serving similar populations. Thus, the educational program being proposed has a demonstrated record of success for this student population.

- Fortune proposes to make the PS7 model widely available to underserved African American students throughout Sacramento County, and contends that because of the pervasive nature of the African American achievement gap across the county and in all of the districts where the charter school intends to operate, these students could not be served as well by a charter school that operates in only one district. This is the petition's justification for establishing a system of schools across the county rather than petitioning a single school district.
- In its January 20, 2011 submission, Fortune argues the following in support of the required legal findings noted above:
 - The large geographic area of the county and the difficulty of commuting the target population from all over the county to a single location in a single district;
 - The increased efficiencies of operating one charter rather than charters in several districts;
 - The benefit of the SCBE control in strategically locating high quality programs where they are most needed in the county;
 - The ability of the SCBE to dictate much higher levels of academic accountability (as compared to district approved charter schools) for each countywide charter school location;
 - The easier ability to finance and acquire facilities as a single countywide charter;
 - Local school districts' lack of expertise in closing the achievement gap and SCOE's greater expertise in this area;
 - Fortune's founding vision to have a system of schools in multiple school districts across the county to address a countywide problem would not be possible by individual district-sponsored charters;
 - Requiring Fortune to first petition each district would nullify the purpose of the countywide charter statute.
- Based upon Petitioner's intended goal and the data provided, SCBE could reasonably make the required finding under Education Code Section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

True to our commitment, Fortune School has provided a regional solution to a regional problem by increasing the availability of rigorous, college preparatory, public school programs to African American students throughout the county. During the term of its original charter petition (2011-2016), Fortune opened five schools in communities throughout Sacramento County including South Sacramento, Oak Park, Elk Grove and South Natomas. In this way, Fortune met its commitment to opening a school year in the first five years of the charter.

School Name Location, Year Open	Grade Levels	2015-2016 Enrollment
Fortune School South Sacramento, Opened 2011	K-5	345
William Lee College Prep Oak Park, Opened 2012	K-5	320
Alan Rowe College Prep Elk Grove, Opened 2013	K-5	322
Ephraim Williams College Prep Middle School Oak Park, Opened 2014	6-7	90
Hazel Mahone College Prep South Natomas, Opened 2015	TK-2	119
Total		1,196

While the focus on Fortune School is to solve the persistent and pervasive underachievement of African American students in Sacramento County, Fortune School is open to all students. Fortune School serves a diverse student population. Student enrollment at Fortune School in the 2014-15 school year was 61% African American, 23% Latino, and 10% Mixed Race (see table below). Fortune School does not discriminate against any students on any basis including, but not limited to: race, color, religion, gender, national origin, physical or mental disability, or any other protected class under federal, state or local law. Fortune School targets students and families living in Sacramento County, however, consistent with charter school law, enrollment is open to all students in the state.

2014-2015 Fortune School Enrollment by Ethnicity

Ethnicity	Number (Percentage)
African American	547 (61%)
Latino	204 (23%)
Two or More Races not Hispanic	86 (10%)
Asian	26 (3%)
White	14 (2%)
Pacific Islander	7 (.7%)
American Indian or Alaskan Native	6 (.7%)
Filipino	5 (.6%)
Not Reported	3 (.3%)
Total	898

Source: California Department of Education Dataquest. Figures do not add up to 100% because numbers are rounded.

Fortune School's growth plan continues to be nine public charter schools at scale in Sacramento County. The configuration of these schools, however has changed to meet the needs of Fortune School's existing student population. Fortune School's new growth plan is as follows:

- o 3 K-5 campuses
- o 1 TK-5 campus

- o 1 TK-8 campus
- o 3 Middle School campuses, grades 6-8
- o 1 High School campus, grades 9-12

Fortune School has four additional campuses to open to reach its goal of nine schools. Two new schools will open during the term of this charter renewal. The other two will open during the next renewal period (1 K-5, 1 middle school), unless demand requires an earlier school opening during the term of the first renewal.

During the term of the renewal (2016-17 through 2020-21), Fortune School will open a middle school and high school, both in Elk Grove. We intend to open these additional campuses in the 2017-18 school year to accommodate growth caused by existing students advancing to higher grade levels in middle school and high school.

As such, Fortune School will grow from 5 schools in 2015-16 with 1,196 students to 7 schools in Sacramento County during the term of the charter renewal (2016-17 to 2020-21), adding an additional 1,119 seats for a total enrollment of 2,315. During the term of the charter, our school sites will be:

School	Grade Levels	Enrollment by 2020-2021 School Year
Fortune School	K-5	300
William Lee College Prep	K-5	300
Alan Rowe College Prep	TK-5	320
Hazel Mahone College Prep	TK-7	395
Ephraim Williams College Prep Middle School	6-8	150
New Middle School	6-8	400
Early College High School	9-12	450
Total Enrollment	K-12	2,315

School	2016-17	2017-18	2018-19	2019-20	2020-21
Fortune School (K-5)	350	325	300	300	300
William Lee College Prep (K-5)	325	350	350	325	300

Alan Rowe College Prep (TK-5)	350	325	350	345	320
Hazel Mahone College Prep (K-7)	195	245	295	345	395
Ephraim Williams College Prep Middle School (6-8)	150	150	150	150	150
New Middle School (6-8)	-	125	225	350	400
Early College High School (9-12)	-	100	200	300	450
Total	1,370	1,620	1,870	2,115	2,315

Reflections on Past Charter Term

Fortune School has obtained the state goal for schools of an 800 on the Academic Performance Index (API), having earned an 807 API in 2013, the latest year for which state data on the API is available. In the initial charter petition, Fortune School set a goal to reach an 800 API within 5 years. Fortune School exceeded this goal having maintained an API over 800 since its first year in operation.

Fortune School Academic Performance Index (API) Scores*

	2012	2013
LEA-wide	879	807
African American	869	801
Latino	919	825
English Learners	-	837

Source: California Department of Education Dataquest

*2013 is the latest year for which an API is available. The California Legislature suspended the API in 2014 and 2015.

Fortune School has met its performance objectives while serving a largely low-income, African American student population, a third of whom are African American boys. African American students continue to be the lowest performing ethnic subgroup in the districts that Fortune School students would otherwise attend. In the school districts that represent 95 percent of African American student enrollment in Sacramento County, African American students perform below English Language Learners and every ethnic subgroup. The only students who African Americans out-perform in these districts are students with special needs. The districts include: Elk Grove Unified, Sacramento City Unified, Twin Rivers Unified, San Juan Unified, Natomas Unified, Folsom-Cordova Unified, and Robla Elementary.

As illustrated in the table below, there remains a severe and persistent African American achievement gap in the county, however, during the term of the charter, African American students at Fortune School outperformed their African American peers in comparison school districts and made gains on closing the achievement gap with white students. This is the rationale for Fortune School as a countywide benefit charter to make a high quality educational program that is achieving positive results available to African American students across Sacramento County. By design, the Fortune School

system operates across districts and could not serve pupils as well in any one district because of the countywide nature of the African American achievement gap.

Fortune School African American Students Outperform Peers in Comparison School Districts and Make Gains Closing Achievement Gap with White Students

District	2014-2015 African American Student Enrollment	% of County African American Student Enrollment	African American API 2013	White API 2013	Gap	2014-2015 % Students Socio-Economically Disadvantaged
Elk Grove Unified	8,824	29%	712	831	-119	56%
Sacramento City Unified	8,103	26%	677	831	-154	68%
Twin Rivers Unified	4,511	15%	668	764	-96	84%
San Juan Unified	3,805	12%	671	808	-137	51%
Natomas Unified	2,397	8%	716	859	-143	52%
Folsom-Cordova Unified	1,312	4%	709	860	-151	34%
Fortune School	547	2%	801	-		82%
Center Joint Unified	452	1%	758	814	-56	60%
Robla Elementary	361	1%	711	793	-82	90%
Total	30,312	98%	707 State	852 State	-145	59%
County African American Enrollment	30,840					

2014-2015 Fortune School Enrollment by Ethnicity

Ethnicity	Number (Percentage)*
African American	547 (61%)
Latino	204 (23%)
Two or More Races not Hispanic	86 (10%)
Asian	26 (3%)
White	14 (2%)
Pacific Islander	7 (.7%)
American Indian or Alaskan Native	6 (.7%)
Filipino	5 (.6%)
Not Reported	3 (.3%)
Total	898

Source: California Department of Education Dataquest

Percentage of African American Boys Attending Fortune School v. Sacramento County

2014-2015	Fortune School	Sacramento County
African American Boys	271 (30%)	15,974 (13%)

Source: California Department of Education Dataquest

2014-2015 Fortune School Free/Reduced Lunch, Special Education, English Learner Enrollment

Economically Disadvantaged	Special Education	English Learners
733 (82%)	84 (9%)	72 (8%)

Source: California Department of Education Dataquest

Curriculum and Instructional Design

As explained in an earlier section, Fortune School believes in the Five Pillars. The Five Pillars are our education philosophy. Fortune School operates site-based programs with an instructional model based on a highly disciplined school culture and direct instruction leading to small group, differentiated instruction. Our approach is to implement standards-aligned instructional materials with fidelity. We follow the assessment and curriculum pacing calendar in the instructional materials. Since the implementation of Common Core State Standards our instructional model has evolved to emphasize more student-centered classrooms that are characterized by the use of ratio strategies, centers and blended learning using Chromebooks. We consider following our instructional materials in a disciplined fashion a part of our commitment to High Expectations (Pillar #1). Our overall goal is to prepare each of our scholars to be competitively eligible for a four-year college or university.

The California State Board of Education has adopted or is in the process of adopting new standards for the core disciplines (English/Language Arts, Mathematics, History/Social Science, and Science.) Fortune School will ensure that scholars demonstrate mastery of these standards, including the Common Core State Standards for Math and ELA and the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade 12*. Fortune teachers clearly articulate and post the standards in each classroom and integrate the standards into all lesson plans and classroom activities.

As the California State Board of Education has shifted from the previous set of content standards to the Common Core State Standards (CCSS), Fortune School has been proactive in making the same shift. To do this, Fortune School:

- Adopted new curriculum materials from Houghton Mifflin Harcourt in ELA and Math (listed in Table I: Core Instructional Materials for K-12),
- Purchased Chromebooks for the implementation of blended learning and assessments,
- Provide ongoing outreach to parents to increase understanding of the Common Core State Standards and the Smarter Balanced Assessment Consortium (SBAC) Assessment of ELA and Math.

Fortune School has also addressed the shift to the California Adopted Common Core State Standards by providing teachers with ongoing, intensive professional development and extended planning time to implement the use of the new curriculum, Chromebooks, and instructional strategies aligned to the Common Core State Standards.

Table I: Core Instructional Materials for K-12

Subject	Curriculum
English Language Arts/English Language Development	Houghton Mifflin Harcourt Journeys Common Core 2014 (K-5) Houghton Mifflin Harcourt Collections Common Core 2014 (6-8) *Grades 9-12: we will adopt new instructional materials that are aligned to the Common Core State Standards for English.
Mathematics	Houghton Mifflin Harcourt Go Math! California Edition Common Core 2015 (K-8) *Grades 9-12: we will adopt new instructional materials that are aligned to the Common Core State Standards for mathematics.
Science	Harcourt Science 2006 (K-5) Holt Science 2006 (6-8) *Grades 9-12: we will adopt new instructional materials that are aligned to the Next Generation Science Standards.
Social Studies	Harcourt Social Studies 2005 (K-5) Holt Social Studies 2005 (6-8) * 9-12: instructional materials will be determined by faculty in college-level coursework and aligned to the Content Standards in high school coursework.

Early College High School

Fortune School has created a partnership with Cosumnes River College and Cal Poly San Luis Obispo to open a STEAM focused Early College High School, starting with 9th grade in Fall, 2017. Early College High Schools are innovative partnerships between charter or non-charter public secondary

schools and a local community college, the CSU, or the UC that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. Early College High Schools are small autonomous schools that blend high school and college into a coherent educational program. In Early College High Schools pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate. (Education Code 11302)

Fortune's Early College High School will focus on providing scholars with STEM education combined with Arts education (STEAM) in order to position graduates to provide innovation leadership to the Sacramento region essential to the new economy. The Early College High School model fully integrates high school, college and the world of work allowing scholars to earn a high school diploma and associate's degree while meeting the a-g requirements for transfer to the University of California and California State University. Fortune School will seek approval of its high school courses from the University of California in order to meet the a-g requirements. College coursework from Cosumnes River College already meets the a-g requirements. Fortune School will seek accreditation of the Early College High School Program by the Western Association of Schools and Colleges in order for courses to be considered transferrable by other public high schools.

The primary partnership to provide the Early College High School is between Fortune School and Cosumnes River College. Cal Poly San Luis Obispo's role in the partnership is to provide hands-on, STEM related extracurricular activities for Fortune School scholars. For example, Cal Poly San Luis Obispo has committed to provide 10 free slots for Fortune School students to participate in EPIC (Engineering Possibilities in College) through the campus' College of Engineering. The College of Engineering's mission is "to educate students for careers of service, leadership and distinction in engineering or other fields by using a Learn by Doing, hands-on approach." As one of the college's outreach programs, EPIC residential summer camp endeavors to extend this mission to grades 7-12.

The course scope and sequence for the Early College High School is below. Courses that include a catalog number will be taught by Cosumnes River College faculty. The remaining course will be taught by Fortune's high school teachers. Fortune School will supplement the college coursework for Common Core alignment in subjects for which there are state assessments. In addition, Fortune School will provide scholars with academic support in college coursework. Support may include strategies such as blended learning, academic support seminars, and tutoring labs.

9th Grade	Semester 1	Semester 2	Summer
ELA/ELD (4 Years)	English 9	English 9	
Math (3 Years)	Algebra I	Beg. Algebra (Math 100)	
Social Studies (3 Years)	U.S. History	U.S. History	
Science (3 Years w/ Lab)	Earth and Physical Science	Earth and Physical Science	
Foreign Language (3 Years Rec.)	X	X	
Visual and Performing Arts (1 Year)	ARTH 300: Introduction to Art	MUFHL 321: Basic Musicianship	
Physical Education (2 Years)	P.E. 9	P.E. 9	

Electives (1 Year)	INDIS 313: Freshman Seminar	HUM 300: Classical Humanities	
10th Grade	Semester 1	Semester 2	Summer
ELA/ELD	English 10	English 10	*COMM 301: Introduction to Public Speaking
Math	MATH 120: Intermediate Algebra	Geometry	
Social Studies	Geography	World History	
Science	BIOL 300: Foundations of Biology	CHEM 300 (L): Beginning Chemistry with Lab	
Foreign Language	Spanish I	Spanish I	
Visual and Performing Arts	X	X	
Physical Education	P.E. 10 (includes health and family life education)	PACT 310: Badminton I or another college PE course	
Electives	*COMM 301: Introduction to Public Speaking	Driver's Education	
11th Grade	Semester 1	Semester 2	Summer
ELA/ELD	English 11	English 11	Remedial ELA if necessary. ENGWR101: College Writing
Math	Geometry	MATH 335: Trigonometry with College Algebra	
Social Studies	Economics	POLS 301: Introduction to Gov't United States	
Science	CHEM 400 (L): General Chemistry	CHEM 401 (L): General Chemistry	
Foreign Language	Spanish 2	Spanish 2	
Visual and Performing Arts	X	X	
Physical Education	X	X	
Electives			
12th Grade	Semester 1	Semester 2	Summer
ELA/ELD	ENGWR 300: College Composition	ENGWR 301: College Composition & Literature	
Math	MATH 350: Calculus for the Life & Social Sciences <u>OR</u> MATH 370: Pre-Calculus Mathematics	MATH 351: Calculus for the Life & Social Sciences 2 <u>OR</u> MATH 400: Calculus I	
Social Studies	HIST 320: History of the United States African American Emphasis James Town - Civil War	HIST 321: History of the United States African American Emphasis Reconstruction - Present	

Science	BIO 400 (L): Principals of Biology	PHYS 350: General Physics (Optional)	
Foreign Language	SPAN 402: Elementary Spanish (Optional)		
Visual and Performing Arts	X	X	
Physical Education	X	X	
Electives			

Partnering with University College Action Network (UCAN) for Career Pathways and College Admissions and Prep Program

Fortune’s counselor will be responsible for advising parents about the transferability of courses to other public high schools and whether each individual course offered by the charter school meets college entrance requirements. As an Early College High School, the course scope and sequence that Fortune has developed with Cosumnes River College is designed to meet the a-g requirement for eligibility to the CSU and UC systems. The Cosumnes River College courses already meet the requirements for transfer. Fortune will have to get its courses provided by high school teachers approved by the University of California.

Fortune School will partner with the University College Action Network (UCAN) to provide the Career/College Admission and Prep Program (C-CAP Program) in order to provide scholars with career pathways and college admissions programming. UCAN will work in collaboration with Fortune’s counselor to ensure a robust and meaningful program.

Through the C-CAP Program scholars in grades 9 and 10 will focus on the results of a thorough career path assessment. Students gain self-awareness on interests, skills, and work values; career exploration and tentative choices that support the selection of classes during the early years of high school. This valuable work provides the needed basis for college preparation and the selection of post-secondary majors of study. The C-CAP Program in grades 11 and 12 focuses on the following college prep areas:

- Preparing and maintaining good academic standing throughout the college application process;
- Finding money for college (researching, selecting and applying for scholarships),
- Writing effective college essays and soliciting strong letters of recommendation; evaluating offers and opportunities;
- Quarterly monitoring of student high school academic status;
- On-going communication with parents/guardians; and
- 24-hour U-CAN support for families during and after the college application/admission process.

Data Driven Instruction

Fortune School Teachers Focus on Results (Pillar #4) by using data to drive instruction. Teachers assess students weekly and provide their principals and grade level partners with weekly data and reflections to identify what strategies they will use to improve student achievement. Planning for

continuous improvement in student academic achievement is the focus of weekly grade-level collaboration time for teachers during Fortune's Early Release Wednesdays.

Instructional Time & Academic Schedule

Teaching and learning at a Fortune School is a choice that faculty, students, staff and parents make voluntarily. It requires an extraordinary commitment of time, patience and hard work. That's why we emphasize that Choice and Commitment (Pillar #2) is the mindset required to succeed in the Fortune Model. For example, Fortune scholars have a longer school day and a longer school year, giving them More Time (Pillar #3) to master academic content. We have a modified-year round schedule in which scholars attend school in three trimesters. In between trimesters, Fortune School holds an Intersession program for students who are not yet learning at grade level in ELA and Math. During Intersession, scholars work in small groups with their teachers to master standards that they have missed. See **Appendix 2** for the bell schedule and **Appendix 3** for the academic calendar.

School Culture

More Time (Pillar #3) also applies to instructional time that Fortune teachers devote to teaching our scholars the school culture. Teachers spend the first ten days of school teaching school culture, which covers expectations for student behavior as well as the routines and procedures a Fortune School scholar is expected to know. Teachers revisit these expectations after every break when students return to school. We call this practice Setting the Tone for Learning and it is a fundamental part of the Fortune Model. Teachers participate in professional development to learn how to Set the Tone for Learning. We monitor teacher effectiveness in this area using an observation instrument. Our approach is to teach scholars everything and assume nothing. For example, we teach scholars how to walk in the hallways using a procedure called HALL; how to sit-up, listen and ask questions through a procedure called SLANT and how to use hand signals to ask basic questions like "may I sharpen my pencil?"

Character Education

Citizenship is Pillar #5. We teach our scholars to be good citizens using Kohlberg's Six Levels and Character Counts. Kohlberg was a moral philosopher and student of child development. He was director of Harvard's Center for Moral Education. His special area of interest was the moral development of children--how they develop a sense of right, wrong and justice. Kohlberg observed that growing children advance through definite stages of moral development. His observations and testing of children and adults led him to theorize that human beings progress consecutively, in stages.

Kohlberg's Six Stages of Moral Development

Level 1: We do the right thing because we don't want to get in trouble.

Level 2: We do the right thing because there's a reward.

Level 3: We do the right thing because we want to impress someone.

Level 4: We do the right thing because we want to follow the rules and keep the peace.

Level 5: We do the right thing because we care about the rights and feelings of others.

Level 6: We do the right thing because it's who we are.

Kohlberg's Six Stages of Moral Development are posted in all Fortune School classrooms and are taught in-depth during culture building in the first ten days of school and after scholars return from each trimester break. Teachers and principals make ongoing reference to Kohlberg's with scholars throughout the program to foster scholars' moral development.

Character Counts is an educational framework for teaching values represented in Six Pillars of Character — trustworthiness, respect, responsibility, fairness, caring, and citizenship. Fortune School teachers instruct scholars on the Six Pillars of Character giving recognition to scholars who exemplify the character traits.

Positive Behavior Management

Student behavior is monitored and supported in various ways including:

- Classroom Dojo - classroom management platform for teachers where each student has an avatar that gains and loses points according to their behavior in class and in the hallways; makes reports to parents in real time through an app.
- Deans of Students who are certified behavior analysts/specialist implement student behavior expectations published in Fortune School's student handbook and provide social skills classes and individual behavior plans for students who need extra support.
- Campus Monitors who are trained through the El Dorado County Charter School SELPA on positive behavior management and Nonviolent Crisis Prevention Intervention supervise Fortune School scholars at lunch, recess, physical education and in the hallways.

Community Service

In addition, scholars are expected to participate in a class community service project each trimester. Participation in the class community service project is a requirement for Honor Roll along with academic expectations. This focus on a school-wide culture of High Expectations (Pillar #1) and Citizenship (Pillar #5) is a distinguishing feature of Fortune School campuses.

Teaching Methods & Instructional Strategies

Fortune School gives students opportunities to learn academic and life skills from teachers, parents, classmates, and caring community members. The instructional strategies employed at Fortune School are described below. These strategies apply to all students, including English Language Learners and students with special needs. Following the description of Fortune School's instructional strategies, we provide a chart explaining how Fortune School uses Response to Instruction and Intervention to ensure that every student receives developmentally appropriate, individual instruction that leads to standards mastery.

Ratio

Ratio is the collection of teaching techniques that ensures students are doing as much of the "heavy lifting" as possible --thinking, talking, writing and analyzing-- as soon as they are ready. The idea is to increase the ratio of student talk to teacher talk, a key strategy under Common Core State Standards. Ratio includes techniques such as Turn & Talk, Everybody Writes, Cold Call and Call & Response. Fortune School uses Doug Lemov's explanation of ratio in *Teach Like a Champion 2.0 (2014)* in its teacher professional development.

Differentiated Instruction

All too often, teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, Fortune School will utilize a variety of differentiated instructional strategies. Specifically, instruction at Fortune School will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, cooperative groups, project-based learning). In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide instruction and ensure that all students’ needs are being met.

Learning Centers

A learning center is a self-contained section of the classroom in which students engage in independent and self-directed learning activities. Centers give teachers the opportunity to focus on specific areas of study. Fortune School teachers use centers as a strategy in English/Language Arts and math to differentiate instruction for students. Students work independently at centers, allowing the teacher to work one-on-one or in small groups with students who need individual attention.

Blended Learning

Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. Fortune School teachers incorporate blended learning into their centers using a rotation model. Fortune School provides students with Chromebooks at a 2:1 ratio in grades 3 and higher and a 3:1 ratio in grades K-2. Fortune School teachers use online learning programs in centers to allow for an individualized, self-paced, student learning experience using:

- Online content from our adopted Common Core-aligned instructional materials for ELA and math (Journeys, Go Math! and Collections);
- Reading Eggs: engaging online program that offers a variety of teaching resources and student activities for pre-K through 6th grade language arts and math;
- EducationCity: online program designed to engage and inspire students through creative new methods of delivering curriculum content;
- Study Island: data-driven standards mastery and formative assessment solutions designed to help K–12 students master the content specified Common Core standards and improve performance in core skill areas.

Extended Day and Year

Fortune School serves a population of students who often come to school far below grade level and without the foundational academic skills necessary to thrive in an environment of high standards. A core principle of Fortune School is “More Time”, understanding that students will often need this time in order to efficiently reach grade level proficiency. Fortune School has a modified year-round academic calendar (**Appendix 3**), which has been shown to be more conducive to students’ retention of academic information and skills. Students who are not making progress towards grade level standards attend Intersession programs in the Fall, Spring and Summer. In addition, students have a longer school day with a built-in study hall at the end of the day to receive assistance on their homework from their classroom teacher. See the bell schedule in **Appendix 2**.

Field Lessons

Field lessons are an important opportunity for students to receive direct experiences beyond the text and classroom discussions. Field lessons are always an extension of standards-based classroom learning. Field lessons provide a rich, in-depth experience with the outside world that cannot be provided by just classroom activities. Certain field lessons are a common part of the Fortune School experience for a scholar:

- Each scholar in grades K-12 visits a 4-year university annually.
- 5th grade scholars at Fortune School take a field lesson to the Cal Poly San Luis Obispo Learn by Doing Science Lab to focus on science standards that their classroom teachers identify as a priority.
- 6th grade scholars attend a field lesson to the Sly Park Environmental Education Center which provides up to a week-long outdoor science learning experience.
- 8th grade scholars attend a week-long field lesson to Washington, DC. This trip takes place outside of the academic schedule, and is voluntary.

Advisory Groups aka Business Breakfast, Freshman through Senior Seminars

Beginning in middle school, Fortune School scholars are assigned to a homeroom advisory teacher. They meet every morning for what Fortune School calls a “Business Breakfast.” Each advisory is named after a college or university. Advisory teachers are advocates for their scholars and the primary contact for parents. When Fortune School scholars reach the high school level, they will have a daily Morning Meeting as a social and emotional check-in. In addition, high school scholars will attend a Freshman, Sophomore, Junior and Senior Seminar for the purpose of academic advising and team building.

Plan for how the charter will identify and respond to the needs of pupils who are:

- **Not achieving at or above expected levels**
- **Achieving substantially above or below grade level expectations**

Through Fortune School’s Response to Instruction and Intervention (RTI²) program, teachers use data from formative and summative assessments to assign students to tiers in which students receive targeted, individualized, instruction. Below are descriptions of the tiers and the supports Fortune School provides. It is important to note that these tiers are fluid and the intent is that students move at least one, if not two, tiers above their current classification over the course of the year.

Definitions of Terms Used in RTI² Chart

Response to Intervention and Instruction - A multi-tiered approach to the early identification of and support of all students’ learning needs.

Tier Descriptors¹

Exceeded Standard - The student demonstrates advanced progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

¹ These descriptors draw from the Smarter Balanced Assessment Consortium’s (SBAC) Achievement Level Descriptors.

Met Standard - The student demonstrates progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

Nearly Met Standard - The student may require further development to demonstrate the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.

Not Meeting Standard - The student needs substantial improvement to demonstrate the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

RTI² Chart

Tier	Curriculum Support	Teacher Support
<p>Exceeded Standard (Advanced 90-100%) Tier I</p>	<ul style="list-style-type: none"> ● Modified (on-grade-level) Assignments to go deeper into a standard. ● Rigorous on-grade-level activities to promote critical thinking. ● Extended projects. ● Curriculum Resources for ELA/ELD in Journeys (K-5); Collections (6-8) <ul style="list-style-type: none"> -Advanced Readers -Research-Based Core Instruction -Built on Common Core State Standards -Includes Scaffolds for Reading Complex Text -Includes Differentiated Instruction ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Advance Learners Activity -Enrich Book -Extend the Project -HMH Mega Math -iTools 	<ul style="list-style-type: none"> ● Small group instruction and/ or independent study with like peers to extend learning in on-grade-level material. ● Targeted enrichment activities to enhance student strengths. ● Accelerated rate of introducing on-grade-level material. ● Potential work in the next grade level learning objectives. ● Greater flexibility and independence with teacher-provided material.
<p>Met Standard (Benchmark 80% and above) Tier I</p>	<ul style="list-style-type: none"> ● Core curriculum materials that maintain students learning on-grade-level objectives. ● Flexible assignments and activities that are both challenging and satisfying in students' grade level. ● Beginning independent practice. ● Curriculum Resources in Journeys for ELA/ELD (K-5); Collections (6-8) <ul style="list-style-type: none"> -On-Level Readers -Research-Based Core Instruction -Built on Common Core State Standards -Includes Scaffolds for Reading Complex Text -Includes Differentiated Instruction ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Standards Practice Book -HMH Mega Math 	<ul style="list-style-type: none"> ● Small group instruction with like peers to clarify concepts and skills early in order to maintain on-grade-level progress. ● Targeted on-grade-level activities to promote depth of knowledge.

	-iTools	
Nearly Met Standard (Strategic 70-79%) Tier 2	<ul style="list-style-type: none"> • Embedded materials to support students up to one grade level below the student's current grade level. • Flexible assignments and activities that are both challenging and sensitive to a student's academic gaps in their grade level. • Leveled tests/assessments. • Curriculum Resources in ELA/ELD <ul style="list-style-type: none"> -Research-Based Strategic Intervention -Extra Support for Common Core State Standards -Accessible Text to Build Student Independence -Leveled Readers for Struggling Readers <ul style="list-style-type: none"> • Curriculum Resources in Go Math! -Strategic Intervention Guide -Intensive Intervention Guide -Personal Math Trainer 	<ul style="list-style-type: none"> • Small group instruction with like peers to review concepts and skills for on-grade-level material. • Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. • Decelerated rate of introducing on-grade-level material. • Academic Intersession with classroom teacher for small group instruction focused on key standards.
Not Meeting Standard (Intensive 69% and below) Tier 3	<ul style="list-style-type: none"> • Embedded materials for students up to two grade levels below the student's current grade level. • Flexible assignments and activities that are sensitive to a student's academic gaps in the current grade level prerequisites. • Leveled tests/ assessments. • Curriculum Resources in ELA/ELD in Journeys (K-5); Collections (6-8) <ul style="list-style-type: none"> -Reading Tool Kit Intensive intervention for students far below level -Intensive intervention begins at first grade • Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Strategic Intervention Guide -Intensive Intervention Guide -Personal Math Trainer 	<ul style="list-style-type: none"> • Small group instruction with an instructional aide to build foundational skills for on-grade-level material. • Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. • Decelerated rate of introducing on-grade-level material. • Referencing and instructing in previous years' grade level learning objectives. • Academic Intersession for small group instruction focused on key standards with classroom teacher.

Educator Professional Development

Providing teachers and school leaders with the ongoing professional development, coaching and planning time they need to be successful in implementing our instructional program to fidelity is a part of the Fortune Model. Fortune provides professional development through our Curriculum and Instruction Department as well as credential and master's degree programs through Fortune School of Education. A teacher in the Fortune School system can expect to:

- Participate in a Summer and Spring Symposium, all staff multiple-day conferences focused on Fortune School culture and system-wide initiatives;
- Receive professional development and coaching on their Common Core aligned instructional materials;
- Have daily and weekly planning time;
- Be assigned a Master Teacher to provide coaching and model lessons; and
- Have the opportunity to advance to school leadership through our School Leadership Program through Fortune School of Education.

Some Fortune School teachers learn the Fortune Model in depth by earning their teaching credential through Fortune School of Education and completing a teaching residency at a Fortune School. Fortune School provides a career path for educators by developing its principals internally through its School Leadership Program. The program leads to an Administrative Services Credential.

Plan for English Learners

English Learners (EL) will also participate in the Fortune School core curriculum, with strategic support focused on English Language Development (ELD). In addition to the core program, the English Language Development component of the curriculum will address four additional elements and require an extra hour of daily English Language Development instruction, as described in the California Reading/Language Arts Framework. English Learner instructional materials include:

- Access to core curriculum through Specially Designed Academic Instruction in English (SDAIE).
- Lessons that address the Beginning, Early Intermediate, Intermediate and Early Advanced levels of English-language proficiency at every grade level.
- Teacher edition and student materials are focused and efficient to ensure English Learners acquire proficiency in English as quickly and effectively as possible.
- Additional ELD instruction for up to 1 hour daily will be given to English Learners.

In addition, Fortune School's standards-based curriculum will also meet the needs of English Learners with an emphasis on academic language, vocabulary and concept development, sentence structure, grammar, organization and delivery of oral communication, and speaking applications. Curriculum materials and professional development training will provide guidance to teachers on how to instruct English Learners to master the English Language Arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork. Teacher and student editions assist English Learners in developing proficiency in the English language and the concepts and skills contained in the Common Core State Standards in English Language Arts.

Emphasis is placed on:

- Instruction in the skills that are transferable from students' primary language to English and non-transferable skills
- Acquisition of academic vocabulary
- Phonological, morphological, syntactical, and semantic structures of English

The materials provide explicit, sequential, linguistically logical, and systematic instruction, practice, application and diagnostic support in the following areas:

- Phonemic awareness and phonics
- Word recognition and spelling
- Oral reading fluency
- Vocabulary and morphology
- Grammar and usage
- Listening and reading comprehension
- Sentence structure
- Speaking and Writing

Strategies for English Learner Instruction and Intervention

The curriculum adopted by Fortune School for ELA and math includes embedded instructional materials for English development that provides support for students to allow them to successfully participate in and progress through the daily lessons from the core programs with their peers. For example, in Journeys (K-5) for ELA the curriculum includes:

- ELL Teacher's Handbook
- ELL Leveled Readers
- ELL Level Readers Teacher Guides
- ELL Blackline Masters
- ELL Newcomer Teacher's Guide
- Vocabulary and Concepts Posters
- Newcomer Audio

Fortune School will comply with all applicable state and federal laws in regard to services and the education of English Learner students. Specifically, Fortune School will develop, implement and maintain policies and procedures for EL students in accordance with guidelines published by the Office of Civil Rights of the U.S. Department of Education, State and Federal Court decisions and policies, and California Education Code. These policies and procedures will:

- Ensure outreach to parents of English Learners, provide training and hold regular meetings to inform them how to be involved in the education of their children;
- All school notices and reports translated into home languages;
- Inform parents of English Learners of the placement of their children in English language classrooms, Structured English Immersion classrooms, and notify them of their opportunity to apply for an exception waiver for their children to participate in an alternative program;
- Properly identify English Learners through the Home Language Survey;
- Assess their English language proficiency through the California English Language Development Test (CELDT) or successor exams and benchmark testing of English language proficiency;
- Allocate general funds for core instruction of English Learners, as well as categorical funds for services that supplement the core curriculum;

- Develop in compliance with state criteria and regulations, a program informed by a sound educational theory recognized by experts in the field or deemed a legitimate experimental strategy, and ensure that steps are taken to implement effectively the educational theory adopted by the school;
- Examine the program for English Learners for indications that language barriers confronting students are actually being overcome, and modify the program, if needed;
- Place English Learners in classrooms that enable them to have equal access to the School's educational program, and ensure they receive instruction in English Language Development and the core curriculum;
- Ensure that English Learners are taught by qualified staff, have sufficient curricular materials, and the facilities are in a clean and safe condition;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students;
- All teachers assigned to provide instruction to English Learners will have the appropriate authorization (CLAD, BCLAD or equivalent).

Reclassification of English Learners

Fortune School has developed a policy and procedures for English Learner (EL) reclassification based on the four criteria set forth in Education Code Section 313(d). The following reclassification guidelines will be used by Fortune School when evaluating a student's readiness for reclassification from English Learner to English proficient (RFEP).

- **Assessment of English Proficiency:** Review of CELDT or successor exam results from annual assessment. Students must score at early advanced or higher overall and score at intermediate or higher in listening and speaking, reading, and writing.
- **Comparison of Performance in Basic Skills:** Review of results of latest benchmark tests in English Language Arts. Fortune School will set the Proficient level on benchmark assessments in English-Language Arts as the minimum for English Learners to be eligible for reclassification.
- **Teacher Evaluation of Student Academic Performance:** Review of student's academic performance. Students must meet academic performance indicators established by Fortune School. Specifically, this would include a grade of 80% or higher on all academic work in English-Language Arts: class work, curriculum-embedded and informal assessments (formative and summative), and homework. Students will be provided opportunities for re-taking assessments or making up any academic work that does not receive an 80% or higher mark.
- **Parent or Guardian Opinion or Consultation:** Fortune School will provide notice to parents and guardians of their rights to participate in the reclassification process. Fortune School will encourage parents or guardians to participate in the reclassification process and attend a face-to-face meeting.
- **Reclassification:** Fortune School will reclassify any student who meets the above criteria as fluent English proficient (RFEP). Parents or guardians will be notified of their student's reclassification, and school records will be updated. Upon reclassification of any English Learner to RFEP, Fortune School will continue to monitor the student's progress for two years.

African American Vernacular English

Fortune School serves a significant number of students who are speakers of African American Vernacular English (AAVE), the linguistic system used by and among many African Americans in everyday life. African American Vernacular English is a term used in the California Curriculum Commission Adoption Criteria. Fortune School curriculum, staff development and instruction is designed to ensure that all children, regardless of social, ethnic, or linguistic background, have the ability to read and write English in ways that lead to academic success. The goal remains that all students will learn standard academic English, without a focus on eliminating AAVE.

Children whose speech follow these rules are helped to learn standard academic English by receiving special practice at just those points where their language differs from standard. While there are numerous patterns that are unique to AAVE, Fortune School instruction concentrates on those patterns that have the most immediate effect on reading and writing. These patterns include: sounds, pronunciations, consonant clusters, the verb system, the past tense, the possessive system, existential constructions, the plural marking system, and the negative system.

In addition to linguistic patterns and features that impact language and literacy learning for AAVE-speaking children, there are socio-cultural perspectives and attitudes that are taken into consideration. Fortune School supports AAVE-speaking students who exhibit resistance to learning standard academic English by helping students to understand that it is possible to acquire mastery of standard academic English without rejecting the language used by their families and community. Students learn that what is appropriate in one setting is not appropriate in another so that they can shift easily and competently between varieties in different social context. Teachers deliver the message that non-standard varieties are different, rather than inferior. Standard academic English is taught in a way that respects the richness, legitimacy, and vitality of their home language.

Fortune School may elect to conduct a self-review and/or have an outside consultant conduct an annual audit to comply with federal and state guidelines.

Fortune School Results with English Language Learners

2014-2015 Fortune School Free/Reduced Lunch, Special Education, English Learner Enrollment

Economically Disadvantaged	Special Education	English Learners
733 (82%)	84 (9%)	72 (8%)

Fortune School Academic Performance Index (API) Scores*

	2012	2013
LEA-wide	879	807
African American	869	801
Latino	919	825
English Learners	-	837

Source: California Department of Education Dataquest

*2013 is the latest year for which an API is available. The California Legislature suspended the API in 2014 and 2015.

Fortune School Reclassification of English Language Learners

	Percent Reclassified
2013-14	19%
2014-15	25%

Plan for Serving Students with Disabilities

Overview

As of the writing of this document, in the 2015-16 school year, Fortune School serves 112 students with special needs, representing 9.36% of the population. Below, please see a snapshot of our current Special Education population:

SERVICE PROVIDED	NUMBER OF STUDENTS RECEIVING SERVICE	PERCENTAGE OF SPECIAL NEEDS STUDENTS RECEIVING SERVICE
Language and Speech	86	46%
Specialized Academic Instruction	66	35.29%
Occupational Therapy	20	10.7%
Behavior Intervention Services	7	3.74%
Individual Counseling	4	2.14%
Counseling and Guidance	3	1.6%
Psychological Services	1	.53%
TOTAL	187*	100%

*This number is higher than the number of students receiving special services, as some students receive more than one service.

Fortune School will continue to comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Fortune School is its own local educational agency (“LEA”) and is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

Fortune School will continue to comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Fortune School is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Fortune School will continue to be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Fortune School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Fortune School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Fortune School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

Fortune School will continue to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Fortune School will continue to provide services for special education students enrolled in Fortune School. Fortune School will continue to follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Fortune School will continue to promptly respond to all county office or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the county office or SELPA access to charter school students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

Staffing

All special education services at Fortune School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Fortune verifies that all non-public agencies it contracts with have been certified by the California Department of Education. Charter school staff participate in SELPA in-service training relating to special education as appropriate.

Fortune School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Fortune School will continue to ensure that all special education staff hired or contracted by Fortune School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Fortune School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to charter school students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Fortune School will continue to follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Fortune School will continue to adopt and implement policies relating to all special education issues and referrals as appropriate.

Identification and Referral

Fortune School is responsible for identifying, referring, and working cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. Fortune School will continue to implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Fortune School will continue to follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Student Success Team (SST)

After Fortune School completes the child find procedures, a Student Success Team (SST) meeting will be convened. An SST will include, at a minimum, the parent, school principal, education specialist, general education teacher, and if/when necessary, a board-certified behavior analyst, school psychologist, or designated instructional service provider. The SST process will have three tiers. In Tier 1, in addition to the SST meeting, the student will participate in Fortune's RTI Program, and receive 6 weeks of accommodations/modifications in accordance with student needs identified in the SST meeting.

In Tier 2, after the 6-week period from Tier 1 has elapsed, a follow-up SST meeting will be held for the student to see if the accommodations/modifications established in Tier 1 have been successful. At this time, accommodations/modifications may be changed. Tier 2 interventions will be implemented for 6 weeks.

Lastly, in Tier 3, after the 6 week period from Tier 2 has elapsed, a follow up SST meeting will be held for the student. If at this time the accommodations/modifications identified in Tiers 1 and 2 need to be enhanced or are insufficient to meet the needs of the student, the SST will discuss and implement an assessment plan to be signed by the parent/guardian for the student to be evaluated for Special Education Services (Individual Education Plan (IEP) or a 504 plan).

The assessment process may be expedited based on the needs of individual students. Parent communication will be an ongoing process before, during, and after the SST/IEP process.

Behavior Intervention Plans

Fortune School provides a full inclusion program for students with special needs. Students with disabilities will be held to the same behavioral expectations as their general education peers. Students with disabilities who have an IEP may require behavioral accommodations/modifications.

If a student is identified to have behavioral concerns, a SST meeting will be convened. In this meeting, the parent/guardian will be provided with an assessment plan to sign. The assessment plan will consist of a Functional Behavioral Analysis completed by a Board Certified Behavior Analyst (BCBA). The

assessment may result in a Behavior Intervention Plan. If it is determined that the student qualifies for an IEP, and the behavior plan has not been effective after several attempts and modifications to the plan, an IEP meeting will be convened for the purpose of a manifestation determination in order to discuss appropriate placement to best meet the student's needs.

Disciplinary action will be based on school-wide policy and procedures, in conjunction with *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA) laws.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Fortune School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Fortune School will continue to obtain parent/guardian consent to assess its students.

IEP Meetings

Fortune School will continue to arrange and notice the necessary IEP meetings. IEP team membership will continue to be in compliance with state and federal law. Fortune School is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Fortune School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Fortune School representatives who are knowledgeable about the regular education program at Fortune School and/or about the student. Fortune School is responsible for arranging for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and will continue to document the IEP meeting and provide of notice of parental rights.

IEP Development

Fortune School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. In the case of English Learners, all IEP goals and objectives will be linguistically appropriate. In the goals section of a student's IEP, the box for "linguistically appropriate" will be marked.

IEP Implementation

Fortune School is responsible for all school site implementation of the IEP. As part of this responsibility, Fortune School provides parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for Fortune School's non-special education students, whichever is more. Fortune School provides all home-school coordination and information exchange. Fortune School is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

For students who enroll in Fortune School from another school district outside of the SELPA with a current IEP, Fortune School will continue to conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, Fortune School will continue to implement the existing IEP at Fortune School, to the extent practicable or as otherwise agreed with the parent/guardian.

Non-Public Placements/Non-Public Agencies

Fortune School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children have access to Fortune School and no student shall be denied admission nor counseled out of Fortune School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Fortune School has adopted policies for responding to parental concerns or complaints related to special education services. Fortune School will continue to receive any concerns raised by parents/guardians regarding related services and rights. Fortune School's designated representative will continue to investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Fortune School may initiate a due process hearing or request for mediation with respect to a student enrolled in the charter school if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Fortune School shall defend the case.

SELPA Representation

Fortune School will continue to represent itself at all SELPA meetings.

Funding

Fortune School understands that it will be subject to the allocation plan of the SELPA.

Educational Partner

The *Sacramento Observer* is a weekly newspaper with a circulation of 50,000 that has served Sacramento's African American community since 1962. Dr. William H. Lee, Publisher, is responsible for the paper's growth and development making it an integral part of the local African American community. In keeping with the tradition of the black press, The *Sacramento Observer* both reports the news affecting African Americans and advocates for the welfare of the community.

Education has long been an emphasis of the paper, celebrating black achievement and reporting on the achievement gap experienced by African Americans in public schools. As longtime advocates of public education, The *Sacramento Observer* has lent its full endorsement to this effort to create nine college

preparatory charter schools to prepare African American students for promising and productive futures. The Observer continues to partner with Fortune School of Education to sponsor outreach efforts to inform parents about the opportunity to enroll their children in a high performing charter school system that promises to move African American student achievement from last to first in the county.

B. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“The measurable pupil outcomes identified for use by the charter school.”

-California Education Code section 47605.6(b)(5)(B)

Fortune School’s measurable student outcomes, the method by which pupil progress is measured, and other uses of data are presented in the 2015-16 Local Control Accountability Plan (LCAP), which is included as **Appendix 4**.

C. METHOD BY WHICH PUPIL PROGRESS IS MEASURED

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

-California Education Code section 47605.6(b)(5)(C)

Fortune School’s measurable student outcomes, the method by which pupil progress is measured, and other uses of data are presented in the 2015-16 Local Control Accountability Plan (LCAP), which is included as **Appendix 4**.

D. LOCATION OF EACH CHARTER SCHOOL FACILITY

“The location of each charter school facility that the petitioner proposes to operate.”

-California Education Code Section 47605.6(b)(5)(D)

Fortune School currently operates five schools at the following locations:

Fortune School – 6829 Stockton Blvd., #380, Sacramento, CA 95823

William Lee College Prep – 3300 Stockton Blvd., Sacramento, CA 95820

Alan Rowe College Prep – 9424 Big Horn Blvd., Elk Grove, CA 95758

Ephraim Williams College Prep – 4545 9th Ave., Sacramento, CA 95820

Hazel Mahone College Prep – 3750 Rosin Ct., Sacramento, CA 95834

During the renewal period, Fortune School plans to open a new middle school campus and an early college high school campus in Elk Grove or South Sacramento.

Transportation

The Charter School shall not provide transportation to and from school, unless it chooses otherwise, except for special education students, pursuant to an IEP.

E. FOUNDERS AND GOVERNANCE STRUCTURE

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

-California Education Code section 47605.6(b)(5)(E)

Non-Profit Public Benefit Corporation

Fortune School (“Fortune School”) is a directly-funded, independent charter school operated by Fortune School of Education, a California Non-Profit Public Benefit Corporation, pursuant to California law upon approval of this charter.

Fortune School operates autonomously from the Sacramento County Office of Education (“SCOE”), with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between SCOE and Fortune School. Pursuant to California Education Code Section 47604(c), SCOE shall not be liable for the debts and obligations of Fortune School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Fortune School as long as SCOE has complied with all oversight responsibilities required by law.

Attached, please find the FSE Articles of Incorporation (**Appendix 5**), Corporate Bylaws and 501(c)(3) status document (**Appendix 6**), and Conflicts of Interest Code (**Appendix 7**).

Board of Directors

Fortune School is governed by the FSE Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. Fortune School will continue to comply with Government Code 87100 and Government Code 1090. The FSE Board shall have five (5) to seven (7) directors. All FSE directors are designated at FSE’s annual meeting of the Board of Directors. Each director holds office unless otherwise removed from office in accordance with the FSE bylaws for two (2) years and until a successor director has been appointed. The FSE Board of Directors is as follows:

- Dr. Paulette Brown Hinds, President, Brown Publishing Company
- Bertha Gorman, Associate Secretary (Ret.); California State Health & Human Services Agency
- Scott Loehr, Superintendent, Center Unified School District
- Rick Rubino, Superintendent, Gridley Unified School District
- Ollie Watson, Principal (Ret.), Del Paso Heights School District

FSE Board Meetings and Duties

The Board of Directors of Fortune School meet regularly, at least quarterly, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of Fortune School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the President/Chief Executive Officer (“CEO”) of FSE;
- Approve all contractual agreements, including and over \$100,000;
- Approve and monitor the implementation of general policies of Fortune School. This includes effective human resource policies for career growth and compensation of the staff;

- Approve and monitor Fortune School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Fortune School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Fortune School;
- 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;
- 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 SCOE 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 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.

FSE has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which will be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts of Interest Code is attached within **Appendix 7**. In addition, FSE will comply with the Public Records Act.

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 Fortune 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 once quorum is established.

Board Training and Sustainability

Fortune School is committed to continuous improvement and ongoing training to assist the FSE Board in fulfilling its responsibilities to act as the steward of Fortune School. To this end, the FSE Board participates in appropriate training and educational opportunities to more effectively govern Fortune School's operations. Such training experiences include individual training sessions with legal counsel or

other experts familiar with public school governance, and/or training sessions with charter school governance experts. Such trainings or professional development are made available to individual Board Members to enhance skills they need to effectively perform a critical role on the FSE Board's behalf, or include full Board training and professional development on matters applicable to the full Board. This includes, for example, training on open meetings laws, conflicts of interest procedures and protocol, disclosure of public records, fiscal oversight and management, oversight of employment programs, and academic program operation and accountability to be sure the Board is fulfilling its oversight responsibilities with fitness.

Selection of FSE Board Members

All FSE Board Members have full voting rights. All Board Members shall be designated by Fortune School ("FS"), the parent organization.

FSE Administration

President/CEO

The President/CEO is the general manager of FSE and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement or job specification. The President/CEO has other such powers and duties as the Board of Directors or the FSE bylaws require. The President/CEO presides at the Board of Directors' meetings.

Chief Financial Officer ("CFO")

The CFO keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of FSE's properties and transactions. The CFO sends or causes to be given to directors such financial statements and reports as are required to be given by law, by the FSE bylaws, or by the FSE Board. The books of account are open to inspection by any director at all reasonable times.

The CFO will continue to (a) deposit, or causes to be deposited, all money and other valuables in the name and to the credit of FSE with such depositories as the Board of Directors may designate; (b) disburse FSE's funds as the Board may order; (c) render to the President/CEO, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as CFO and of the financial condition of FSE; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the FSE bylaws may require.

If required by the Board, the CFO shall give FSE a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to FSE of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the CFO on his or her death, resignation, retirement, or removal from office.

Chief of Staff/Director of Operations

The Chief of Staff/Director of Operations is responsible for all administrative operations at FSE's charter schools including facilities management, human resources, legal affairs, student enrollment,

information technology, branding, credentialing and procurement. The Chief of Staff/Director of Operations also directs professional development of operational staff at the school sites.

Director of Human Resources

The Director of Human Resources is responsible for staffing and human resources of Fortune School. The Director of Human Resources provides support to the Principals to evaluate, train and discipline employees of Fortune School. In addition, the Director of Human Resources ensures that all employees of Fortune School hold the valid credentials and clear the appropriate background checks as required by state and federal law.

Director of Curriculum and Instruction

The Director of Curriculum and Instruction is responsible for overseeing the instructional program and student academic performance at Fortune School. In addition, the Director of Curriculum and Instruction is responsible for providing professional development for teachers at Fortune School, including in the use of state-adopted instructional materials and data-driven instruction.

School Administration

Principal

The Principal is the leader of a Fortune School campus. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences. The Principal reports directly to the President/CEO, and s/he is responsible for the orderly operation of a Fortune School and the supervision of all employees in a Fortune School. The Principal manages the day-to-day operations of the school. The Principal provides input to the President/CEO and Director of Human Resources for all hiring and evaluation of faculty and staff and all personnel discipline. The Principal is responsible for the implementation of all FSE Board policies and procedures, including, but not limited to organization of all instruction, academic support, and health and counseling services for all students.

The Principal performs assigned tasks as directed by the President/CEO, and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure Fortune School enacts its mission;
- Supervise and evaluate teachers and staff;
- Provide reports to the FSE Board of Directors;
- Manage school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of Fortune School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or FSE Board of Directors and/or the County Office of Education;
- Identify the staffing needs of Fortune School and offer staff development as needed;

- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage student discipline, and, as necessary, participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The Charter School is a Viable Enterprise

Fortune School has become a viable enterprise as evidenced by its healthy fund balance as reported in the Audit Report (**Appendix II**). The budget projects that we will continue to add to that fund balance over the term of the charter renewal.

Parent Involvement in Governance

One goal of Fortune Schools is to empower parents as educational partners. Parents should feel that their voice and participation at Fortune School influences the development of the school and its components. Parents will continue to have the opportunity to participate in a variety of meaningful ways at Fortune School, and their presence on campus and assisting teachers in the classroom will continue to be most important. Parents will continue to be members of the School Site Council and will continue to be encouraged to participate in the School Site Council meetings.

In order to ensure significant parent involvement, Fortune School will continue to encourage the development of parent-based groups. These groups are responsible for recruiting parents in the activities of Fortune School for the purpose of strengthening the community. All parents and guardians will continue to be encouraged to attend parent-led meetings.

School Site Council

Fortune School campuses have a School Site Council (“SSC”). The SSC provides input to the FSE Board through the Principal on the operations of Fortune School, staff, teachers and students. It reviews and provides input on policies and procedures for expulsions, curriculum, fundraising and governance. School Site Council membership remains consistent with the requirements of Education Code.

Parent Education and Participation

Studies have shown that students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently complete homework, higher graduation rates and greater enrollment in postsecondary education.² Fortune School parents are actively involved in the education of students. Fortune School campuses foster a climate of parent

² The National PTA. *Building Successful Partnerships*. Bloomington: National Education Service, 2000. 12.

volunteerism. After signing a “Commitment to Excellence Contract”, parents are encouraged to complete 40 hours of completely voluntary service each academic year. There is no consequence to families if they fail to complete voluntary parent service hours. Parent volunteerism is, however, an important part of Fortune School’s approach to closing the achievement gap and we stand behind it as a part of our culture that calls for parents to accept responsibility for the education of their children.

Parent Liaisons at each campus coordinate a rich program of parent involvement that includes creating a welcoming environment for parents. Front office staff complete customer service training focused on providing excellent customer service, learning parent names, and having difficult conversations in a respectful way. Parent Liaisons create and implement a program of parent engagement including parent meetings, a schedule of seasonal activities and parent groups like Donuts for Dads and Muffins for Moms. Campuses publish parent newsletters and communicate using social media. Fortune School also partners with community-based organizations to provide parent education.

Legal Affirmations

Fortune School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate based on any of the characteristics described in Education Code 220. Admission to the charter schools shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. Pursuant to Education Code Section 47604(c), the county office of education in performing its oversight of charter schools in the Fortune School network shall not be liable for the debts and obligations of the charter schools or for claims arising from the performance of acts, errors, or omissions by the charter schools, if the authority has complied with all oversight responsibilities required by law. As a non-profit corporation, Fortune School of Education will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the California public school students it serves.

F. HUMAN RESOURCES

Qualifications of School Employees

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

-California Education Code section 47605.6(b)(5)(F)

Selection and appointment of Fortune School employees is the exclusive prerogative of FSE. FSE holds recruit/release authority for all Fortune School staff, and sets the terms and conditions of employment, within the parameters of the FSE policies and procedures. FSE does not and will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability or any other basis prohibited by law. All candidates will continue to be required to show evidence of compliance with the California criminal clearance process. Certificated employees will continue to meet the credential requirements for countywide benefit charters established in Education Code. All teachers assigned to provide instruction to English Learners will have the appropriate authorization (CLAD, BCLAD or equivalent).

Staffing Plan

Please see job descriptions in **Appendix 8**.

STAFFING PLAN FOR SCHOOL SITES

	2016-2017	2017-2018	2018-2019
Principal	5	7	7
Dean	2	4	4
Counselor	0	1	1
Multiple Subject Teacher	48	50	52
Education Specialist	5	7	7
English/ELD Teacher	1.5	3	3.5
Math Teacher	1.5	3	3.5
Science Teacher	1.5	3	2.5
Physical Ed Teacher	3	5	7
Social Science Teacher	1.5	3	3.5
Music Teacher	0	0	.5
World Language Teacher	1.5	2	3.5
Art Teacher	1.5	2	2.5
Performing Arts Teacher	2.84	3.74	3.74
Driver's Ed Teacher	0	0	.5
Academic Support Teachers (Early HS Program)	0	0	4
Office Manager	4	6	6
School Secretary	5	7	7
Parent Liaison	3.63	4.89	4.89
Food Service Coordinator	3.87	6	6
Custodian	11.5	15.5	16
Instructional Aide	10.32	11.7	13.08
Behavior/Campus Monitor	6.52	9.28	9.28
TOTAL	119.68	154.11	167.99

NOTE: The positions included in the Staffing Plan represent employees of Fortune School. We contract with non-public agencies for certain Special Education services/roles including, but not limited to: speech, occupational therapy, school psychologist, nurse, counseling.

Organizational Chart

Attached as **Appendix 8**, please find Fortune School of Education's Organizational Chart.

G. 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 Section 44237."

-California Education Code section 47605.6(b)(5)(G)

Fortune School believes that it is our responsibility to nurture not only students' minds but also their emotional and physical well-being. Fortune School implements a comprehensive set of health, safety, and risk management policies. In general, health and safety matters are dealt with in accordance with these policies. These policies have been developed in consultation with the school's insurance carriers and at a minimum will address the topics described below. These policies and procedures are incorporated as appropriate into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. Specifically, these policies and procedures address the following topics:

- All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Response to natural disasters and emergencies, including fires, floods and earthquakes through a disaster plan that shall be developed in consultation with Camp and School Consulting, which specializes in emergency preparedness and risk management, including disaster plan development.
- Preventing contact with blood-borne pathogens.
- Instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Administration of prescription drugs and other medicines.
- Charter schools in the Fortune School network shall be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Fortune School is a drug, alcohol and tobacco-free workplace.
- All employees must submit to a criminal background check and furnish a criminal record summary prior to beginning employment with Fortune School of Education, as required by Education Code Sections 44237 and 45125.1.
- A policy that all guest lecturers complete a background statement and be under the supervision of the classroom teacher or designated person at all times.
- A policy that all volunteers must submit to a criminal background check and furnish a criminal record summary prior to volunteering on any Fortune School campus.
- A policy that charter schools in the Fortune network utilize security personnel/school monitors.
- A policy that all visitors be required to sign in at the office and wear a visitor's badge at all times while on school property.
- A policy that Fortune School has established a safe place off the grounds to move students in the event of danger.

Immunizations and Health Screening

All enrolling students and employees must provide records documenting immunizations to the extent required by law, including mandatory tuberculosis risk assessments and examinations (if necessary) for staff and volunteers expected to have prolonged (more than 15 minutes) contact with students, pursuant to Education Code Section 49406. Students, as required by law, have mandatory vision,

hearing and scoliosis screening. As a condition of employment, tuberculosis risk assessments and examinations (if necessary) and are required before the employee's start date. Further, tuberculosis screening is required every four (4) years pursuant to the requirements of Education Code Section 49406(b). Fortune School provides notification to employees and volunteers with sufficient advanced notice to enable those individuals to complete their mandatory tuberculosis screening in a timely manner.

Fingerprinting/Criminal Background Check Process

Each employee of the school will continue to submit to a criminal background check and furnish a criminal record summary as required by Education Code section 44237. The Livescan form for both the Department of Justice and the FBI fingerprinting/criminal background check is distributed by the Director of Human Resources. Once the candidate has notified the Director of Human Resources that they have completed the fingerprinting process, the Director of Human Resources reviews the DOJ database that's associated with Fortune School's ORI number to review DOJ clearances. This serves as proof to verify clearance and make the determination whether or not to allow a candidate to begin employment. The process must be completed before the employee's start date. If the candidate is not cleared, they will not be eligible for employment.

Immunization forms and other pertinent medical records are kept on file confidentially by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 *et seq.* of the Education Code. Those parents who are having difficulty obtaining immunizations for their children are provided information on where to get immunized in their community.

Documentation is on file in the student's records or employee records held in security at the school's primary administrative office. Copies of employee records and student records can be made available at the request of the county office of education.

Student Health

Fortune School works to ensure every student in the school receives proper health care. We have developed a plan to have referral services available to offer low-cost health care to its students and families who are uninsured.

As required by state law, the school provides screening for student vision, hearing and scoliosis, and students must show the required proof of immunization. The school maintains records of legally required tests and immunizations of students and staff. Fortune School also has a policy establishing the school as a drug, alcohol, and tobacco free workplace.

Bloodborne Pathogens

Fortune School implements policies relating to preventing contact with blood-borne pathogens. The Principal at each school, with support from Fortune School's charter management organization, ensures that each charter in the network meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Fortune School has

established a written “Exposure Control Plan” designed to protect employees 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 body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

Fortune School maintains detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies detail the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff is required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired. Fortune School staff will complete training pursuant to Education Code 44691(b)(1).

Diabetes

Fortune School provides an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes all of the following information:

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

Emergency Preparedness

Fortune School will continue to adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Fortune School.

Comprehensive Sexual Harassment Policies and Procedures

Fortune School is committed to providing schools that are free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Fortune School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination

or harassment at the charter school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Fortune School’s sexual harassment policy.

H. 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.”

-California Education Code section 47605.6(b)(5)(H)

Fortune School has implemented a student recruitment strategy that is represented by, but is not necessarily limited to, a combination of the following elements or strategies, ensuring a diverse student body and a racial and ethnic balance among students that is reflective of the County:

- An enrollment process that is scheduled and adopted that includes a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English to appeal to English Learner populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the county, reaching prospective students and parents. Fortune School keeps a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Collaboration with community based organizations to support outreach efforts.

I. AUDITS

“The manner in which an annual, independent, financial audit shall be conducted in accordance with regulations established by the state board and the manner in which audit exceptions and deficiencies shall be resolved.”

-California Education Code section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of the charter school is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the charter school are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The audit committee selects an independent auditor through a request for proposal format. The auditor is required to have, at a minimum, a CPA and educational institution audit experience and must be 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 is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the County Superintendent of Schools, the State Controller, and the CDE no later than December 15 following the close of the school year. The audit committee reviews any audit exceptions or deficiencies and reports to the FSE Board with recommendations on how to resolve them. The FSE Board will submit a report to the county office of education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the county office of education, 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 the Charter School is public record to be provided to the public upon request. (Please see **Appendix I I** for the latest Audit Report.)

J. DISCIPLINE, SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.”

-California Education Code section 47605.6(b)(5)(j)

Students are responsible for their actions and are expected to adhere to the Commitment to Excellence Contract and school rules and policies. If a student is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation.

Corporal Punishment will not be permitted at any Fortune school. Any employee who engages in such action will be terminated immediately.

California Educational Code Section 48900

A pupil may be suspended from school or recommended for expulsion if the Principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code 48900.

Due Process Protections

Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, within the context of the circumstances. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student’s interests within the situation.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal or designee with the student and whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

Notice to Parents/Guardians

At the time of the suspension, a charter school employee 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. 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 add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the Fortune School of Education Board of Directors, upon the recommendation of the expulsion panel, may expel a student. The governing board may expel any student found to have committed an expellable offense(s) listed in the “Grounds for Suspension and Expulsion” in the student handbook. Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the student committed the expellable offense and at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school principal or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing will be conducted by the expulsion panel. The charter school principal will make a recommendation to the expulsion panel. The expulsion panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a board member of the charter school’s board. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;

- 3) A copy of the 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 to any other district in 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;
- 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; and
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Suspension/Expulsion Procedures for Students with Special Needs

Students with disabilities will be suspended or expelled from a Fortune school for any offense for which their general education peers would be suspended or expelled, and are subject to the same due process procedures that apply to general education students, except where state or federal laws require additional or different procedures. Fortune School will follow all state and federal laws when imposing discipline on a student with disabilities, including conducting a manifestation determination meeting as required by law.

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.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, 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 recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" in the student handbook.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The principal or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student or any of the acts listed in "Grounds for Suspension and Expulsion" in the student handbook (**Appendix 12**)
- 2) Notice of the right to appeal the expulsion
- 3) Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

The principal, or designee, shall send written notice of the decision to expel to the student's district of residence and the county office of education. This notice shall include the following:

- 1) The student's name
- 2) The specific offense committed by the student

Upon expulsion from the charter school, students will be referred to their district of residence to attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Additional Due Process Rights

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct, and to possess ample opportunity to review the evidence presented and provide a response to such evidence. The due process protections afforded to pupils prior to suspension and expulsion are provided above, and further rights, such as the right to appeal, record-keeping, and rehabilitation and re-admittance are included below.

Appeal Rights

Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full Fortune School of Education Board of Directors. The student shall have 10 days to present her/his intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the student's appeal.

Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at each charter school. Such records shall be made available for the district / county office's review upon request, but neither the district nor county office of education shall be involved in the disciplinary decision.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the county or their school district of residence.

Rehabilitation Plans

Students who are expelled shall be given a rehabilitation plan upon expulsion as developed by the 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 for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the governing board following a meeting with the principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will

be disruptive to the school environment. The principal shall make a recommendation to the governing board following the meeting regarding his or her determination.

K. RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

-California Education Code section 47605.6(b)(5)(K)

All employees at Fortune School participate in the federal social security system as required by law and have access to an FSE-sponsored 403(b) retirement plan, according to policies developed by the Board of Directors and adopted as Fortune School's employee policies. The CFO is responsible for ensuring that appropriate arrangements for coverage have been made. Fortune School is not planning to participate in CALSTRS or CALPERS.

Salary

Fortune School has adopted a formal salary schedule (see **Appendix 9**). The salary schedule is based on periodic compensation studies comparing Fortune School to comparison school districts in the region.

L. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.”

-California Education Code section 47605.6(b)(5)(L)

Fortune School maintains policies and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on SCOE as Fortune School’s authorizing agent, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight. Fortune School and SCOE intend to resolve disputes informally wherever possible, and only to use the dispute resolution process herein when informal attempts have failed.

Public Comments

The staff and governing board members of Fortune School and SCOE agree to resolve all disputes regarding this charter school pursuant to the terms of this section. Both agree to refrain from public commentary regarding any disputes until the matter has progressed through this dispute resolution process. Notwithstanding this, both Fortune School and SCOE may discuss disputes in public meetings of their respective boards as required by the Brown Act and shall respond to Public Records requests as required by law.

Disputes Arising From Within the School

Disputes over personnel discipline are not covered by Fortune School's dispute resolution process, and instead, are resolved through the personnel policies and procedures. Fortune School maintains comprehensive personnel policies and procedures, approved by the Fortune School of Education Board of Directors that are provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Principal resolves complaints and grievances and administer any personnel discipline, with the assistance of the Director of Human Resources, the President/CEO, and/or the Board of Directors, if necessary, in accordance with these policies.

SCOE agrees to refer all complaints regarding the school's operations to Fortune School for resolution in accordance with the school's adopted policies. Parents, students, Board Members, volunteers, and staff of Fortune School are provided with a copy of the schools' policies and dispute resolution process and agree to work within its bounds. In the event that Fortune Schools' adopted policies and processes fail to resolve the dispute, the county office of education shall avoid intervening in the dispute without the consent of the Fortune School Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked (see Education Code Section 47607 and its implementing regulations), the County Superintendent receives parent complaints or other information that he/she deems worthy of further investigation pursuant to Education Code section 47604.4, it relates to the authority of SCOE to monitor and oversee Fortune School (see Education Code 47604.32), or SCOE is acting under the authority provided to it under Charter Schools Act of 1992 as it may be amended from time to time.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board Members of the school, will continue to be resolved by Fortune School and the FSE Board of Directors pursuant to policies and procedures developed by Fortune Schools' governing board, which shall ensure that such policies and procedures are drafted in accordance with applicable laws.

Disputes Between Fortune School and SCOE

In the event that Fortune School and the county office of education have disputes regarding the terms of this charter or any other issue regarding Fortune School, both parties agree to follow the process outlined below.

In the event of a dispute between Fortune School and the county office of education that cannot be resolved informally, the staff and Board of Directors of Fortune School and the county office of education agree to first frame the issue in written format and refer the issue to the county superintendent, and the Fortune School President/CEO.

In the event there is a dispute between the parties and the issue does not rise to the level of a revocation of the charter, the dispute shall be resolved by the following steps:

- a. Fortune School representative and the county superintendent, or his/her designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute

- b. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the county superintendent, or his/her designee, and the representative of Fortune School and attempt to resolve the dispute.
- c. If this joint meeting fails to resolve the dispute, the county superintendent, or his/her designee, and Fortune School representative shall meet to jointly identify a neutral, third party mediator, and shall follow the process for mediation described in subsection c below.

In the event that the county superintendent, or his/her designee, believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement and the following steps will be taken first:

- a. Cause of Revocation: The county board of education may revoke the charter if the county board finds that the conditions for revocation contained in Education Code Section 47607 have been met after providing Fortune School with all due process required by Education Code Section 47607 and its implementing regulations.
- b. Notice to Remedy ("Notice"): Prior to the revocation of the charter, the county office of education shall first meet with representatives of Fortune School to attempt to informally resolve the issue(s). If this meeting does not resolve the issue(s), SCOE shall then provide written Notice to Fortune School which meets the requirements of Education Code Section 47607 and its implementing regulations.
- c. Mediation: Within 30 days of service of the Notice unless the parties mutually agree to a longer time period, the parties may mutually agree to schedule a mediation to resolve the matter. If the parties agree to a mediation, the parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties and cost of the mediation shall be borne equally by both parties.
- d. Dispute Resolution Process Shall Not Impede Revocation Process: Notwithstanding any other provision of the charter, participation in dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County Board's authority to proceed with revocation in accordance with Education Code Section 47607.

M. EMPLOYEE REPRESENTATION

"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."

-California Education Code section 47605.6(b)(5)(M)

Fortune School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA). Under the EERA, Fortune School employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.),

number of work days per year and number of teaching hours per day, and work rules (including required breaks).

N. STUDENT ADMISSIONS AND ATTENDANCE POLICIES

“Admission requirements of the charter school, if applicable.”

-California Education Code section 47605.6(b)(5)(N)

Student Admission Policies and Procedures

Fortune School will continue to actively recruit a diverse student population. Admission is open to any California resident, and all students will continue to be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Fortune School strives through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Sacramento County Office of Education. Fortune School will continue to follow the law related to admission of homeless and foster youth.

Fortune School seeks to enroll students committed to a rigorous educational experience. Families who understand and value Fortune School’s mission and will commit to Fortune School’s instructional and operational philosophy are actively recruited. Prospective students and their parents or guardians are briefed regarding the school’s instructional and operational philosophy and are informed of the school’s student-related policies.

In order for students to be enrolled in Fortune School, they must first fill out a Student Application (**Appendix 13**) in concert with their parents. Students and their parents/guardians must be willing to take part in an orientation session that will introduce Fortune School’s philosophical and operational underpinnings and policies. At orientation, students and parents/guardians are asked to sign an annual parent/student contract to acknowledge that they understand and support Fortune School’s outcomes, philosophy, program and any other applicable requirements. Though parents will be strongly encouraged to sign the contract, a student is not penalized for the failures of his/her parents, whether it is the signing of the contract or the fulfilling of its terms. A student will not be suspended or expelled from Fortune School for breaching the contract without due process.

Kindergarten Enrollment

To protect the health and safety of the school environment, in order for a child to enroll in Transitional Kindergarten or Kindergarten at Fortune School, the child must be toilet trained unless the child has a documented medical reason from his/her physician or an identified need in their IEP explaining why they cannot be toilet trained.

High School Enrollment

9th grade is the preferred entry point for a Fortune high school. Students who have been promoted from a Fortune middle school will receive automatic admission to a Fortune high school for 9th grade.

All other students must complete the following enrollment process in addition to the steps already articulated in the charter petition:

1. An in-person interview with student, parent/guardian and a school official.
2. Personal Statement
3. Letter of recommendation from a principal or teacher with knowledge of the student.

Any student who applies with a complete application and who completes the enrollment process will be enrolled.

Recruiting and Admissions Cycle

Fortune School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an open enrollment period, (4) an admissions lottery, if necessary, and (5) enrollment. Fortune School will continue to fill vacancies or openings that become available after this process using a waiting list. Fortune School will continue to admit students at any time during the school year on an open-ended basis in a manner that best serves the needs of students.

Timeline for Recruiting and Enrollment

Applications for admission are due by the second Friday in February. Fortune School holds parent information meetings for parents to learn more about the school as they apply.

Lottery – Public Random Drawing

If the number of applications does not exceed the capacity of Fortune School, there will be no lottery, and all students who submitted complete applications are enrolled. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery is held. It is completed by pulling slips of paper with applicants' names on them out of a container, and the drawing is held in a public forum. All names are drawn from the container and those exceeding the number of available spaces are placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to children of founders and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment.

The waiting list from a prior year is rolled over to the next year in the order in which students were originally placed on the waiting list, except in case of students who have preference. Students with preference supersede the waitlist as follows:

- (1) children and grandchildren of founding members of Fortune School;
- (2) children of FSE employees;
- (3) siblings of existing students

After the lottery, families receive their official enrollment forms and are informed of the enrollment process detailed in Fortune School's policies and procedures. Currently-enrolled students do not participate in the random drawing, as they are automatically reserved a space for the following year. Other categories of students who do not participate in the random drawing, provided that there is space, in the following order are:

1. Existing students of Fortune School,
2. Children and grandchildren of founding members of Fortune School,
3. Children of FSE employees
4. Siblings of existing students;
5. Pupils placed on the waiting list in previous year(s)
6. Pupils who reside in Sacramento county.

Admission is not based on prior student performance or admission testing.

Attendance Tracking

Fortune School recognizes that the most important factor in student achievement is that students are at school every day. Fortune School uses PowerSchool for its student information system. PowerSchool allows school staff to track student attendance by teachers taking role at the beginning of each class. Fortune School uses School Messenger to make phone calls home for students not at school. PowerSchool is accessible for parents to monitor their child(ren)'s attendance.

O. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

-California Education Code Section 47605.6(b)(5)(O)

No student is required to attend Fortune School. Students who reside within the county who choose not to attend Fortune School may attend any school within the county according to county and/or district policy. Parents and guardians of each student enrolled in Fortune School are 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 Fortune School, except to the extent that such a right is extended by the local education agency.

P. RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES

“A description of the rights of any employee of the county office of education, upon leaving the employment of the county office of education to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.”

-California Education Code section 47605.6(b)(5)(P)

No public school district employee or employee of the Sacramento County Office of Education shall be required to work at Fortune School. Members of Fortune School staff who leave employment with Sacramento County Office of Education to work at Fortune School shall not have any right to return to employment within the county office of education without prior consent by the county office of education.

Employees of Fortune School who were not previous employees of the county office of education will not become employees of the county office of education and will not have the right to employment within the county office of education upon leaving employment of Fortune School.

Upon dismissal from Fortune School, no previous county office employee may return to the county office for employment without the prior written consent of the county office.

Q. CLOSURE PROTOCOL

“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 public records.”

-California Education Code section 47605.6(b)(5)(Q)

Closure of the charter school will be documented by official action of the FSE Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The FSE Board of Directors will promptly notify staff, parents and students of the charter school, resident districts, the Sacramento County Office of Education, the charter school’s SELPA, the retirement systems in which the charter school’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The FSE Board will ensure that the notification to the parents and students of the charter school of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the FSE Board's decision to close the Charter School.

The FSE Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the resident districts with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Fortune School of Education will maintain student records for a term and in a manner consistent with applicable federal and state law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the charter school will prepare final financial records. The charter school will also have an independent audit completed within six months after closure. The charter school will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the charter school and will be provided to the Sacramento County Office of Education promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The charter school will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the charter school, all assets of the charter school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the charter school, remain the sole property of FSE and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Sacramento County Office of Education or Sacramento County Office of Education property will be promptly returned upon charter school closure to the Sacramento County Office of Education. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the charter school shall remain solely responsible for all liabilities arising from the operation of the charter school.

As the charter school is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the charter school, the FSE Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in **Appendix 10**, the charter school will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

“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.”

-California Education Code section 47605.6(h)

Budgets

A financial plan for the charter school, including an operational budget and three-year cash flow and financial projections, is attached as **Appendix 10**.

Financial Reporting

Financial Systems and Processes

FSE will continue to perform the business operations for Fortune School. The Chief Financial Officer oversees those services to ensure that they are meeting the needs of the charter school. FSE organizes the school's chart of accounts in an accounting software package that accommodates all reporting needs.

Accounting System

FSE uses Cougar Mountain Software's Fund Accounting Suite to maintain its financial records. This is a fully integrated fund accounting package developed for non-profits that includes modules for accounts payable, accounts receivable, payroll, purchasing, inventory and cash management in addition to the general ledger. The chart of accounts allows for a user defined account code structure that can accommodate the SACS account segments.

Budget and Financial Reporting Schedule

Fortune School annually prepares and submits its financial information to the Sacramento County Office of Education as follows:

- On or before July 1, a preliminary budget for the next fiscal year
- On or before December 15, an interim financial report which reflects changes to the preliminary budget through October 31
- On or before March 15, a second interim financial report which reflects changes to the preliminary budget through January 31
- On or before September 15, a final unaudited financial report for the prior full fiscal year

Other Financial Reports

Fortune School utilizes PowerSchool, a student information system for attendance and CALPADS reporting, which complies with state law and the County Office of Education's requirements. Fortune School is a direct-funded charter school. Fortune School deposits its funds in a non-speculative and federally insured bank account for use by the school. Fortune School provides the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

Insurance

Fortune School secures and maintains, as a minimum, insurance as set forth below to protect Fortune School from claims that may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Fortune School of Education (employer) from claims under Workers' Compensation Acts, which may arise from its operations.
2. Educator Legal, Professional Liability, General Liability, and Employee Benefits having a coverage limit of no less than \$5,000,000 per occurrence/claim and \$10,000,000 in the aggregate, and a per occurrence deductible of no greater than \$10,000. Fortune School's current general liability and umbrella coverage exceeds these limits by providing \$18,000,000 per occurrence and \$20,000,000 in the aggregate.

3. Fiduciary liability and crime policies coverage shall be no less than \$1,000,000 per occurrence/claim and \$2,000,000 in the aggregate.
4. Property damage coverage sufficient to replace, at current market value, and with any required or necessary code upgrades, all personal real property (unless excused from providing such coverage by a property owner of leased property), fixtures and personal property owned or under the care, custody, or control of Fortune School.

Insurance Certificates

Fortune School keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the county office of education. The Board, the Sacramento County Office of Education and its officers, and its employees shall be named as additional insured's on such policy. Copies of certificates and notices shall be sent by the insurance carrier directly to the Board and SCOE.

Optional Insurance

Should Fortune School deem it prudent and/or desirable to have insurance coverage for auto liability, 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 county office of education and its purchase shall be the responsibility of the charter school.

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the school are to be provided."

-California Education Code section 47605.6(h)

Fortune School's CFO is responsible for administering the charter school under policies adopted by FSE. The Charter School works with FSE for the provision of much of its administrative services. FSE has a demonstrated track-record of experience managing California public funds and providing similar services for various publicly funded California programs, including the Troops for Teachers Program. FSE meets Fortune School's service needs based on mandatory state data tracking and reporting requirements. Administrative services include human resources, payroll, accounts payable, student accounting (attendance, CALPADS), food service program management and financial reporting.

Pursuant to California Law, Sacramento County Office of Education will continue to be required to provide oversight and performance monitoring services, including, but not limited to, monitoring charter school and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter material revisions and renewal requests.

Fortune School will continue to coordinate with the County to report pertinent STRS payroll data if STRS is used. The county may request a reasonable fee for coordinating this transfer of data. Fortune School remains responsible for obtaining its own health benefits via small business plan type offerings

from local vendors (e.g., Kaiser and Blue Cross). Employee benefits include health, dental, and vision insurance.

Fortune School may elect to purchase administrative services from the county upon mutual agreement between both parties. Such services may include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

IMPACT ON THE CHARTER AUTHORIZER

“Potential civil liability effects, if any, upon the school and upon the authorizer.”

-California Education Code section 47605.6(h)

Fortune School is 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 23701(d).

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 Fortune School or for claims arising from the performance of acts, errors or omissions by Fortune School if the authority has complied with all oversight responsibilities required by law. Fortune School will continue to work diligently to assist the county office in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other county office-requested protocol to ensure the county office shall not be liable for the operation of Fortune School.

Further, Fortune School and the county office will again enter into a memorandum of understanding, wherein Fortune School will indemnify the county office for the actions of Fortune School under this charter.

The corporate bylaws of Fortune School provide for indemnification of Fortune School’s Board, officers, agents, and employees, and Fortune School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

The FSE Board will continue to institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution. The school does not anticipate any potential liability effects on school districts where the charter school may locate sites under this charter.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Charter Renewal Term

The term of this charter renewal shall be the 1st of July 2016 through the 30th of June 2021. This charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of this charter may be made in writing with the mutual consent of the Sacramento County Office of Education, Sacramento County Board of Education and the Fortune School governing board. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines set forth in Education Code section 47605.6; provided, however, that Fortune School shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of Fortune School and the Sacramento County Office of Education. The county office of education and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith manner.

Miscellaneous

The Sacramento County Office of Education and Fortune School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the County Office and Fortune School. The MOU may include, but not be limited to, the following:

- special education services and funding formulas;
- transportation and food services to be provided by the County Office, if any;
- services to be purchased by Fortune School from the County Office, and the fee schedule for such services;
- details of the oversight and monitoring relationship between Fortune School and the County Office;
- mutual indemnification from loss;
- cash advances to handle cash flow issues, if necessary;
- charter school's receipt of mandated cost reimbursement;
- fiscal reporting requirements to the state, either independently or through the County Office, and
- County Office of Education support for Fortune School in seeking additional funding.

Fortune School may purchase administrative services from the County Office of Education upon mutual agreement between both parties. Such services include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services should be covered by the MOU.

Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

The Sacramento County Office of Education shall provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

The MOU delineates the liability of the Sacramento County Office of Education if Fortune School should default. As a nonprofit organization, Fortune School anticipates that the County Office's liability will be limited as long as the county office of education performs its oversight functions, according to law.

Communication and Notices

All official communication between Fortune School and the Sacramento County Office of Education shall be sent via first class mail or other appropriate means to Fortune School's President/CEO and the Superintendent of the Sacramento County Office of Education, at the following locations.

Fortune School of Education
2890 Gateway Oaks Drive, #100
Sacramento, CA 95833

Office of the Superintendent
Sacramento County Office of Education
10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003