

FEATHER RIVER CHARTER SCHOOL

RENEWAL PETITION

5 Year term

July 1, 2027 - June 30, 2032

Submitted to:
Winship-Robbins Elementary School District

Date:
August 31, 2026

Feather River CHARTER SCHOOL

4305 South Meridian Road
Meridian, CA 95957
916-957-5781

TABLE OF CONTENTS

AFFIRMATIONS & ASSURANCES 4

INTRODUCTION 8

EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA 12

ELEMENT ONE: EDUCATIONAL PROGRAM 25

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT 56

ELEMENT FOUR: GOVERNANCE STRUCTURE 57

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS 64

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES 67

ELEMENT SEVEN: EQUITABLE ACCESS & STUDENT OUTREACH 73

ELEMENT EIGHT: ADMISSIONS, ENROLLMENT & PUBLIC RANDOM DRAWING 75

ELEMENT NINE: SUSPENSION, EXPULSION & INVOLUNTARY REMOVAL PROCEDURES 78

ELEMENT TEN: RETIREMENT SYSTEMS 81

ELEMENT ELEVEN: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 82

ELEMENT TWELVE: EMPLOYEE RETURN RIGHTS 83

ELEMENT THIRTEEN: DISPUTE RESOLUTION 84

ELEMENT FOURTEEN: CLOSURE PROCEDURES 88

ADDITIONAL PROVISIONS 90

CONCLUSION 96

APPENDIX LINKS ON FOLLOWING PAGE

LINKS

Appendix A. Achievement Plan
Appendix B. Independent Study Policy
Appendix C. Academic Calendar
Appendix D. 5-th Grade: “I Can” Statements
Appendix E. Representative HS Course Outline
Appendix F. High School Course Catalog
Appendix G. Graduation Requirements
Appendix H. WASC Report
Appendix I. Parent/Student Handbook
Appendix J. Articles of Incorporation
Appendix K Bylaws
Appendix L. Conflict of Interest Code
Appendix M. Organizational Chart
Appendix N. Employee Handbook
Appendix O: Admissions & Enrollment Policy
Appendix P: Fiscal Policies & Procedures
Appendix Q: Budget Overview
Appendix R: Suspension & Expulsion Policy
Appendix S: Non-compliance, Re-engagement, and Involuntary Removal Policy
Appendix T: Evidence of Insurance Coverage
Appendix U: Facility Use Agreement
Appendix V: Inspire North Charter Petition
Appendix W: Feather River Charter School Renewal Petition
Appendix X: SELPA Agreement

AFFIRMATIONS & ASSURANCES

As the authorized lead petitioners, we, Jenell Sherman and Shannon Breckenridge, hereby certify that the information submitted in this charter Renewal Petition for Feather River Charter School ("FRCS" or the "Charter School") is true and correct to the best of our knowledge and belief. In accordance with Education Code section 47605(b), we certify we deem this charter Renewal Petition to be complete for purposes of commencing the timelines for review and approval by the Winship-Robbins Elementary School District (the "District") We further certify that the Charter School is not a conversion of a private school and that, if granted renewal, the Charter School shall operate in accordance with all applicable federal, state, and local laws and regulations.

The Charter School affirms and assures that it shall:

1. Meet all statewide standards and conduct all assessments required pursuant to Education Code section 60605 and any successor provisions applicable to California public schools.
2. Operate as a public, nonsectarian, nonreligious, and non-discriminatory school in its programs, admission policies, governance, employment practices, and all other operations, and shall not discriminate on the basis of any characteristic protected by federal or state law.
3. Not charge tuition and shall admit all students who wish to attend, subject to capacity limitations and the public random drawing requirements established by applicable law.
4. Implement admissions, enrollment, lottery, and waitlist procedures consistent with Education Code section 47605(e) and all other applicable laws.
5. Not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including academic performance, disability status, English learner status, behavioral challenges, foster youth status, homelessness, or any other characteristic protected by law.
6. Not request a student's records or require a parent/guardian or student to submit student records prior to enrollment except as permitted by law.
7. Not encourage a currently enrolled student to disenroll or transfer to another school for any reason prohibited by law and shall comply with all applicable enrollment and disenrollment requirements.
8. Provide all notices regarding enrollment and disenrollment rights as required by applicable law practices.

9. Obtain the approval of the governing body of the Charter School for any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.
10. Comply with all federal and state laws governing students with disabilities, including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).
11. Comply with all applicable laws governing English Learners, foster youth, homeless youth, and other protected student populations.
12. Ensure that teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignments and utilize assignment options authorized by law when applicable.
13. Meet all applicable employment requirements established by federal and state law.
14. Be the exclusive public school employer of its employees for purposes of the Educational Employment Relations Act (EERA) and comply with all applicable employment laws.
15. Maintain all necessary and appropriate insurance coverage throughout the charter term.
16. Maintain, protect, and transfer student records in accordance with applicable law, including notification requirements when students withdraw, transfer, or are expelled.
17. Notify the appropriate school district of a student's last known address and provide student records as required by law when a student withdraws, transfers, or is expelled.
18. Comply with the Family Educational Rights and Privacy Act (FERPA) and all applicable laws governing the confidentiality, maintenance, access, and transfer of student records.
19. Comply with the California Public Records Act, Government Code section 7920.000 et seq., and all applicable requirements regarding public access to records.
20. Conduct its governance and public meetings in accordance with the Ralph M. Brown Act, Government Code section 54950 et seq.
21. Comply with Education Code section 47604.1 and be subject to Government Code section 1090, the Political Reform Act of 1974, and all applicable conflict-of-interest laws and regulations.

22. Comply with all applicable provisions of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA).
23. Comply with all laws establishing minimum and maximum age requirements for public school enrollment.
24. Meet or exceed all minimum instructional minutes, instructional day, and school year requirements established by law.
25. Meet or exceed the legally required minimum number of school days established by applicable law.
26. Operate its independent study program in accordance with Education Code section 51744 et seq. and all other applicable laws and regulations governing independent study.
27. Maintain accurate and contemporaneous attendance, enrollment, and financial records and make such records available for audit and inspection as required by law.
28. Regularly consult with parents/guardians and teachers regarding the educational programs and operations of the Charter School.
29. Encourage parent and guardian involvement while ensuring that parental participation is not a condition of enrollment, continued enrollment, or student success.
30. Comply with all applicable jurisdictional limitations regarding the location and operation of school facilities.
31. Operate in accordance with all applicable provisions of the Charter Schools Act, the California Education Code, and other applicable federal, state, and local laws and regulations.
32. Maintain policies, procedures, and practices necessary to ensure ongoing compliance with all applicable legal requirements throughout the charter term.
33. Organize and operate as a California nonprofit public benefit corporation recognized by the Internal Revenue Service as tax-exempt under Section 501(c)(3) of the Internal Revenue Code and as a publicly supported organization under Section 509(a)(1)
34. Maintain its nonprofit and tax-exempt status throughout the term of the charter.
35. Serve students in transitional kindergarten through grade twelve, encompassing all grade levels served by the District, consistent with Education Code section 47605(a)(6).

The Charter School understands and acknowledges that compliance with these assurances is a condition of charter renewal and continued operation as a California public charter school.

_____ _____

Jenell Sherman, Executive Director Date:

_____ _____

Shannon Breckenridge, Assoc. Executive Director Date:

INTRODUCTION

The California Charter Schools Act of 1992 established charter schools as a means of improving student learning, expanding educational opportunities, encouraging innovation, increasing educational choice, and holding schools accountable for measurable student outcomes. Pursuant to Education Code section 47601, Feather River Charter School embraces the purposes and intent of the Charter Schools Act through its personalized, student-centered educational program.

This renewal petition has been updated to reflect applicable changes in charter school law since the Charter School's previous renewal, including the charter renewal framework established by Assembly Bill 1505 and subsequent amendments to the California Charter Schools Act, independent study requirements, governance requirements, and other applicable provisions of the California Education Code. References to these requirements are incorporated throughout this petition and the Charter School's policies and practices.

Specifically, FRCS advances the purposes of the Charter Schools Act by:

- Improving student learning for students in grades TK-12, through personalized learning pathways, credentialed teacher support, data-informed instruction, and comprehensive academic interventions.
- Increasing learning opportunities for all students, including academically low-achieving students, by providing flexible instructional options, strategic instructional supports, enrichment opportunities, and individualized support through its Multi-Tiered System of Supports (MTSS).
- Encouraging the use of innovative teaching methods through its Flex-Based Learning model, personalized learning pathways, technology-enhanced instruction, and diverse instructional approaches designed to meet the unique needs of each student.
- Creating new professional opportunities for teachers by empowering credentialed educators to develop individualized learning plans, collaborate closely with families, monitor student progress, and contribute to the continuous improvement of the school's educational program.
- Providing parents/guardians (learning coach) and students with expanded educational choices through flexible learning pathways, curriculum options, enrichment opportunities, and instructional programs designed to meet diverse student needs and learning styles.
- Maintaining accountability for measurable student outcomes through ongoing assessment, progress monitoring, data analysis, individualized goal setting, and continuous improvement processes focused on student growth and

achievement.
- Contributing to continual improvement within public education by offering an innovative educational model that promotes student success, family engagement, educational choice, and responsiveness to the diverse needs of students and communities.

This charter renewal petition demonstrates FRCS's continued commitment to these purposes and its ability to provide a high-quality educational program that prepares students for success in postsecondary education, careers, civic life, and lifelong learning.

PETITIONERS & EXECUTIVE LEADERSHIP

The following school faculty provide the background and necessary expertise in the above areas to ensure the successful operation of the Charter School:

Co-Lead Petitioner – Jenell Sherman, Executive Director:

Jenell Sherman is an experienced educational leader with more than 20 years in education, specializing in independent study and personalized learning. Holding both a Multiple Subject Teaching Credential and an Administrative Services Credential, she has served in a variety of leadership roles, including Homeschool Teacher, Regional Coordinator, Senior Director, and has been the Executive Director of the three schools within the Sequoia Grove Charter Alliance since 2020. Jenell is passionate about educational choice, family partnership, and creating personalized learning opportunities that empower students to pursue their interests, learn according to their unique strengths, and achieve their full potential. Her leadership is guided by a commitment to supporting students, empowering educators, and fostering a culture where every individual feels valued, seen, and appreciated.

Co-Lead Petitioner – Shannon Breckenridge, Assistant Executive Director:

Shannon Breckenridge is the Associate Executive Director, bringing 36 years of teaching experience and passion for education to her role. She holds a Bachelor's degree from Cal Poly, San Luis Obispo and a Master's degree from Sacramento State. With credentials in Multiple Subjects, Single Subject (English), and Administrative Services, Shannon has a deep understanding of the educational landscape, with specialized knowledge at the high school level. She is a voracious reader, sometimes knitter, and trivia buff. She is dedicated to supporting teachers and staff, fostering collaboration, and championing personalized learning.

ONGOING SUPPORT & ASSISTANCE

Feather River Charter School contracts with qualified professional service providers to support the effective operation, governance, and compliance of the Charter School. These providers offer expertise in areas including charter school operations, governance, fiscal oversight, regulatory compliance, accountability, and strategic planning.

Charter Support

The Charter School is a member of CSDC (Charter School Development Center), the nation's oldest nonprofit charter school resource organization. Founded in 1992, CSDC provides expert guidance on charter school governance, finance, operations, curriculum, and compliance. Its experienced staff support charter schools through technical assistance and advocacy, helping schools operate effectively while advancing innovative, student-centered public education.

Charter Service Organization

The Charter School is a member school of Sequoia Grove Charter Alliance, a nonprofit service organization that supports its member schools through shared services and economies of scale. By leveraging resources across three member schools, Sequoia Grove Charter Alliance provides cost-effective technology support, facility management, mobile library services, print shop operations, and restitution services. This collaborative model enhances operational efficiency, reduces administrative costs, and allows Feather River Charter School to maximize resources in support of student learning and school success. While Feather River Charter School benefits from shared services through Sequoia Grove Charter Alliance, the Feather River Charter School Board of Directors retains ultimate authority and responsibility for governance, fiscal oversight, educational program oversight, personnel matters, and all other duties required by law to be under the control of the governing board.

Financial Back Office

The Charter School contracts with Charter Impact, a leading provider of charter school business and financial management services. Charter Impact supports the School with budgeting, accounting, financial reporting, cash flow management, compliance, payroll administration, retirement reporting, audit coordination, governmental filings, and strategic fiscal planning. The Charter School requires Charter Impact to support the timely preparation and submission of all required

financial reports, budgets, interim reports, audit documentation, payroll and retirement reports, governmental filings, and other calendared items in accordance with applicable deadlines.

Charter Impact also responds promptly to reasonable requests for financial records and information from the Charter School, its independent auditor, the District, the County Office of Education, and other authorized governmental agencies. Through this partnership, Charter Impact helps ensure sound financial stewardship, regulatory compliance, transparency, and effective long-range fiscal planning, allowing school leadership to focus on student achievement and organizational success. Notwithstanding this contractual relationship, the Board of Directors retains ultimate responsibility for the accuracy, completeness, timeliness, and legal compliance of all Charter School financial reports, submissions, and fiscal operations.

Legal Counsel

The Charter School maintains legal counsel experienced in California education and charter school law through several law firms. Legal counsel provides advice and guidance regarding governance matters, employment issues, student matters, regulatory compliance, contracts, risk management, special education, public records requirements, open meeting laws, and other legal issues that may arise during the operation of the Charter School.

These ongoing support services help ensure that the Charter School maintains compliance with applicable legal requirements, promotes sound governance and fiscal stewardship, and remains focused on advancing student achievement and organizational effectiveness.

EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA

Pursuant to Education Code sections 47607 and 47607.2, as amended by Assembly Bill (AB) 1505, charter renewal decisions are based on a charter school's performance on the California School Dashboard and other verified measures of academic achievement, where applicable.

Based on the Fall 2025 California School Dashboard and applicable statutory criteria, FRCS qualifies for consideration under the renewal criteria applicable to middle-performing schools. In evaluating renewal petitions, chartering authorities shall consider schoolwide and subgroup performance on state and local indicators, with greater weight assigned to academic performance.

As demonstrated in the evidence that follows, FRCS has achieved substantial academic growth, positive student outcomes, and strong school climate results. The school outperformed statewide results in seven of eight state indicators, met all local indicator requirements, and demonstrated significant improvement in English Language Arts, Mathematics, and Science. These results reflect meaningful progress toward the goals and outcomes established in the charter and support the school's eligibility for renewal for a five-year term pursuant to Education Code sections 47607 and 47607.2.

STATE INDICATOR	FEATHER RIVER 2025 RESULT	CALIFORNIA STATE 2025 RESULT	COMPARISON TO STATE
1. English Language Arts Distance from Standard	2.8 Pts Above Standard	8.1 Pts Below Standard	OUTPERFORMED STATE
2. Mathematics Distance from Standard	33.8 Pts Below Standard	42.4 Pts Below Standard	OUTPERFORMED STATE
3. English Learner Progress ELPI	48.8%	46.4%	OUTPERFORMED STATE
4. Graduation Rate	93.6%	87.8%	OUTPERFORMED STATE
5. Chronic Absenteeism Percentage of Students	0.6%	17.1%	OUTPERFORMED STATE
6. Suspension Rate Percentage of Students	0.0%	2.9%	OUTPERFORMED STATE
7. Science Distance from Standard	58.9 Pts Above Standard	52.6 Pts Above Standard	OUTPERFORMED STATE
8. College/Career Indicator Percentage of Students	50.4%	51.7%	DID NOT OUTPERFORM STATE
LOCAL INDICATORS (LOCAL INDICATOR)	ALL STANDARDS MET	STATE REQUIREMENT MET	MET STANDARD

4 of 6 Student Groups Performed at or Above State Levels in ELA & Mathematics

Hispanic students, Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities outperformed the state in both subjects.

Note: Results are based on the Fall 2025 California School Dashboard.

Applicable Charter Renewal Criteria

Education Code section 47607.2(b) provides:

> (1) For all charter schools for which the top and bottom performance tiers do not apply, the chartering authority shall consider the schoolwide performance and the performance of all student subgroups served by the charter school on the state indicators included in the California School Dashboard ("Dashboard"), as well as the school's performance on the local indicators included in the Dashboard.
>
> (2) The chartering authority shall give greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Education Code section 47607(c)(3) defines "measurements of academic performance" as statewide assessments in the California Assessment of Student Performance and Progress (CAASPP) system, the English Language Proficiency Assessments for California (ELPAC), and the College/Career Indicator (CCI), or any successor systems.

California School Dashboard

The Fall 2025 California School Dashboard reflects meaningful academic growth and positive student outcomes across multiple indicators. Feather River Charter School demonstrated improvement in English Language Arts, Mathematics, and Science while maintaining strong student engagement and school climate outcomes.

The following Dashboard data provide evidence of the school's progress toward meeting the renewal criteria established in Education Code sections 47607 and 47607.2.

FRCS's California School Dashboard State Comparison

Academic Indicator: English Language Arts

California School DASHBOARD	2023	2024	2025
FRCS	18.7 pts below	21.3 pts below	2.8 pts above
State	13.6 pts below	13.2 pts below	8.1 pts below

Feather River Charter School demonstrated significant growth in English Language Arts, improving from 18.7 points below standard in 2023 to 2.8 points above standard in 2025. This substantial improvement reflects the effectiveness of targeted instructional supports, personalized learning opportunities, and a continued focus on literacy development across grade levels.

Academic Indicator: Mathematics

California School DASHBOARD	2023	2024	2025
FRCS	53.5 pts below	56.4 pts below	33.8 pts below
State	49.1 pts below	47.6 pts below	42.4 pts below

Feather River Charter School showed strong improvement in Mathematics, increasing from 53.5 points below standard in 2023 to 33.8 points below standard in 2025. While mathematics remains an area of focus, the school's continued growth demonstrates the impact of focused academic supports, standards-aligned instruction, and individualized academic support.

Science

California School DASHBOARD	2023	2024	2025
FRCS	N/A	-9.7 pts	58.9 pts
State	N/A	-13.5 pts	52.6 pts

Science performance showed remarkable growth, improving from 9.7 points below standard in 2024 to 58.9 points above standard in 2025. This significant increase highlights the success of the school's instructional program and reflects students' growing proficiency in critical thinking, inquiry, and scientific reasoning skills.

Graduation Rate

California School DASHBOARD	2023	2024	2025
FRCS	89.9%	96.2%	93.6%
State	86.4%	86.7%	87.8%

Feather River Charter School maintained exceptionally strong graduation outcomes, increasing from 89.9% in 2023 to 96.2% in 2024 and sustaining a high rate of 93.6% in 2025. Graduation rates exceeded statewide averages in all three years, reflecting the effectiveness of personalized support, credit attainment opportunities, and student-centered learning pathways.

College and Career

California School DASHBOARD	2023	2024	2025
FRCS	50.0% Prepared	53.8% Prepared	50.4% Prepared
State	43.9% Prepared	45.3% Prepared	51.7% Prepared

Feather River Charter School has maintained College and Career readiness rates near statewide levels. The Charter School continues to expand opportunities for students to demonstrate preparedness through Career Technical Education pathways, dual enrollment opportunities, work-based learning experiences, and individualized postsecondary planning.

English Learner Progress

California School DASHBOARD	2023	2024	2025
FRCS	50.9%	59.8%	48.8%
State	48.7%	45.7%	46.4%

English Learner Progress remained strong, with FRCS exceeding statewide performance in all three years. The school's focus on individualized support, language development, and ongoing monitoring of student progress has contributed to positive outcomes for English learners and reflects a commitment to equitable access and achievement.

Chronic Absenteeism

California School DASHBOARD	2023	2024	2025
FRCS	0.9%	0.9%	0.6%
State	24.3%	18.6%	17.1%

Feather River Charter School maintained exceptionally low rates of chronic absenteeism, with less than 1% of students chronically absent across all three years. These results significantly outperform statewide rates and demonstrate strong student engagement, meaningful family partnerships, and effective attendance support systems.

Suspension Rate

California School DASHBOARD	2023	2024	2025
FRCS	0.0%	0.0%	0.0%
State	3.5%	3.2%	2.9%

Feather River Charter School maintained a 0% suspension rate across all three years, reflecting a positive school culture and proactive approach to student support. These outcomes demonstrate the school's commitment to fostering safe, inclusive learning environments where students remain engaged and connected to their education.

Academic Indicators: Subgroup data

ENGLISH LANGUAGE ARTS

% Points Below (or Above) Standard

STUDENT GROUP	FEATHER RIVER CHARTER SCHOOL SCORE / STATUS	CALIFORNIA STATE SCORE / STATUS	COMPARISON (vs. State)
Hispanic	11.5 pts below standard	33.7 pts below standard	Above
Socioeconomically Disadvantaged	14.0 pts below standard	35.3 pts below standard	Above
Students with Disabilities	30.4 pts below standard	89.4 pts below standard	Above
White	4.5 pts above standard	23.8 pts above standard	Below
Two or More Races	3.7 pts above standard	29.4 pts above standard	Below
English Learners	36.2 pts below standard	59.9 pts below standard	Above

MATHEMATICS

% Points Below (or Above) Standard

STUDENT GROUP	FEATHER RIVER CHARTER SCHOOL SCORE / STATUS	CALIFORNIA STATE SCORE / STATUS	COMPARISON (vs. State)
Hispanic	54.2 pts below standard	73.6 pts below standard	Above
Socioeconomically Disadvantaged	42.9 pts below standard	72.9 pts below standard	Above
Students with Disabilities	83.5 pts below standard	120.7 pts below standard	Above
White	29.0 pts below standard	6.2 pts below standard	Below
Two or More Races	47.6 pts below standard	0.7 pts below standard	Below
English Learners	44.5 pts below standard	86.1 pts below standard	Above

Note: Only student groups receiving a California Dashboard performance color are included.

In both ELA and Mathematics, four of six student groups performed at or above state levels, demonstrating Feather River Charter School's success in supporting historically underserved student populations while continuing to focus on growth for all learners.

Local Indicators

The following chart reflects the Charter School's 2025 Dashboard Local Indicators.

INDICATOR	PERFORMANCE LEVEL
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

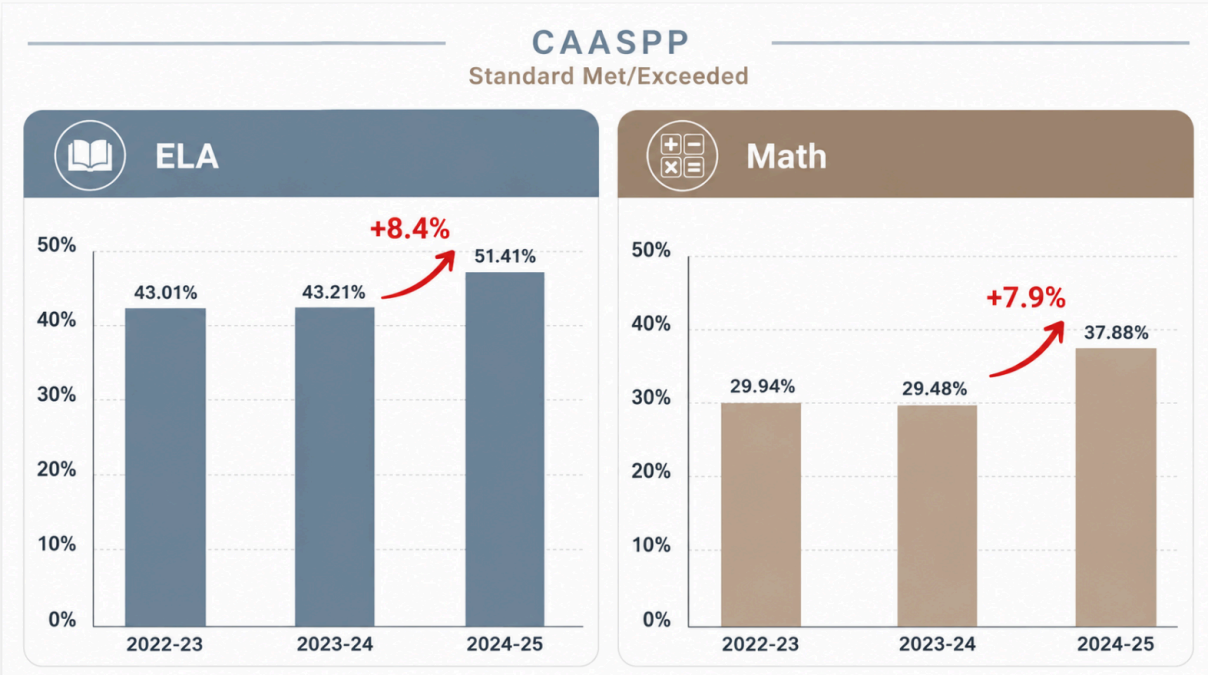
Measurements of Academic Performance

In addition to the state and local Dashboard indicators, the District is also required to consider clear and convincing evidence showing that either (1) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (2) strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).) Consistent with the charter renewal criteria set forth in Education Code section 47607.2(b), FRCS utilizes multiple measures of student achievement and academic growth to evaluate program effectiveness and student outcomes. These measures include statewide accountability indicators reported on the California School Dashboard, California Assessment of Student Performance and Progress (CAASPP) results, and Star Reading and Star Math assessments. Together, these data sources provide evidence of student achievement, academic growth, and progress toward meeting state standards.

Beginning in the 2024–25 school year, FRCS implemented a comprehensive Achievement Plan (Appendix A) focused on strengthening outcomes in English

Language Arts, Mathematics, and Science through targeted instructional supports, data-informed interventions, and enhanced monitoring of student progress. The following data demonstrate the academic performance of FRCS students and provide evidence of the Charter School's sustained academic growth, progress toward meeting state standards, and continued advancement toward the goals and outcomes established in its charter.

CAASPP Three-Year Academic Performance Trend : Students Meeting or Exceeding State Standards



Consistent with Education Code section 47607.2(b)(2), which requires that greater weight be given to measurements of academic performance, Feather River Charter School's CAASPP results demonstrate a positive three-year trend in both English Language Arts (ELA) and Mathematics.

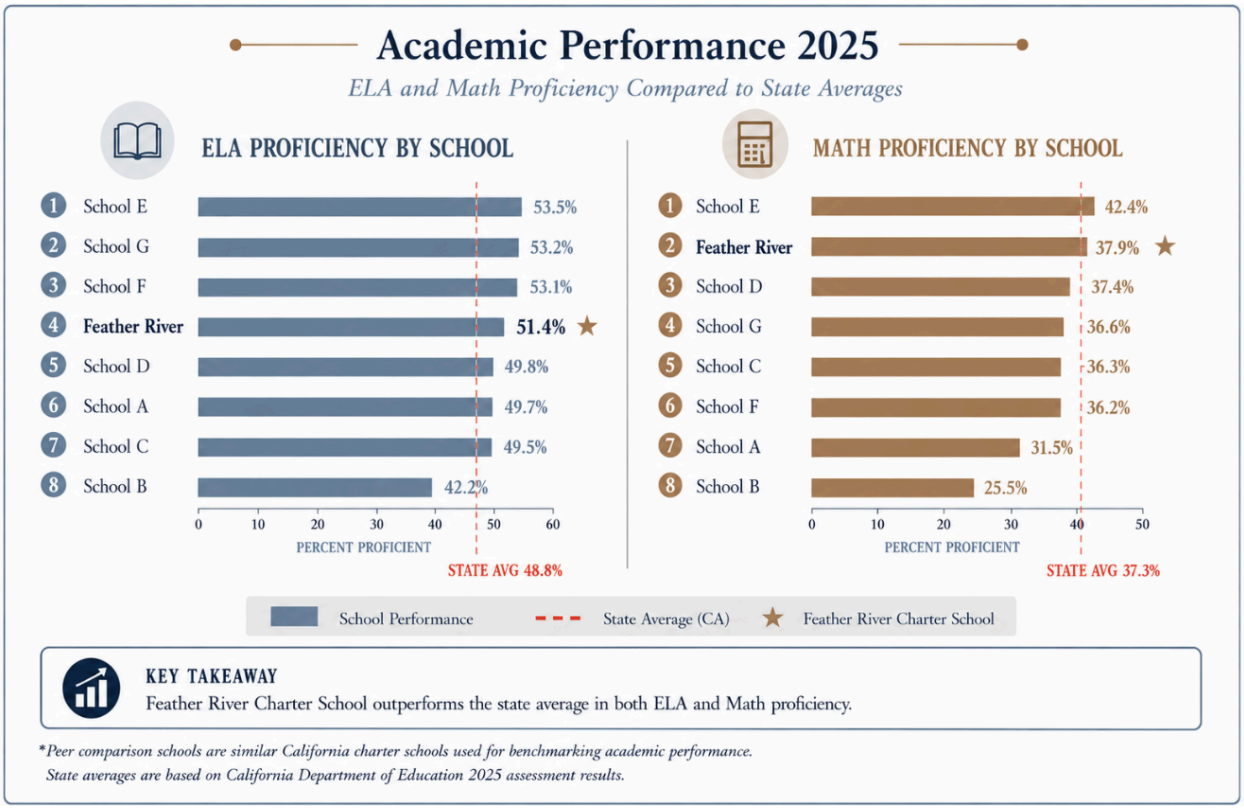
ELA proficiency

- Increased from 43.01% in 2022–23 to 51.41% in 2024–25.
- Represents a three-year gain of 8.4%.
- FRCS exceeded the 2024–25 California state average by 2.6%.

Mathematics proficiency

- Increased from 29.94% in 2022–23 to 37.88% in 2024–25.
- Represents a three-year gain of 7.9%.
- FRCS exceeded the 2024–25 California state average by 0.6%.

Academic Performance, State, and Peer School Comparison

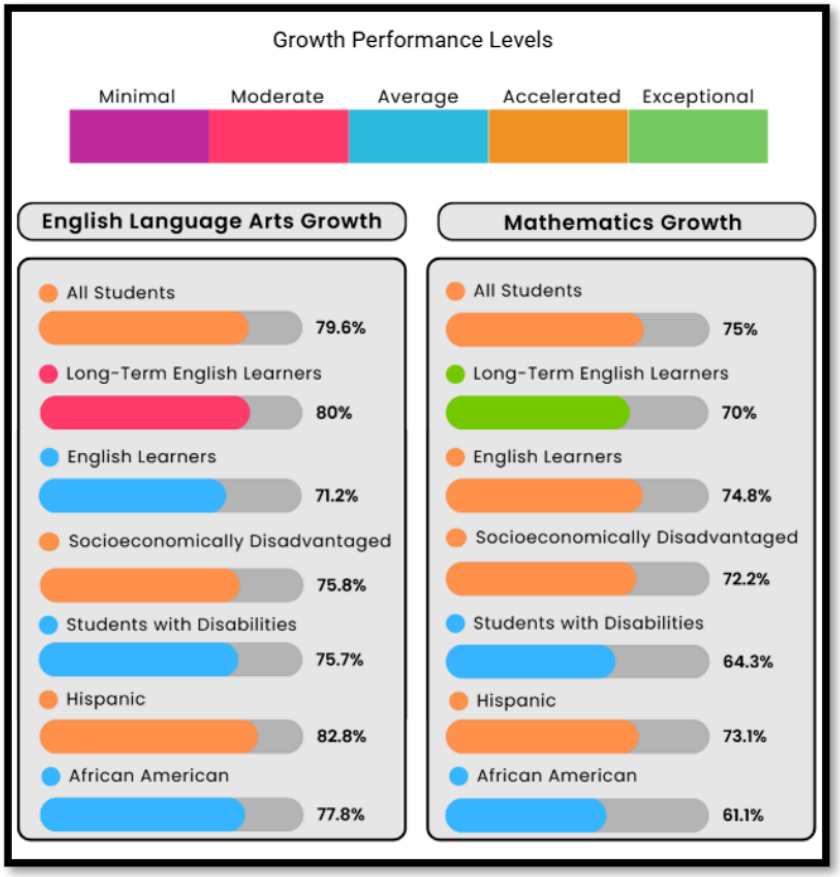


Statewide proficiency benchmarks provide an important measure of school performance. Feather River's results were also compared to similar California charter schools to provide additional context.

As shown above, Feather River exceeded the California state average in both English Language Arts and Mathematics in 2025:

- ELA: 51.4% proficient, compared to 48.8% statewide.
- Mathematics: 37.9% proficient, compared to 37.3% statewide.

California School Dashboard Growth Model

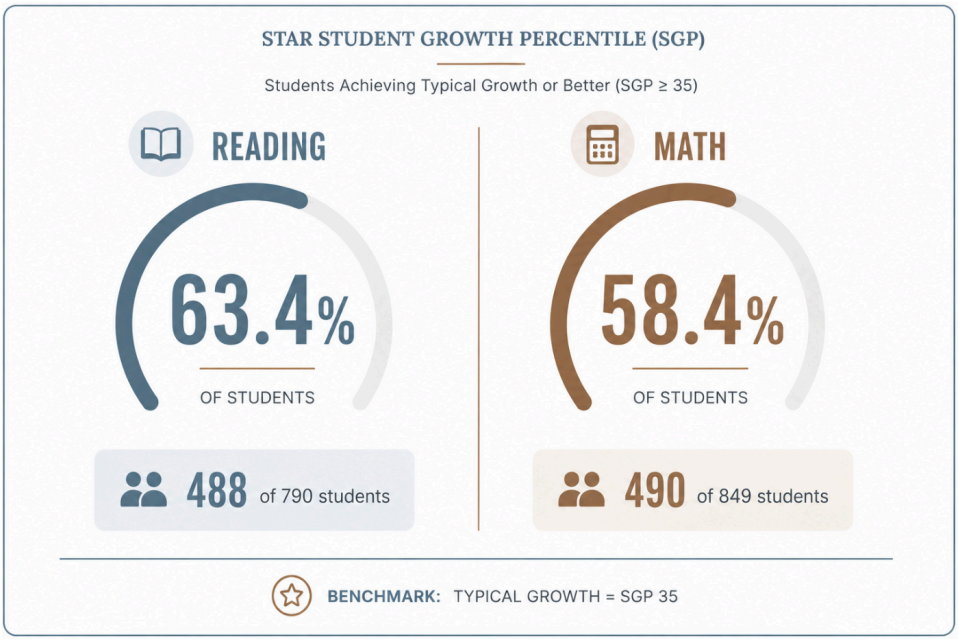


The California School Dashboard Growth Model measures year-to-year changes in student performance on statewide assessments relative to expected statewide outcomes.

- 79.6% of students in English Language Arts and 75.0% of students in Mathematics improved their assessment performance compared to the prior year.
- Positive growth trends were observed across multiple student groups, including Hispanic students, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students.

These results demonstrate consistent academic growth across the student population.

Local Assessment Data



Student Growth Percentile (SGP) results from the Star assessment provide additional evidence of academic growth. Star is a nationally normed benchmark assessment administered three times per year to measure student progress relative to academic peers nationwide.

- Reading: 63.4% of students achieved typical growth or better (SGP ≥ 35).
- Mathematics: 58.4% of students achieved typical growth or better (SGP ≥ 35).

These results indicate that the majority of students demonstrated typical or accelerated growth in both reading and mathematics.

ELEMENT ONE: EDUCATIONAL PROGRAM

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

Governing Law: The annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --Education Code Section 47605 (c)(5)(A)(ii)

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

EDUCATIONAL PHILOSOPHY

Feather River Charter School believes that students achieve their greatest success when learning experiences are responsive to their individual strengths, interests, goals, and learning needs. The school promotes high expectations for all students while providing the flexibility, support, and resources necessary to foster academic growth and student engagement.

The educational philosophy of FRCS is grounded in the belief that meaningful learning occurs through active participation, goal setting, continuous reflection, and strong collaboration among students, families, and educators. Through personalized learning pathways and standards-based instruction, students are encouraged to develop independence, critical thinking skills, and ownership of their educational journey.

FRCS is committed to creating an inclusive learning environment where all students have equitable access to educational opportunities and are supported in achieving their academic and personal goals.

OUR LEARNING MODEL

Feather River Charter School believes learning is most effective when it is personalized, flexible, and responsive to the unique needs of each student. Through its Flex-Based Learning model, students engage in individualized learning pathways supported by credentialed Homeschool Teachers (HSTs) who partner with families to provide guidance, monitor progress, and support academic growth.

FRCS combines personalized learning with meaningful opportunities for community engagement, enrichment, and real-world application. Students have access to a variety of instructional options, including independent study, virtual classes, Career Technical Education (CTE) pathways, community college opportunities, tutoring, and community-based learning experiences.

The Charter School is committed to supporting the whole child by providing equitable access to academic, behavioral, social-emotional, and language development supports through its Multi-Tiered System of Supports (MTSS), Student Support Department, Counseling Team, English Learner program, Section 504 services, and Special Education programs.

For high school students, FRCS offers flexible graduation pathways that support college, career, and military readiness while preparing students to become self-directed learners, responsible citizens, and lifelong learners.

Signature Components of Feather River Charter School

Flex-Based Personalized Learning that empowers families and teachers to work together to choose curriculum, instructional resources, and learning experiences aligned to each student's strengths, interests, and goals.

Family and Homeschool Teacher Partnership through ongoing collaboration, Learning Record meetings, progress monitoring, and personalized academic planning.

Student-Centered Learning Pathways that promote goal setting, independence, self-direction, and ownership of learning.

Flexible Learning Options including independent study, internal live virtual programs, live instruction, and asynchronous learning opportunities.

Community-Based Learning through field trips, clubs, service-learning, student showcases, festivals, and schoolwide events that connect learning to real-world experiences.

Enrichment and Expanded Learning Opportunities through school-approved vendors, community partners, tutoring, arts education and interest-based programs.

College and Career Readiness through A-G coursework, Career Technical Education (CTE) pathways, community college enrollment, career exploration, and multiple graduation pathways.

Comprehensive Student Support Systems including MTSS, Special Education, English Learner services, Section 504 accommodations, counseling, and targeted interventions.

Whole Child Development that fosters academic growth, social-emotional wellness, leadership, citizenship, and a strong sense of belonging.

Multiple Pathways to Postsecondary Success preparing students for college, careers, military service, and lifelong learning.

MISSION, VISION & SCHOOLWIDE LEARNER OUTCOMES

FRCS provides a personalized, standards-based educational program that supports academic achievement, student growth, and preparation for postsecondary success. Through a flexible learning model that emphasizes collaboration among students, families, and credentialed teachers, the school creates individualized learning opportunities aligned with California academic standards.

The educational program is guided by the Charter School's Mission, Vision, and Schoolwide Learner Outcomes, which collectively establish expectations for student learning and development. These foundational elements inform curriculum, instruction, assessment, student supports, and sustained improvement efforts across all grade levels.

FRCS is committed to fostering academic excellence, critical thinking, personal responsibility, and lifelong learning while preparing students to succeed in college, career, civic life, and an increasingly interconnected world.





The Schoolwide Learner Outcomes further define the knowledge, skills, and attributes the school seeks to develop in all students and serve as a framework for curriculum, instruction, assessment, goal setting, and continuous improvement. The Mission, Vision, and SLOs work collectively to ensure alignment across all aspects of the educational program and to support the academic, personal, and social growth of every student.



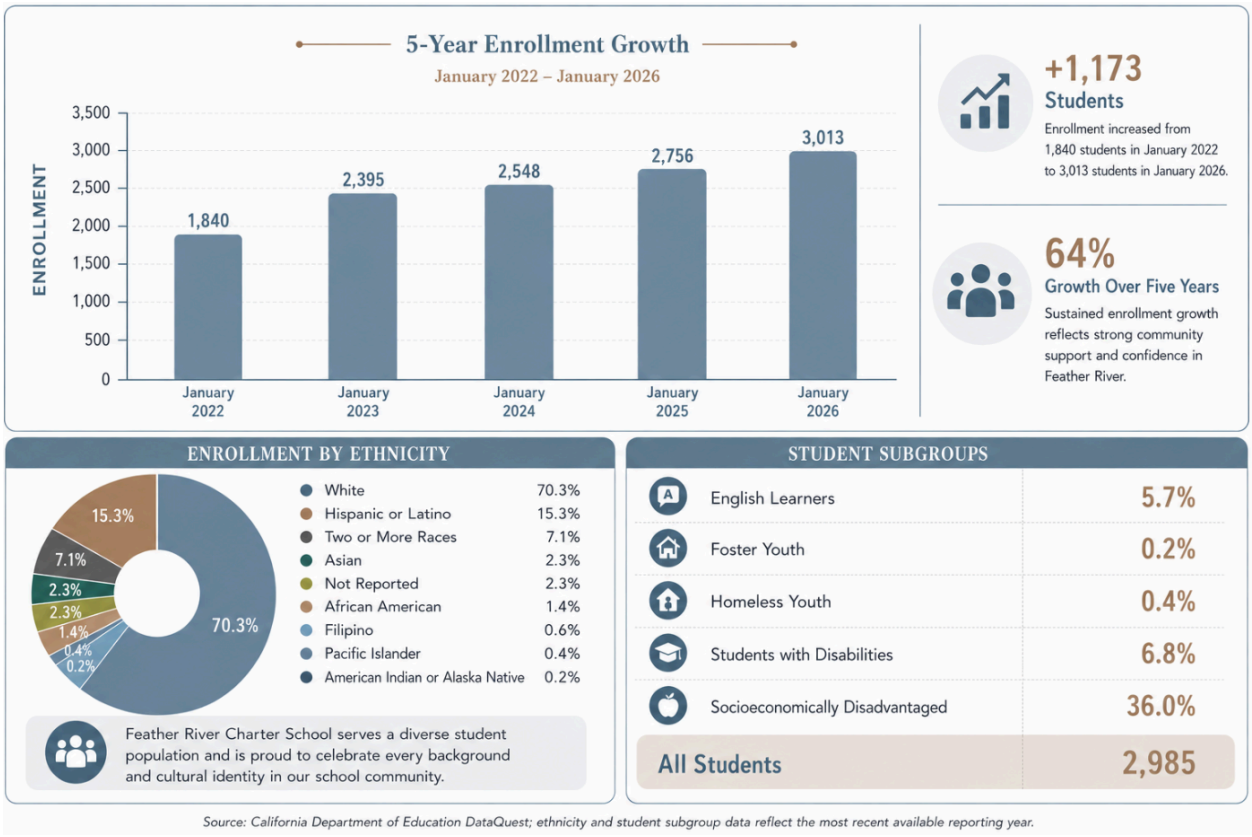
FRCS monitors student progress toward the Schoolwide Learner Outcomes through multiple measures of academic achievement, student growth, engagement, and demonstrated application of learning. Because the Schoolwide Learner Outcomes represent broad competencies that develop across grade levels, no single assessment is used to determine attainment. Rather, teachers evaluate student progress through a combination of state and local assessment results, curriculum-based assessments, student work products, teacher observations, Learning Record meetings, progress-monitoring data, course performance, and other evidence of student learning.

The Schoolwide Learner Outcomes are integrated throughout the Charter School's personalized learning model and are demonstrated through students' academic work, goal setting, communication, problem-solving, collaboration, reflection, and increasing independence. Evidence used to monitor the outcomes includes:

Expected Student Progress. FRCS expects students to demonstrate ongoing progress toward the Schoolwide Learner Outcomes and applicable grade-level standards throughout their enrollment. Student performance is reviewed regularly by credentialed teachers using multiple measures rather than a single assessment or universal numerical threshold. Students who are not demonstrating satisfactory academic progress or adequate progress toward identified learning goals receive additional support through differentiated instruction, targeted intervention, increased teacher support, and, when appropriate, the Charter School's Multi-Tiered System of Supports (MTSS).

The Schoolwide Learner Outcomes may be reviewed and revised as necessary to support commitment to ongoing growth and ensure alignment with the Charter School's Mission, Vision, and educational program.

THE STUDENTS WE SERVE



FRCS is designed to support a diverse range of students, including:

- Students seeking flexible pacing options, including credit recovery or accelerated progression;
- Students whose learning needs are better supported outside of a traditional classroom setting;
- Students working toward grade-level proficiency or high school graduation who benefit from individualized instruction and progress monitoring;
- Students whose family, work, health, athletic, artistic, or extracurricular commitments require a flexible learning schedule;
- Students who benefit from strong family engagement and meaningful relationships with educators;
- Students seeking an educational environment that supports both academic growth and personal well-being;
- Students with disabilities, including those with Individualized Education Programs (IEPs) or Section 504 Plans, for whom FRCS assumes full responsibility for planning and providing appropriately qualified staffing, and all required accommodations, modifications, services, and supports in accordance with applicable law, regardless of the student's district of residence; and
- English Learners who benefit from personalized instruction and targeted language development support.
- FRCS serves students who are eligible for enrollment in grades TK-12 under applicable California age and grade-level requirements. The Charter School does not impose an additional school-created age restriction beyond the eligibility requirements established by law.

FRCS is open to all students and does not discriminate on the basis of academic achievement, disability, race, ethnicity, national origin, ancestry, religion, gender, gender identity, gender expression, sexual orientation, socioeconomic status, or any other characteristic protected by law. Consistent with Education Code sections 47605(e)(1) and 220, the Charter School shall maintain nondiscriminatory admissions and enrollment practices and provide equitable access to its educational program.

FRCS seeks to serve a student population from throughout Sutter County and contiguous surrounding counties, as permitted for nonclassroom-based independent study programs, and to provide educational opportunities that meet the diverse needs of the communities it serves.

The following five-year enrollment plan reflects measured and sustainable growth designed to meet community demand while preserving program quality, operational stability, and individualized student support. Throughout this planned growth, the Charter School remains

committed to maintaining a pupil-teacher ratio of no more than 25:1, with compliance regularly monitored by the Governing Board.

5-Year Enrollment Plan

Building a Strong Foundation. Growing for Our Community.

SCHOOL YEAR	PROJECTED ENROLLMENT	ANNUAL INCREASE	ANNUAL GROWTH
2027/28	3,170	95	3.1%
2028/29	3,265	95	3.0%
2029/30	3,365	100	3.1%
2030/31	3,465	100	3.0%
2031/32	3,570	105	3.0%

A thoughtful growth plan designed to expand opportunities while maintaining our commitment to excellence.



INDEPENDENT STUDY MODEL

FRCS operates a personalized independent study program in compliance with California Education Code sections 51744 et seq., 47612.5, and 47634.2, as well as applicable provisions of Title 5 of the California Code of Regulations. The Charter School maintains an adopted Independent Study Policy (Appendix B), executes Master Agreements as required by law, and complies with all applicable funding determination requirements. Through a collaborative partnership among students, parents/guardians (learning coach), and credentialed Homeschool Teachers (HSTs), FRCS provides individualized learning plans, standards-based instruction, ongoing progress monitoring, and personalized support to help students achieve academic goals and demonstrate mastery of California content standards.

Learning Records and Progress Monitoring

Students participate in regularly scheduled Learning Record meetings with their credentialed HST to review academic progress, evaluate work samples and assessments, monitor goals,

and adjust instructional plans as needed. Meetings are conducted in person whenever practicable and may be held virtually in accordance with applicable law.

Student progress is monitored through multiple measures, including:

- Student work samples
- Benchmark and curriculum-based assessments
- Teacher observations
- Progress-monitoring tools
- Ongoing communication with students and families

During each Learning Period, the HST develops an Assignment and Work Record (AWR) that identifies the standards, assignments, and learning objectives to be addressed. AWRs may be revised to reflect student progress, intervention needs, mastery of standards, or acceleration opportunities.

Instruction and Student Engagement

In addition to Learning Record meetings, students have access to ongoing instructional and support opportunities designed to promote academic progress and school connectedness. These opportunities may include:

- Synchronous instruction provided by credentialed teachers
- Live interaction with teachers and peers
- Virtual and in-person instructional programs
- Academic intervention and enrichment opportunities
- Student support services and counseling programs
- School-sponsored educational activities and events

These instructional opportunities support student engagement, strengthen relationships with teachers and peers, and promote meaningful participation in the educational program.

Assessment System

FRCS utilizes a comprehensive assessment system to support instructional decision-making and student growth. Students in grades TK–11 participate in benchmark assessments in English Language Arts and Mathematics three times annually.

Assessment results, student work samples, and teacher observations are used to:

- Monitor academic progress
- Inform instructional planning
- Identify learning gaps

- Determine intervention and enrichment needs
- Support continuous student growth

Curriculum, Resources, and Instructional Funds

FRCS provides access to a variety of curriculum options, instructional resources, enrichment opportunities, and learning platforms designed to support individualized learning pathways. Families work collaboratively with their credentialed HST to select educational resources aligned with student goals, interests, and learning needs.

Instructional funds may be used for approved:

- Curriculum and instructional materials
- Educational technology
- Tutoring and academic support services
- Enrichment classes and activities
- Educational supplies and resources

All expenditures must demonstrate an educational benefit aligned with the Master Agreement, student's learning plan and California content standards and are subject to established school policies and procedures. Non-consumable materials remain the property of the Charter School and must be returned upon student withdrawal.

Attendance and Instructional Days and Minutes

FRCS offers at least the minimum number of instructional days and minutes required by law and expects students to participate in educational activities on each instructional day unless prevented by illness or other excused circumstances. Students are expected to complete assigned work and maintain satisfactory academic progress. A copy of the Charter School's 2026–27 academic calendar is attached as **Appendix C**. The annual calendar meeting minimum required instructional days and minutes is approved annually by the school board.

Student Records and Information Systems

Student records are maintained in the Charter School's Student Information System (SIS), including:

- Assignment and Work Records (AWRs)
- Grades and assessment data
- Attendance documentation
- Master Agreements & Addendums
- Engagement communication
- English learner records

- Section 504 plans
- Individualized Education Programs (IEPs)
- Other required educational records

The SIS supports recordkeeping, instructional planning, progress monitoring, communication with families, and electronic completion of required independent study documentation. Through the Parent Portal, parents and guardians may record attendance, submit documentation, review student information, and electronically sign required forms and reports.

In accordance with Education Code section 51747.5(b)(2)(A)(iii), FRCS shall maintain one completed student work product in each of the subjects of English language arts, mathematics, history-social science, and science for each of the three required attendance periods.

CURRICULUM & INSTRUCTIONAL MATERIALS

Transitional Kindergarten

FRCS provides Transitional Kindergarten ("TK") students with developmentally appropriate, standards-aligned learning experiences that support academic, social-emotional, and physical development. Consistent with FRCS's personalized independent study model, credentialed teachers work in partnership with parents/guardians or learning coaches to select appropriate curricular resources and tailor instruction to each student's developmental level, strengths, and needs.

TK instruction supports early literacy and language development; early mathematics; science, inquiry, and exploration; social-emotional and motor development; creativity; communication; and independence. Learning experiences may include purposeful play, hands-on exploration, manipulatives, art and movement, conversation, read-alouds, and other interactive activities.

Credentialed teachers monitor student growth through developmentally appropriate formative measures, including observation, student work, performance tasks, skill demonstrations, and conversations with students and families. Teachers use this evidence to monitor progress, adjust instruction, select appropriate materials and activities, and provide individualized support. Consistent with FRCS's personalized model, instructional resources and assessment practices may vary according to individual student needs.

K–8 Program

Students in grades TK–8 receive standards-based instruction in Language Arts, Mathematics, Science, and Social Studies that builds foundational academic skills while fostering critical thinking, creativity, communication, collaboration, and independent learning. FRCS uses grade-level "I Can" Statements to translate California Common Core standards into student-friendly language, helping students, learning coaches, and teachers understand expectations, monitor progress, and set meaningful goals. Curriculum and instructional activities are selected to support mastery of grade-level standards while allowing flexibility for individual needs, interests, and learning styles.

In addition to its independent study model, FRCS offers optional structured instructional programs taught by credentialed teachers. The Junior High Virtual Academy (JHVA) provides standards-based coursework for students in grades six through eight, and similarly, Adventure Academy Core (CORE) offers a teacher-led instructional model for students in grades three through five. The Adventure Academy program supports parents and guardians by providing enrichment activities and learning resources aligned to grade-level "I Can" Statements, helping families reinforce standards-based learning at home.

Beginning in grade seven, students may participate in additional programs designed to support leadership development and college readiness. The Military Leadership Program provides opportunities for students to develop leadership skills, personal responsibility, teamwork, and civic awareness through structured activities and mentorship. Unduplicated students in grades seven and eight may also participate in the College Awareness and Advancement Program (CAAP), which provides targeted academic support, college and career exploration, postsecondary planning, and access to resources designed to increase college and career readiness.

A sample set of 5th grade-level "I Can" Statements is included as **Appendix D**. The complete TK–8 "I Can" Statements are maintained by the Charter School and are available upon request.

High School Program

Students in grades 9–12 engage in standards-based coursework aligned with graduation requirements and individualized postsecondary goals. The high school program is designed to prepare students for success in college, career, military service, and civic life through rigorous academic instruction, career exploration, and opportunities for personalized learning.

High school courses are supported by Course Outlines that provide a framework for instruction and learning expectations. These documents identify the scope and sequence of learning, key concepts and skills, instructional resources, and methods for demonstrating

student progress and achievement. They support academic rigor and alignment with applicable state standards, graduation requirements, and the Charter School's educational program while allowing flexibility to address individual student needs and educational pathways. A sample Course Outline is attached as **Appendix E**. Additional course documentation is maintained by the Charter School and is available upon request. In addition to flex-based, outline-guided coursework, Feather River Charter offers the High School Virtual Academy (HSVA), an internal program featuring courses taught directly by credentialed teachers.

Documentation is maintained for all high school courses, including A-G approved courses, honors and Advanced Placement (AP) courses, military leadership, and courses approved through the National Collegiate Athletic Association (NCAA) eligibility process, as applicable. Because more than half of Feather River students are unduplicated, we developed the College Awareness and Advancement Program (CAAP) to provide targeted support, expand college-going opportunities, and help students realize their college and career aspirations

Curriculum options may include teacher-led instruction, online coursework, community college opportunities, career-focused learning experiences, and other educational pathways designed to meet the unique needs and goals of each student. A description of available high school courses is provided in the FRCS High School Course Catalog, attached as **Appendix F**.

Instructional materials and curriculum resources are selected in collaboration with students and learning coaches, then reviewed by the Homeschool Teacher (HST) to ensure alignment with the student's learning plan and educational goals. The curriculum and learning pathways available to students support progress toward grade-level standards, individualized learning goals, and, for high school students, the completion of graduation requirements and postsecondary readiness objectives described in the following sections.

STUDENT ASSESSMENT & ACCOUNTABILITY

Feather River Charter School utilizes a comprehensive assessment system to monitor student learning, inform instructional decisions, measure academic growth, and ensure accountability for student outcomes. Assessment practices are designed to support the Charter School's personalized learning model by providing meaningful information to students, parents/guardians, and Homeschool Teachers (HSTs) regarding student progress toward grade-level standards, individualized learning goals, and graduation requirements.

Student learning is evaluated through multiple measures, which includes state assessments, local benchmark assessments, curriculum-based assessments, teacher observations, student work samples, projects, assignments, and other demonstrations of learning.

Assessment data is reviewed regularly to identify student strengths, areas for growth, and the need for additional support or enrichment.

As an independent study charter school, FRCS maintains systems and processes designed to support compliance with applicable independent study requirements. Student progress is documented through Assignment and Work Records (AWRs), learning records, grades, transcripts, progress reviews, and other measures appropriate to the student's grade level and educational program. HSTs regularly review student performance and work products, monitor academic progress, and collaborate with students and parents/guardians to adjust instructional strategies, establish learning goals, and support student success.

The Charter School participates in all state-required assessment programs, including the California Assessment of Student Performance and Progress (CAASPP) System, the California Alternate Assessments (CAA), the California Science Test (CAST), the Physical Fitness Test (PFT), and the English Language Proficiency Assessments for California (ELPAC), as applicable. In addition, consistent with California's universal screening requirements for early literacy, FRCS administers an approved reading screener to all kindergarten through second-grade students to identify potential literacy needs at the earliest stages of learning. Screening results are used to provide targeted support, intervention strategies, and instructional resources for students and learning coaches to strengthen foundational reading skills and promote early academic success.

Alignment of Assessment Methods with Student Exit Outcomes

FRCS shall use multiple measures to determine student progress toward and attainment of the measurable student outcomes and exit outcomes identified in this charter. Assessment methods shall be selected based on the applicable outcome, the student's grade level, and the student's educational program.

Student mastery of grade-level California academic content standards and proficiency in reading, writing, mathematics, science, and history-social science shall be measured through applicable state assessments, including CAASPP, CAA, and CAST; local benchmark and curriculum-based assessments; early literacy screening, as applicable; standards-aligned assignments; work samples; projects; course assessments; grades; and HST review of student work. Academic growth over time shall be measured through state and local assessment results, including applicable STAR growth measures, curriculum-based assessments, progress reviews, grades, work samples, and Assignment and Work Records.

English learners' progress toward English-language proficiency shall be measured through applicable ELPAC results, curriculum-based assessments, work samples, teacher observations, and other progress-monitoring data. Students' critical-thinking, communication, problem-solving, and application-of-learning skills shall be measured through

standards-aligned projects, written assignments, presentations, performance tasks, work samples, teacher observations, and other applicable measures of student performance.

Students' development as self-motivated and independent learners shall be measured through Assignment and Work Records, learning records, completion of assigned work, progress reviews, student conferences, projects, work samples, and HST observations. High school students' progress toward graduation and postsecondary readiness shall be measured through course grades, credits earned, transcripts, progress toward graduation requirements, completion of college-preparatory or career-related coursework, and graduation rates. Student physical fitness in applicable grade levels shall be measured through the California Physical Fitness Test and other applicable physical education assessments and records.

No single assessment shall serve as the sole measure of student achievement. FRCS shall review assessment results at the individual student, student-group, grade-level, and schoolwide levels, as applicable, to monitor progress, adjust instruction, provide intervention or enrichment, evaluate program effectiveness, guide strategic improvement initiatives, support state accountability measures, and inform the Charter School's Local Control and Accountability Plan (LCAP). Assessment data shall also inform the Charter School's Multi-Tiered System of Supports (MTSS), Student Success Team (SST) process, English Learner services, Special Education services, and other student support programs. Through the ongoing monitoring and analysis of student outcomes, FRCS shall promote continuous improvement, educational equity, and accountability for all students.

Minimum Performance Levels

For purposes of determining whether a student has attained the measurable student and exit outcomes identified in this charter, FRCS shall apply the following minimum performance levels, as applicable to the outcome being measured, the student's grade level, and the student's educational program:

- Achievement of Standard Met or above on CAASPP, or the corresponding proficient performance level on the CAA. Performance on CAST shall be evaluated using applicable state-established performance levels.
- Achievement at or above the applicable grade-level benchmark, proficiency level, or other performance criterion established by the assessment provider or adopted by FRCS on local benchmark, early literacy, and curriculum-based assessments.
- Achievement of the applicable assessment provider's established growth target or benchmark when an assessment is used to measure academic growth over time, including applicable STAR growth measures.
- Satisfactory completion of applicable standards-aligned assignments, work samples, projects, presentations, performance tasks, and course assessments demonstrating

progress toward or attainment of applicable grade-level standards, course objectives, individualized learning goals, or student outcomes, as determined through established assignment criteria, course requirements, HST evaluation, or other applicable measures.

- English learners shall demonstrate progress toward English-language proficiency through applicable ELPAC results and other progress-monitoring measures. Attainment of English-language proficiency for purposes of reclassification shall be determined in accordance with applicable state requirements and FRCS's locally adopted reclassification criteria.
- Satisfactory educational progress, as defined by applicable law and FRCS's Independent Study Policy, based on the student's academic achievement, engagement, completion of assignments, and progress toward the standards and objectives established in the written agreement.
- For high school students, successful completion of required courses and credits in accordance with FRCS graduation requirements and the minimum passing grade established by FRCS. Courses used to satisfy University of California or California State University A–G requirements shall be completed with a grade of C or better, as applicable.
- Participation in and completion of applicable components of the California Physical Fitness Test in accordance with state requirements, including applicable exemptions, accommodations, and alternative assessments.

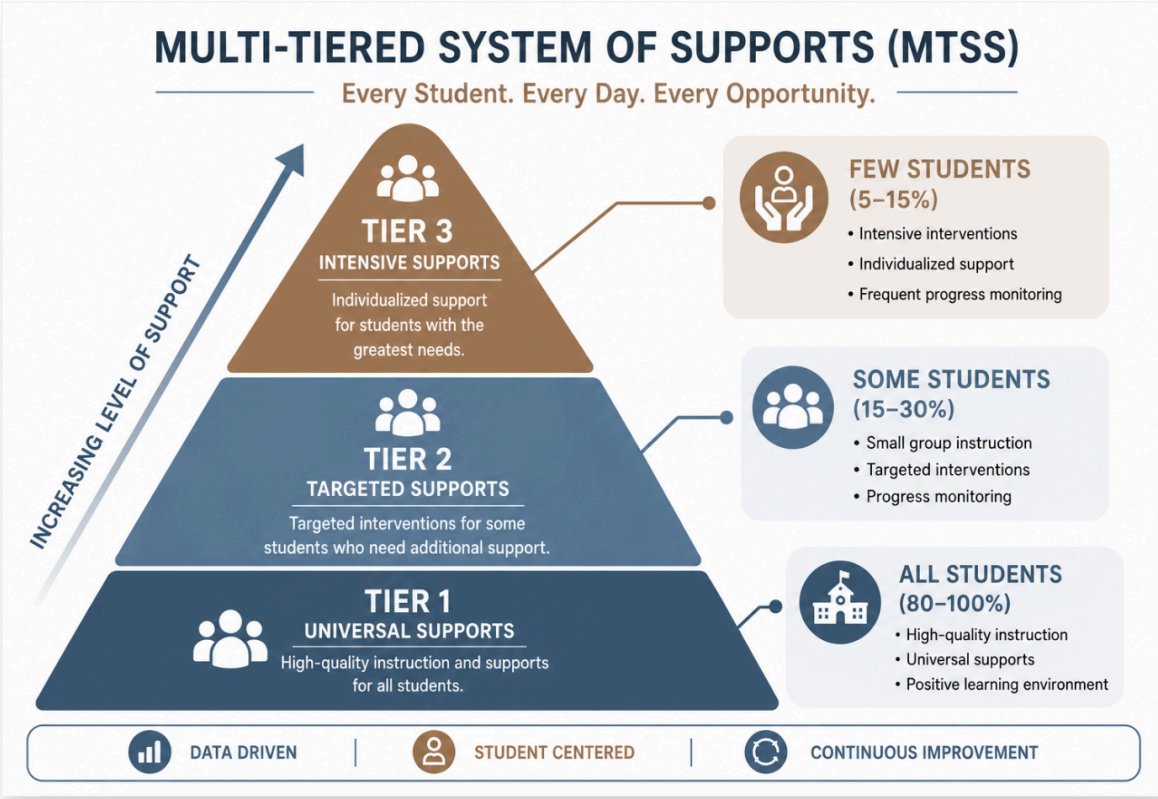
FRCS shall use these performance levels, together with multiple measures of student learning and progress, to evaluate attainment of measurable student and exit outcomes. Assessment results shall be reviewed on an ongoing basis to inform instruction, identify students in need of additional support or enrichment, and support continuous improvement of the Charter School's educational program.

MEETING THE NEEDS OF DIVERSE LEARNERS

Feather River Charter School is committed to providing a personalized educational program that addresses each student's unique strengths, needs, interests, and goals. Through ongoing assessment, progress monitoring, and collaboration among students, parents/guardians (Learning Coaches), and Homeschool Teachers (HSTs), instructional plans and learning experiences are adjusted to support student growth, achievement, engagement, and college and career readiness.

The Charter School utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and address academic, behavioral, and social-emotional needs. Student progress is regularly reviewed through assessment data, work samples, attendance, teacher observations, and

other indicators. Based on identified needs, students may receive differentiated instruction, targeted interventions, supplemental resources, increased teacher support, or referrals to additional services.



When additional support is needed, a Student Success Team (SST) may be convened to review student data, identify barriers to success, develop intervention strategies, and monitor progress. SST meetings may include the student, parent/guardian, HST, and other appropriate staff members to ensure a collaborative and responsive approach to student success.

Feather River Charter School also provides services and accommodations for students with diverse learning needs in accordance with applicable federal and state laws. This includes students with disabilities served through an Individualized Education Program (IEP), students with Section 504 Plans, English learners, foster youth, highly mobile youth, and other student groups identified for additional support. Through data-informed practices and collaborative planning, the Charter School promotes equitable access and meaningful participation for all students.

Students demonstrating advanced achievement or readiness for accelerated learning may access enrichment and advanced learning opportunities aligned with their interests, strengths, and postsecondary goals. Opportunities may include honors and Advanced

Placement (AP) courses, dual enrollment courses, independent study projects, leadership experiences, career exploration activities, community-based learning opportunities, and other educational experiences that extend learning and promote academic excellence.

SPECIAL EDUCATION PROGRAM & SERVICES

Governing Law: *The manner in which special education instruction and related services will be provided to students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), applicable provisions of the California Education Code, and the policies and procedures of the Charter School's Special Education Local Plan Area (SELPA).*

Feather River Charter School ("FRCS" or "Charter School") is committed to ensuring that every eligible student with a disability receives a free appropriate public education (FAPE) in the least restrictive environment (LRE). The Charter School believes that students with disabilities are valued members of the school community and shall be provided equitable access to rigorous academic instruction, individualized educational opportunities, extracurricular activities, enrichment opportunities, and all educational programs and services offered by the Charter School.

The Charter School shall implement this program in compliance with all applicable federal and state special education laws and regulations, including applicable policies, procedures, governance documents, and the Local Plan of the El Dorado County Charter SELPA.

SELPA Membership

The Charter School shall participate as a member of the El Dorado County Charter SELPA and shall comply with all applicable federal and state laws, regulations, the El Dorado County Charter SELPA Local Plan, Participation Agreement, and applicable SELPA policies and procedures governing the provision of special education instruction and related services. The Charter School's current SELPA Participation Agreement is attached as **Appendix X**.

As an LEA member of the El Dorado County Charter SELPA, FRCS is responsible for providing FAPE to eligible students enrolled in the Charter School. This responsibility includes managing referrals, conducting assessments, developing and implementing IEPs, providing required special education instruction and related services, employing or contracting with qualified personnel, maintaining required records, and meeting all reporting and compliance obligations. The SELPA provides coordination, technical assistance, fiscal administration, professional development, dispute-resolution support, data and reporting support, and other

functions established in the Local Plan and Participation Agreement. Responsibility for individual student programming and service delivery remains with FRCS.

The Charter School shall implement the applicable policies and administrative regulations adopted by the El Dorado County Charter SELPA and shall cooperate with the SELPA in matters relating to compliance monitoring, technical assistance, professional development, program review, state reporting, and continuous program improvement.

Dispute Resolution Between Educational Entities: In the event of a dispute between FRCS and the El Dorado County Charter SELPA or another participating local educational agency regarding responsibility for the provision of special education services, the distribution of special education funding, or another SELPA governance matter, FRCS shall follow the dispute-resolution procedures established in the Charter SELPA Local Plan, including mediation and, when applicable, final and binding arbitration.

Child Find

The Charter School shall actively participate in Child Find activities to identify, locate, and evaluate all students who may be eligible for special education and related services. Child Find responsibilities extend to all enrolled students, including students participating in independent study, English learners, students experiencing homelessness, foster and mobile youth, and students suspected of having disabilities regardless of the severity of the disability.

Referrals for assessment may be initiated by parents/guardians, educational partners, teachers, school personnel, service providers, or any individual with knowledge of the student's educational needs. The Charter School shall respond to referrals within timelines established by federal and state law.

Referral, Assessment, and Eligibility

When an assessment is determined to be appropriate, the Charter School shall provide an assessment plan to the parent or guardian within the timelines established by California law. Assessments shall be conducted only with informed parental consent and shall be completed by appropriately qualified personnel using technically sound, nondiscriminatory assessment instruments administered in the student's primary language or other mode of communication whenever feasible.

Students shall be assessed in all areas of suspected disability. No single assessment shall be used as the sole criterion for determining eligibility or educational programming.

Eligibility for special education shall be determined by a properly constituted Individualized Education Program (IEP) Team following completion of a comprehensive multidisciplinary evaluation. The IEP Team shall determine whether the student meets one or more disability categories under IDEA, whether the disability adversely affects educational performance, and whether the student requires specially designed instruction to benefit from education.

Transfer Students

Students transferring to the Charter School with an existing Individualized Education Program (IEP) shall receive services in accordance with applicable federal and state law. Upon enrollment, the Charter School shall review the student's educational records and existing IEP and, in consultation with the parent or guardian, shall provide services comparable to those described in the previously approved IEP until the Charter School either adopts the existing IEP or develops, adopts, and implements a new IEP, as appropriate and within applicable legal timelines.

The Charter School shall make reasonable efforts to obtain relevant educational and special education records promptly and shall coordinate with the student's prior local educational agency, as appropriate, to support continuity of services and implementation of the student's IEP.

When a student with an IEP transfers from FRCS to another local educational agency, the Charter School shall facilitate the timely transfer of the student's educational and special education records in accordance with applicable law and shall cooperate with the receiving local educational agency, as appropriate, to support continuity of the student's educational program and services.

When a student with an IEP is withdrawn from the School shall notify the superintendent of the school district corresponding to the student’s last known address within 30 days. Upon request from the receiving local educational agency, the Charter School shall transfer the student’s special education records within five working days. The student’s teacher and special education case manager shall also be notified.

FRCS shall ensure that required enrollment, exit, and special education information is accurately maintained and reported through applicable state and SELPA data systems in accordance with applicable reporting requirements. Transfer-related procedures shall be implemented consistent with IDEA, California law, and applicable El Dorado County Charter SELPA policies and procedures.

Individualized Education Program (IEP)

Each eligible student shall have an Individualized Education Program (IEP) developed, implemented, reviewed, and revised in accordance with IDEA and California law.

The IEP Team may include, as appropriate:

- Parent(s) or guardian(s);
- The student, when appropriate;
- At least one general education teacher;
- At least one special education teacher or education specialist;
- A representative of the Charter School qualified to provide or supervise special education services;
- An individual capable of interpreting assessment results;
- Related service providers; and
- Other individuals invited by the parent or Charter School who possess knowledge or expertise regarding the student.

Each IEP shall include, as applicable:

- Present levels of academic achievement and functional performance;
- Measurable annual goals;
- Methods for monitoring and reporting student progress;
- Special education instruction and related services;
- Supplementary aids and services;
- Program accommodations and modifications;
- Participation in statewide assessments;
- Transition services, when required by law;
- Extended school year services, when appropriate; and
- Placement in the least restrictive environment.

IEP meetings shall be convened:

- At least annually to review the student's progress and revise the IEP, as appropriate;
- At least once every three years to review reevaluation information;
- Following completion of an initial or triennial assessment;
- Within timelines established by law following a parent or guardian request, when appropriate; and
- Whenever the Charter School or IEP Team determines that revisions are necessary.

The Charter School shall monitor each student's progress toward meeting annual IEP goals and shall provide progress reports to parents or guardians at least as frequently as progress is reported for students participating in the general education program, or as otherwise specified in the student's IEP.

Special Education Services

Students determined eligible for special education shall receive specialized academic instruction and related services designed to meet their unique educational needs.

Services may include, but are not limited to:

- Specialized Academic Instruction;
- Speech and language services;
- Occupational therapy;
- Physical therapy;
- Counseling and mental health services;
- Psychological services;
- Behavioral intervention services;
- Assistive technology;
- Orientation and mobility services;
- Adapted physical education; and
- Other related services identified by the IEP Team.

The type, frequency, duration, and location of services shall be determined by the IEP Team based upon the individual needs of the student.

Special Education Services in the Independent Study Program

As a nonclassroom-based independent study charter school, FRCS shall ensure that participation in independent study does not diminish or limit a student's entitlement to special education instruction or related services.

Participation in independent study by a student with a disability shall be determined by the IEP Team in accordance with applicable law. Any required special education instruction, related services, accommodations, and supports shall be documented in the student's Individualized Education Program (IEP) and, when applicable, reflected in the student's Independent Study Written Agreement.

Specialized academic instruction and related services shall be provided in accordance with each student's IEP by appropriately credentialed and qualified personnel. Services may be delivered in person, virtually through secure technology platforms, or through a combination of service delivery methods as determined appropriate by the IEP Team and consistent with applicable law.

The Charter School shall ensure ongoing collaboration among credentialed supervising teachers, education specialists, related service providers, administrators, parents or guardians, and educational partners to implement each student’s IEP and monitor progress.

As part of this collaboration, all staff members providing instruction or services shall be informed of the student's identified needs, their specific responsibilities under the IEP, and the accommodations, modifications, services, and supports they are required to provide.

If the IEP Team determines that a student's needs cannot be appropriately met within the Charter School's independent study program, the Charter School shall collaborate with the parent or guardian and the El Dorado County Charter SELPA to identify an appropriate placement that provides FAPE in the least restrictive environment.

Assistive Technology

When required for a student to receive a free appropriate public education or access the Charter School's educational program, FRCS shall provide assistive technology devices, assistive technology services, accessible instructional materials, and related training as determined by the student's IEP or Section 504 team. The Charter School shall ensure that appropriate staff, students, and parents/guardians receive the support and training necessary to implement required assistive technology effectively in the student's independent study learning environment.

Least Restrictive Environment

Students with disabilities shall be educated with nondisabled peers to the maximum extent appropriate. Removal from the general education environment shall occur only when the nature or severity of the disability is such that education in general education settings, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Placement decisions shall be made individually by the IEP Team based upon each student's unique educational needs and shall not be based solely upon disability category, available services, administrative convenience, or the Charter School's instructional model.

Staffing

The Charter School shall employ or contract with appropriately credentialed, licensed, and qualified personnel to provide special education instruction and related services.

Personnel may include but are not limited to education specialists, school psychologists, speech-language pathologists, occupational therapists, counselors, behavioral specialists, nurses, paraprofessionals, and other service providers as necessary to implement students' IEPs. When appropriate, the Charter School may contract with qualified nonpublic agencies or nonpublic schools in accordance with applicable law.

Professional Development

The Charter School recognizes that effective implementation of special education programs depends upon knowledgeable and well-trained staff. Administrators, credentialed teachers, education specialists, and other appropriate personnel shall receive ongoing professional development, as appropriate, regarding IDEA requirements, Child Find responsibilities, accommodations and modifications, IEP implementation, confidentiality, behavior supports, inclusive instructional practices, and other topics necessary to support students with disabilities.

Parent Participation and Procedural Safeguards

Parents and guardians are valued educational partners and shall be encouraged to participate meaningfully throughout the special education process. The Charter School shall provide procedural safeguards, prior written notice, opportunities for informed participation, and access to educational records in accordance with applicable law.

Parents and guardians shall receive notices of meetings, copies of assessment reports, IEP documents, procedural safeguards, and information regarding dispute resolution and due process rights as required by law.

Section 504

The Charter School recognizes its obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students who are determined eligible under Section 504, but who do not qualify for special education under IDEA, shall receive accommodations and services designed to provide equal access to educational programs and activities. The Charter School shall establish and implement procedures for Section 504 referrals, evaluations, eligibility determinations, plan development, periodic review, and procedural safeguards consistent with applicable law.

FRCS shall not deny admission to an otherwise eligible student because of the student's disability or because the Charter School may need to arrange or provide special education, related services, accommodations, or other supports. All staff members responsible for implementing a student’s IEP or Section 504 Plan shall be informed of the student’s identified needs, their specific responsibilities under the plan, and the accommodations, modifications, services, and supports they are required to provide. FRCS shall remain responsible for providing required accommodations, modifications, and services to enrolled students regardless of the student's school district of residence.

Student Discipline

Students with disabilities shall be disciplined in accordance with applicable federal and state law. When disciplinary removals trigger IDEA requirements, the Charter School shall conduct manifestation determination reviews, implement appropriate disciplinary procedures, and ensure continuity of educational services consistent with applicable legal requirements.

Complaint Resolution and Due Process

The Charter School shall implement procedures for resolving concerns regarding special education services consistent with IDEA, California law, and SELPA policies and procedures. Parents and guardians shall be informed of their rights relating to mediation, due process hearings, state compliance complaints, and other dispute resolution procedures available under applicable law.

Records, Confidentiality, and Compliance

The Charter School shall maintain the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (FERPA), IDEA, the California Education Code, and other applicable privacy laws.

The Charter School shall participate in all required state and federal compliance monitoring, reporting, audits, and program reviews conducted by the California Department of Education, the El Dorado County Charter SELPA, or other authorized agencies. The Charter School shall maintain policies and procedures designed to ensure ongoing compliance with applicable legal requirements and continuous program improvement.

Operational Procedures

The Charter School recognizes that this charter establishes the governance framework for the provision of special education services. Detailed operational procedures are maintained in Board policies, administrative procedures, the Parent Student Handbook, and the El Dorado County Charter SELPA Local Plan and Procedural Manual, each of which may be revised in accordance with applicable law.

Commitment to Continuous Improvement

Feather River Charter School is committed to fostering an inclusive educational environment in which students with disabilities are provided meaningful access to high-quality instruction, individualized supports, and opportunities to achieve their highest potential. Through collaboration with families, educational partners, the El Dorado County Charter SELPA, and the Governing Board, the Charter School shall continuously evaluate and strengthen its

special education program to improve educational outcomes, ensure legal compliance, and promote student success.

ENGLISH LEARNER PROGRAM & SERVICES

Feather River Charter School is committed to ensuring that English Learners (ELs) develop English proficiency and achieve academic success in a standards-based educational program. The Charter School shall comply with all applicable federal and state requirements governing the identification, placement, instruction, assessment, reclassification, and monitoring of English Learners, including the California English Learner Roadmap and applicable provisions of the California Education Code.

Upon enrollment, FRCS administers a Home Language Survey to identify students who may require English language proficiency assessment. Students whose primary language is identified as a language other than English are assessed using the English Language Proficiency Assessments for California (ELPAC), as required by state law. FRCS administers both the Initial ELPAC and Summative ELPAC in accordance with state requirements and provides parents/guardians with required notifications and assessment results within applicable timelines.

English Learners are considered for reclassification to fluent English proficient status using criteria established by the California Department of Education and applicable law, including English language proficiency assessment results, teacher evaluation, parent consultation, and academic performance.

FRCS provides English Learners with meaningful access to grade-level standards and curriculum while supporting English language development through both integrated and designated English Language Development (ELD) instruction. The Charter School maintains a dedicated English Learner program staffed by appropriately authorized teachers who provide assessment, instruction, progress monitoring, and reclassification support.

FRCS uses the California English Language Development Standards and the applicable English language proficiency level descriptors to plan instruction, identify language-development needs, differentiate supports, monitor progress, and inform movement toward English proficiency. English Learner staff and HSTs use ELPAC performance information together with classroom and local assessment evidence to adjust designated and integrated ELD supports.

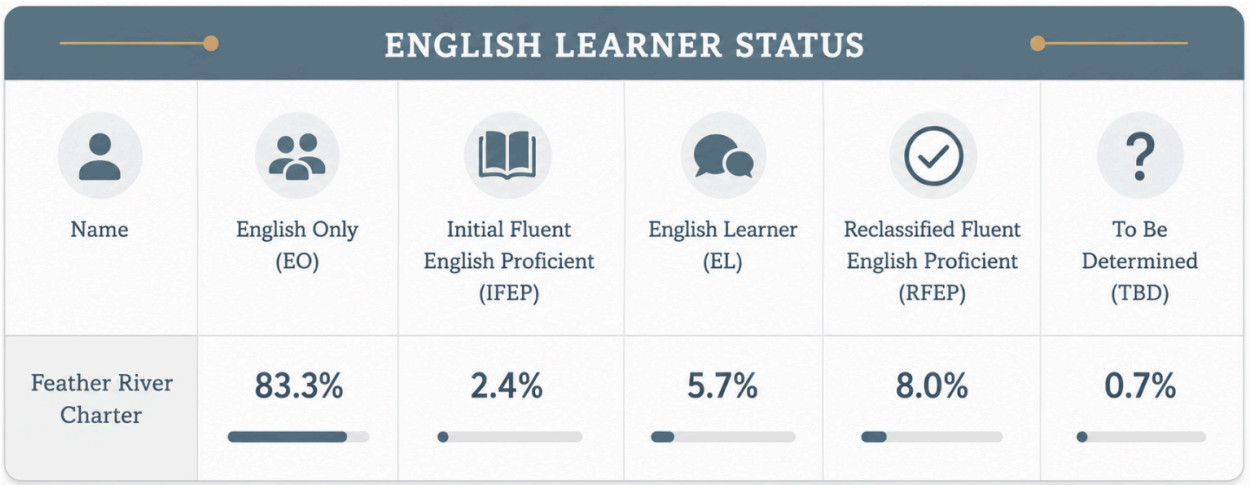
English Learner services may include:

- Initial ELPAC administration and identification of eligible students;
- Daily ELD instruction provided by credentialed EL teachers;
- Live direct instruction focused on listening, speaking, reading, and writing skills;
- Standards-aligned ELD curriculum options;
- Current ELD instructional resources may include Lexia, teacher-created materials, and TK-12 live ELD classes. Curriculum and materials may be revised as needed to remain standards-aligned and responsive to student needs.
- Targeted tutoring and intervention services;
- Summative ELPAC administration; and
- Progress monitoring and reclassification support.

Instructional strategies may include differentiated and small-group instruction, vocabulary development, structured academic conversations, graphic organizers, reading comprehension supports, language scaffolds, and other research-based practices appropriate to an independent study environment. HSTs, English Learner staff, students, and parents/guardians work collaboratively to monitor progress and ensure access to appropriate supports and grade-level curriculum.

All teachers providing instruction to English Learners shall hold appropriate English learner authorizations as required by the California Commission on Teacher Credentialing.

FRCS regularly monitors the academic progress and English language development of English Learners through live direct instruction performance, assessment data, ELPAC results, progress monitoring, and other measures of student achievement. The Charter School annually evaluates the effectiveness of its English Learner program, including student progress toward English proficiency, academic achievement, reclassification outcomes, access to standards-aligned instruction, placement practices, instructional supports, staff qualifications, and available resources. Evaluation results are used to strengthen services, improve outcomes, and support continuous program improvement.



GRADUATION REQUIREMENT

Feather River Charter School maintains graduation requirements that meet or exceed the requirements established by California law while supporting the diverse postsecondary goals of its students. The Charter School's graduation framework is designed to ensure that students develop the knowledge, skills, and competencies necessary for success in higher education, careers, military service, and lifelong learning.

To maintain alignment with California Education Code section 51225.3, FRCS periodically reviews and revises its graduation requirements. On June 10, 2026, the Board of Directors approved revised graduation requirements that incorporate state-mandated changes, including the ethnic studies requirement beginning with the graduating class of 2029–30 and the personal finance requirement beginning with the graduating class of 2030–31. Students graduating prior to the 2029–30 school year shall remain subject to the graduation requirements applicable to their respective graduating cohort. The FRCS Graduation Requirements, including the requirements applicable to students graduating before and after the 2029–30 school year, are attached as Appendix G.

Graduation requirements may be revised as necessary to remain consistent with changes in applicable law, State Board of Education requirements, and student needs.

COLLEGE & CAREER READINESS

Feather River Charter School is committed to preparing students for success in life after high school. The Charter School provides a variety of opportunities that support college and career readiness and contribute to College/Career Indicator (CCI) preparedness.

To further ensure that students are prepared for success in postsecondary education, career training, military service, and the workforce, beginning with the graduating class of 2030–2031, Feather River Charter students will be required to demonstrate attainment of at least one additional College and Career Readiness measure aligned with California's College/Career Indicator (CCI) framework. Details of this new requirement can be found in **Appendix G**.

This additional graduation requirement is intended to ensure that all graduates demonstrate meaningful preparation for post-high school opportunities consistent with California's College/Career Indicator framework and the mission of Feather River Charter.

Through ongoing academic advising and personalized learning plans, students are supported in identifying and pursuing pathways aligned with their interests, strengths, and future goals.

FINANCIAL AID INFORMATION AND SUPPORT

Feather River Charter School shall ensure that each student receives information at least once before entering grade twelve regarding how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or, if applicable, the California Dream Act Application. Information may be provided through individual academic counseling, college and career readiness activities, workshops, electronic communications, or other appropriate means. The Charter School shall also provide students and parents/guardians with information regarding available financial aid resources, applicable submission timelines, and opportunities to receive assistance completing the appropriate application.

COURSE TRANSFERABILITY & POSTSECONDARY ELIGIBILITY

Course Transferability

Accreditation through the Western Association of Schools and Colleges (WASC) supports the recognition and transferability of student coursework and credits among accredited educational institutions. FRCS received its initial WASC accreditation in 2020, earning a

three-year term. In 2023, FRCS successfully completed the renewal process and was awarded a six-year accreditation status with a scheduled three-year mid-cycle review. This recognition affirms the school's commitment to high-quality educational programs, accountability, and student achievement. The FRCS 2023 WASC Self-Study Report is attached as **Appendix H**.

Beginning in the 2026–27 school year, FRCS will participate in its first WASC Systems Accreditation process as a member of the Sequoia Grove Charter Alliance, alongside its partner schools. Through this collaborative model, FRCS will continue to engage in data analysis, organizational reflection, and improvement planning while maintaining its commitment to educational excellence and the integrity of student transcripts and course transferability.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook. All students and parents/guardians are required to review the handbook and confirm review on a yearly basis. In addition to the A-G UC/CSU approved course list that is included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes are updated on an annual basis. The 2026-27 Parent/Student Handbook is attached as **Appendix I**.

ALIGNMENT TO STATE PRIORITIES

Pursuant to Education Code sections 47605(c)(5) and 52060(d), FRCS has established goals and actions aligned with the State Priorities. The school's Local Control and Accountability Plan (LCAP) serves as the primary planning and accountability document through which these priorities are addressed. The alignment of the applicable state priorities with FRCS's 2024–25 through 2026–27 LCAP goals is shown below.


2024-25 TO 2026-27 LCAP GOALS
HOW OUR GOALS ALIGN WITH CALIFORNIA STATE PRIORITIES
1
ACADEMIC
Using curriculum aligned with state standards, personalized intervention, and accommodations, highly qualified staff will provide students with a challenging educational experience that will prepare all students for future success, allowing them to transition effectively into college and the workforce.
STATE PRIORITIES ADDRESSED
1 Basic Services
2 State Standards
4 Pupil Achievement
7 Course Access
8 Other Pupil Outcomes
2
SOCIAL EMOTIONAL
Facilitate the development of well-rounded, self-motivated students by providing diverse socialization and learning experiences supporting their social and emotional growth.
STATE PRIORITIES ADDRESSED
1 Basic Services
5 Pupil Engagement
6 School Climate
7 Course Access
3
PARENT PARTNERSHIP
Enhance the supportive culture of collaboration and partnership between educators and families while encouraging families within our school community to actively participate in their children's educational journey.
STATE PRIORITIES ADDRESSED
3 Parent & Family Engagement
THREE GOALS. EIGHT STATE PRIORITIES. ONE COMMITMENT.
Empowering every student to thrive.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable student outcomes identified for use by the charter school and the methods by which student progress in meeting those outcomes will be measured. (Education Code §§ 47605(c)(5)(B) and 47605(c)(5)(C))

Feather River Charter School shall establish and monitor measurable student outcomes aligned with its mission, educational program, Schoolwide Learner Outcomes, California academic standards, and applicable state accountability requirements.

Student outcomes shall be measured through the following applicable state, local, and school-based indicators:

- CAASPP, CAA, CAST, PFT, and ELPAC performance, as applicable
- Progress toward mastery of California academic standards;
- Achievement of Schoolwide Learner Outcomes;
- Course completion and credit attainment;
- Graduation and dropout rates;
- College and career readiness indicators;
- English Learner progress and reclassification rates;
- Student engagement and attendance measures; and
- Other indicators of academic achievement and growth.

FRCS utilizes a variety of assessment measures to evaluate student progress, including state assessments, benchmark assessments, curriculum-based assessments, Assignment and Work Records (AWRs), student work samples, projects, teacher observations, course grades, transcripts, and progress reviews. Assessment data is used to monitor student progress, inform instructional decisions, evaluate program effectiveness, and support continuous improvement.

As an independent study charter school, FRCS shall operate in accordance with Education Code section 51744 et seq. and other applicable laws governing independent study. Specific annual goals, performance targets, and accountability measures are identified throughout this charter and the Charter School's Local Control and Accountability Plan (LCAP).

FRCS shall annually complete a School Accountability Report Card in accordance with applicable law.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

FRCS is operated by Feather River Charter School, a California Nonprofit Public Benefit Corporation organized exclusively for charitable and educational purposes. Consistent with Education Code section 47604, FRCS shall operate exclusively as a nonprofit public benefit corporation and shall not be managed or operated by any for-profit entity. The Corporation's Board of Directors serves as the governing body of the Charter School and exercises its authority in accordance with applicable law, the Corporation's Articles of Incorporation, Bylaws, and this charter.

As a California nonprofit public benefit corporation, FRCS shall comply with all applicable federal and state laws governing charter schools and nonprofit public benefit corporations, including open meeting, public records, conflict-of-interest, ethics, and governance requirements.

The Charter School shall operate independently of the District except as otherwise provided by law, this charter, or mutually agreed-upon service agreements. Pursuant to Education Code section 47604(d), the District shall not be liable for the debts, obligations, acts, errors, or omissions of the Charter School, provided the District has fulfilled its oversight responsibilities as required by law.

FRCS may contract with qualified third-party providers for educational, administrative, operational, or support services; however, the Charter School shall retain sole responsibility and accountability for its governance, fiscal management, and educational program.

The Charter School's Articles of Incorporation (**Appendix J**), Bylaws (**Appendix K**), and Conflict of Interest Code (**Appendix L**) are included in the Appendices and incorporated herein by reference.

Board of Directors

Feather River Charter School is governed by the Feather River Charter School Board of Directors (“Board”), which serves as the governing body of the Charter School and steward of its mission. The Board is responsible for ensuring that the Charter School remains focused on student achievement, fiscal sustainability, and long-term organizational success. In fulfilling its governance responsibilities, the Board provides strategic leadership and fiscal oversight; adopts policies; hires, supervises, and evaluates the Executive Director; and

ensures compliance with applicable laws and regulations, the Corporation's Articles of Incorporation and Bylaws, and the provisions of this charter.

In addition to parent representation on the Board of Directors, FRCS provides ongoing opportunities for parents and guardians to participate in and provide input on school governance. Parents and guardians may attend and provide public comment at Board meetings, participate in the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), as applicable, and provide feedback through surveys and other community engagement opportunities. The PAC provides input on LCAP development, implementation, and monitoring, while ELAC advises on programs and services for English learners. Parent and guardian input informs school planning, improvement efforts, and LCAP decisions, while final governance authority remains with the FRCS Board of Directors.

The Board exercises governance authority as a body and does not currently maintain standing Board committees or Board-specific advisory councils. The Board may establish committees or advisory bodies in the future when appropriate and in accordance with the Bylaws and applicable law. The absence of standing committees does not limit opportunities for parents, staff, students, and members of the public to provide input to the Board through public Board meetings and other schoolwide engagement and advisory processes.

Board members shall be selected and serve in accordance with the Corporation's Bylaws, which shall be maintained in compliance with applicable law and this charter. The Board shall consist of no fewer than three (3) and no more than five (5) directors. At least one (1) director shall be a community member or the parent/guardian of a student enrolled in the Charter School. Directors shall serve staggered two-year terms and may serve multiple terms.

Consistent with the California Corporations Code and the Corporation's Bylaws, no more than forty-nine percent (49%) of the Board may consist of interested persons. Notwithstanding the Corporations Code, the Board and designated staff shall comply with all applicable conflict-of-interest laws, including Government Code section 1090, the Political Reform Act, and related disclosure and recusal requirements.

Pursuant to Education Code section 47604(c), the District's Board of Trustees may, at its discretion, appoint a representative to serve as a member of the FRCS Board of Directors.

The Board shall conduct its meetings in accordance with the Ralph M. Brown Act and Education Code section 47604.1, and shall maintain governance practices that promote transparency, accountability, effective oversight, and responsible stewardship of public funds.

Board Duties

The Board of Directors is responsible for the governance, strategic direction, fiscal integrity, and long-term success of Feather River Charter School. Consistent with Education Code

sections 47604 and 47604.1, the Board provides oversight of the Charter School's educational program, finances, operations, legal compliance, and organizational performance, and is ultimately responsible for ensuring that the Charter School operates in accordance with its Charter, applicable laws and regulations, the Corporation's Articles of Incorporation and Bylaws, and the School's mission and educational goals.

The Board's responsibilities include, but are not limited to:

- Establishing the Charter School's mission, vision, and strategic priorities;
- Adopting and overseeing the implementation of Board policies;
- Approving the annual budget, financial reports, and major contracts;
- Monitoring the Charter School's fiscal health and long-term sustainability;
- Reviewing academic performance, student outcomes, and organizational effectiveness;
- Overseeing implementation of the Local Control and Accountability Plan (LCAP);
- Ensuring compliance with applicable federal, state, and local requirements;
- Hiring, supervising, supporting, and evaluating the Executive Director;
- Maintaining effective communication and accountability with the authorizing agency; and
- Promoting continuous improvement throughout the organization.

On or before July 1, 2027, the Board shall adopt and comply with a policy for evaluating and approving contractors that complies with Education Code section 51827.

The Board may delegate administrative and operational responsibilities to the Executive Director and other employees, officers, or contractors; however, such delegation shall not diminish the Board's ultimate responsibility for governance, fiscal oversight, legal compliance, and fulfillment of the Charter.

The Board of Directors periodically evaluates its governance practices, effectiveness, and performance to promote continuous improvement and ensure effective oversight of the Charter School. The Board is committed to transparency, accountability, and effective governance. Board members participate in ongoing governance training and comply with all applicable requirements related to open meetings, ethics, conflicts of interest, and fiduciary responsibility. Additional Board responsibilities and operating procedures are set forth in the Corporation's Bylaws and Board policies.

Board Meetings

The Feather River Charter School Board of Directors shall conduct all meetings in accordance with the Ralph M. Brown Act (Government Code section 54950 et seq.) and all applicable open meeting laws. Regular, special, and emergency meetings of the Board shall be noticed and conducted in compliance with applicable law, the Corporation’s Bylaws, and Board

policies. Board agendas, meeting materials, and approved minutes shall be made available to the public in accordance with applicable law and Board policy.

Board meetings shall be held at locations designated by the Board and consistent with legal requirements for public access and participation. When permitted by law, Board members may participate remotely by teleconference or audiovisual technology, provided that all applicable Brown Act requirements are satisfied.

The Board shall provide members of the public with meaningful opportunities to attend, observe, and address the Board during public meetings. If remote access is provided, the Board shall maintain procedures that support real-time public participation and comply with applicable requirements in the event of a disruption to remote access.

Additional meeting procedures, including quorum, voting, notice, agenda posting, public comment, adjournment, and remote participation requirements, are set forth in the Corporation's Bylaws, Board policies, and applicable law.

Board Training and Development

The Board of Directors is committed to continuous learning and professional development to ensure effective governance, informed decision-making, fiscal accountability, and compliance with applicable laws and regulations. Board members shall participate in ongoing training and development opportunities designed to strengthen their ability to fulfill their fiduciary and oversight responsibilities.

Board training may include, but is not limited to:

- Charter school governance and board member fiduciary duties;
- Governance best practices and strategic planning;
- The Ralph M. Brown Act, California Public Records Act, and transparency requirements;
- Conflict-of-interest laws, ethics requirements, and financial disclosure obligations;
- Financial oversight, budgeting, audits, fiscal accountability, and compliance with all applicable state-required governance, ethics, and fiscal oversight training requirements;
- Student achievement, accountability systems, and oversight of the Local Control and Accountability Plan (LCAP);
- School safety, risk management, and oversight of the Comprehensive School Safety Plan;
- Child abuse prevention and mandated reporter responsibilities, as applicable; and
- Charter school legal updates, regulatory changes, and governance-related matters.

Newly appointed Board members shall receive orientation and onboarding that includes

training on the Charter School's mission, educational program, governance structure, financial operations, legal obligations, and key Board policies. The Board shall participate in additional training as necessary to address changes in law, accountability requirements, governance practices, or the evolving needs of the Charter School.

The Board recognizes that effective governance is essential to student success and organizational sustainability and is committed to maintaining the knowledge and skills necessary to provide strong oversight of the Charter School's academic, operational, and fiscal performance.

In accordance with Government Code section 53235.1(b)(2), the Board and the Executive Director will receive at least two hours of ethics training at least once every two years. The Board will also receive training in K-12 public education school finance laws in accordance with Education Code section 35220 et seq.

Parent and Staff Participation in Governance

Feather River Charter School recognizes that meaningful engagement with educational partners is essential to effective governance, accountability, and continuous improvement. The Charter School values the perspectives of parents/guardians, students, teachers, staff, and community members and encourages their active participation in the evaluation and improvement of school programs, services, and operations.

FRCS provides multiple opportunities for educational partner engagement, including:

- Parent/guardian surveys and feedback opportunities;
- Teacher and staff surveys and engagement activities;
- Public participation at Board of Directors meetings in accordance with the Ralph M. Brown Act;
- Direct communication with the Executive Director, Board of Directors, and school leadership;
- Parent workshops, informational meetings, and school events;
- Participation in the Parent Advisory Committee (PAC), which serves as a forum for parents/guardians to provide input on school programs, initiatives, and continuous improvement efforts;
- Staff meetings, leadership teams, and collaborative opportunities focused on curriculum, instruction, student supports, and school operations;
- Participation in school committees, advisory groups, and other engagement activities, as appropriate; and
- Representation on the Board of Directors through a designated parent or community member seat.

The Charter School is committed to maintaining open, transparent, and ongoing communication with educational partners. Feedback gathered through surveys, meetings, advisory groups, and other engagement activities is considered alongside student achievement, attendance, assessment, and program effectiveness data to inform decision-making, strategic planning, and continuous improvement efforts.

As described in Element One, educational partner input is incorporated into the development, implementation, and evaluation of the Charter School's educational program, Local Control and Accountability Plan (LCAP), annual goals, and other school improvement initiatives.

School's Executive Director

The Executive Director serves as the chief executive officer of Feather River Charter School and is responsible for the day-to-day leadership, administration, and operation of the Charter School under the direction and oversight of the Board of Directors. The Executive Director is accountable to the Board for the implementation of the Charter School's mission, educational program, strategic priorities, fiscal operations, personnel administration, legal compliance, and organizational performance.

The Executive Director is responsible for implementing Board-adopted policies; supervising school personnel; overseeing instructional, operational, and business functions; monitoring student achievement and program effectiveness; supporting implementation of the Local Control and Accountability Plan (LCAP); ensuring compliance with applicable legal requirements; and serving as the primary liaison with the District and other educational partners.

The Executive Director shall maintain any qualifications, certifications, training, and professional development required by law. Additional duties and responsibilities are set forth in the Board-approved job description and may be modified by the Board of Directors as necessary to support the effective operation of the Charter School.

Organizational Chart

Feather River Charter School maintains an organizational structure designed to support effective governance, clear lines of authority, operational efficiency, accountability, and student success. The Board of Directors provides oversight of the Executive Director who is responsible for the day-to-day administration and operation of the Charter School.

As a member of the Sequoia Grove Charter Alliance, FRCS participates in a Memorandum of Understanding (MOU) with two other charter schools to share select leadership, administrative, and support positions. This collaborative structure promotes cost efficiency, operational consistency, and expanded services and opportunities for students while

preserving each school's independent governance, fiscal accountability, and educational program.

A current Organizational Chart is included as **Appendix M**. The Organizational Chart may be updated periodically to reflect changes in staffing, reporting relationships, operational needs, or shared services arrangements, provided such changes remain consistent with the governance structure, accountability framework, and reporting relationships described in this charter.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school, including, but not limited to, the requirement that teachers in the charter school hold a certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. (Education Code § 47605(c)(5)(E))

FRCS is committed to employing qualified personnel who possess the knowledge, skills, experience, and credentials necessary to support student achievement and successfully implement the Charter School's mission and educational program. All employees shall meet the qualifications, certifications, licenses, and other requirements applicable to their assigned positions under federal and state law and Charter School policies.

Teachers and other certificated employees providing instructional services shall hold the certificates, permits, credentials, or other authorizations required by California law for the services they provide. The Charter School shall maintain procedures to ensure that employees are appropriately credentialed and assigned in accordance with applicable legal requirements.

Employees serving in administrative, classified, and support positions shall possess the education, training, experience, and qualifications appropriate to their assigned duties. Minimum qualifications for each position shall be established through job descriptions and may include professional certifications, specialized training, relevant work experience, demonstrated expertise, and other qualifications necessary to support the Charter School's educational program and operations.

The Board of Directors shall establish personnel policies and provide oversight of the Charter School's employment practices. Pursuant to Board policy and delegated authority, the Executive Director shall be responsible for oversight of job descriptions; recruiting, hiring, assigning, supervising, evaluating, disciplining, and dismissing employees; and administering personnel matters in accordance with applicable law and Charter School policies.

FRCS shall comply with all applicable federal and state laws related to employee credentialing, assignment monitoring, fingerprinting and criminal background clearances, professional conduct, nondiscrimination, and employment practices. The Charter School shall maintain current records of employee qualifications and credentials as required by law.

Job descriptions and position qualifications may be revised periodically to meet the evolving needs of the educational program and organization.

FRCS provides ongoing professional learning to support implementation of the Charter School's curriculum, instructional model, assessment systems, student supports, legal requirements, and adopted programs. Professional development may include training on standards-aligned instruction, curriculum and assessment tools, independent study requirements, MTSS/intervention, English Learner instruction, special education/504 implementation, student safety, and other topics identified through school needs and program review. Specific annual offerings are reflected in the Charter School's professional development plan and related appendices.

Employee Performance Evaluations

All FRCS employees shall be evaluated annually or biennially, at the supervisor's discretion, in accordance with the Board-approved Staff Evaluation Policy. Evaluations shall measure performance of the duties and responsibilities identified in the employee's job description, progress toward established goals, professional knowledge and effectiveness, quality and timeliness of work, communication and collaboration, compliance with applicable laws and Charter School policies, and contributions to the School's educational program and service to students and families. Certificated employees shall also be evaluated, as applicable to their assignments, on instructional planning and effectiveness, standards-aligned instruction, monitoring of student progress, support for student learning, and fulfillment of professional responsibilities.

The evaluation process shall include an employee self-assessment, review of relevant performance information and documentation by the employee's immediate supervisor, a meeting to discuss performance and professional growth, an opportunity for the employee to respond, and issuance of a written final evaluation report. The employee shall receive a copy of the final evaluation, and a signed copy shall be maintained confidentially by Human Resources. The Board shall evaluate the Executive Director using established criteria addressing school goals, leadership effectiveness, Board relations, prior recommendations, and professional growth.

Compensation and Benefits

FRCS employees shall be compensated in accordance with salary schedules, employment agreements, and compensation plans approved by the FRCS Board of Directors. Compensation may be based on position responsibilities, qualifications, credentials, education, relevant experience, work schedule, and other appropriate employment-related factors. The Board may review and revise salary schedules and compensation plans to support employee recruitment and retention and maintain the Charter School's fiscal sustainability.

Eligible employees shall receive health and welfare benefits. Salary and benefit expenditures, including staffing levels, compensation assumptions, health and welfare contributions, and

applicable statutory employer costs, shall be reflected in the Charter School's Board-approved annual budget and multiyear financial projections. Employee retirement coverage is described in Element 10 of this charter.

Bargaining Agreement

FRCS shall be deemed the exclusive public school employer of all staff. FRCS employees are not included in any bargaining unit of the District or county office of education, and no collective bargaining agreement of either entity applies to FRCS employees. As of the submission of this charter, FRCS employees are not represented by a recognized or certified employee organization, FRCS has no established employee bargaining unit, and FRCS is not a party to a collective bargaining agreement. Nothing in this charter shall limit employees' rights under applicable labor laws, including the rights to organize, select representation, and engage in collective bargaining with FRCS.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall require all of the following:

(i) That each employee of the charter school shall furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.. (Education Code § 47605(c)(5)(F))

FRCS shall maintain and implement health, safety, and risk management policies designed to provide a safe, secure, and supportive learning environment for students, employees, and visitors. The Charter School shall comply with all applicable federal, state, and local health and safety requirements, including those applicable to nonclassroom-based charter schools.

The Charter School's health and safety policies and procedures shall address, at a minimum, the following areas (not intended to be a comprehensive list):

Employee and Volunteer Screening

FRCS shall comply with all applicable requirements related to criminal background checks, fingerprinting, and clearance for employees, contractors, and volunteers, including Education Code sections 44237 and 45125.1, prior to providing services to the Charter School.

Child Abuse Prevention and Mandated Reporting

All employees, all FRCS Board members, and certain volunteers are mandated reporters and shall comply with applicable child abuse and neglect reporting requirements, including required training and reporting obligations. Employees, volunteers, or board members of a contractor whose duties require contact with or supervision of students are also mandated reporters. The Charter School shall provide mandated reporter training to all employees and persons working on their behalf who are mandated reporters in accordance with Education Code section 44691.

Student and Employee Health Requirements

FRCS is committed to maintaining a healthy, safe, and supportive educational environment for all students and employees. As a personalized, nonclassroom-based independent study charter school, FRCS recognizes that student health and safety extends beyond a traditional

classroom setting and includes resource centers, virtual instruction, educational field trips, state testing locations, enrichment activities, school-sponsored events, and other approved educational settings. The Charter School shall implement comprehensive health and safety procedures that protect students and employees while complying with all applicable federal, state, and local laws. Additional health and safety policies and procedures applicable to Charter School employees are set forth in the 2026-27 Employee Handbook, attached as **Appendix N** to this charter.

Employee Health Requirements

Prior to employment, all employees shall satisfy applicable tuberculosis ("TB") risk assessment and examination requirements in accordance with California Health and Safety Code and Education Code requirements. Documentation of compliance shall be maintained in each employee's personnel file, and employees shall complete any additional health screenings required by law or public health authorities. The Charter School also maintains procedures for reporting workplace injuries and illnesses and shall comply with all applicable workers' compensation and occupational health and safety requirements. Employees receive training regarding workplace safety practices and are expected to promptly report unsafe conditions, workplace hazards, illnesses, or injuries so appropriate corrective action may be taken.

Student Health Information

To promote student safety, FRCS maintains current emergency contact information and health information for every enrolled student. During enrollment, parents or guardians are asked to provide information regarding allergies, chronic medical conditions, physician-prescribed emergency medications, activity restrictions, and other health conditions that may affect a student's participation in school-sponsored educational activities. Families are responsible for notifying the Charter School whenever emergency contacts or significant health information changes during the school year. Student health records are maintained confidentially and accessed only by authorized personnel with a legitimate educational interest, consistent with the Family Educational Rights and Privacy Act ("FERPA") and other applicable privacy laws.

Student Immunizations

FRCS complies with all applicable California immunization laws governing charter schools. Families are informed of immunization requirements during the enrollment process and are responsible for providing required documentation consistent with applicable law. Because FRCS operates as a nonclassroom-based independent study charter school, immunization requirements are administered in accordance with California law governing independent study programs. The Charter School maintains required immunization records and works

with families to ensure compliance while recognizing any lawful medical exemptions or other exemptions permitted by applicable law.

Medication Administration

FRCS recognizes that some students require medication during participation in school-sponsored educational activities. The Charter School administers prescription and non-prescription medications only in accordance with applicable state law and Board policy. Parents or guardians requesting medication administration must provide the required written authorizations and medical documentation, when applicable. Medications are stored, handled, documented, and administered in accordance with established procedures designed to protect student safety and confidentiality.

Students who require emergency medications, including asthma inhalers, epinephrine auto-injectors, diabetic supplies, seizure medications, or other physician-prescribed emergency medications, shall be accommodated consistent with applicable law. When appropriate, Charter School personnel shall work collaboratively with parents or guardians and healthcare providers to ensure students have access to necessary emergency medications during school-sponsored activities.

Emergency Medical Response

FRCS maintains procedures for responding to student illness, injury, or medical emergencies occurring during Charter School-sponsored activities. Appropriate first aid shall be provided within the scope of employee training, and emergency medical services shall be contacted whenever the severity of an illness or injury requires immediate medical attention. Parents or guardians shall be notified as soon as reasonably practicable following a significant illness, injury, or medical emergency involving their student.

Emergency contact information is maintained for all students and is readily available during field trips, testing sessions, enrichment activities, and other school-sponsored events. When an emergency occurs, Charter School personnel shall document the incident in accordance with established procedures and cooperate with emergency responders, healthcare providers, and parents or guardians to support the student's health and safety.

Communicable Disease Prevention

FRCS shall implement procedures to reduce the spread of communicable diseases consistent with guidance issued by the California Department of Public Health, local public health authorities, and other governmental agencies. The Charter School may implement health notifications, sanitation and cleaning practices, temporary exclusion from in-person activities when required by law or public health guidance, and other reasonable mitigation measures necessary to protect the health of students and employees.

Because FRCS serves students through personalized independent study, the Charter School is able to provide continuity of instruction through alternative instructional methods, including virtual meetings and other independent study options, when a student's participation in in-person activities is temporarily limited due to illness or public health recommendations. The Charter School shall continue to communicate with families regarding health guidance and available educational supports during such circumstances.

Employee Health and Safety Training

FRCS provides employees with ongoing health and safety training appropriate to their assigned responsibilities. Training may include emergency response procedures, bloodborne pathogen awareness, communicable disease prevention, injury reporting, workplace safety practices, behavioral health referral procedures, opioid overdose awareness, emergency preparedness, and other health and safety topics required by law or Board policy. Employees are expected to understand and comply with all applicable health and safety procedures and to immediately report any unsafe conditions or health concerns to school administration.

Health Records and Confidentiality

The Charter School maintains student and employee health information in a secure and confidential manner consistent with applicable federal and state law. Access to confidential health information is limited to authorized personnel with a legitimate educational or employment-related need. FRCS shall protect the privacy of health records while ensuring that appropriate personnel have access to information necessary to respond effectively to medical emergencies and to provide a safe educational environment for students and employees.

Technology Safety, Data Privacy, and Artificial Intelligence

FRCS recognizes that technology, including artificial intelligence ("AI"), is an important component of education and school operations. The Charter School is committed to promoting the safe, responsible, ethical, and appropriate use of technology while protecting the privacy, security, and confidentiality of students, employees, and school information.

The Charter School shall maintain policies and procedures governing the use of technology and artificial intelligence by students and employees. Such policies shall address responsible and ethical use, academic integrity, digital citizenship, cybersecurity, data privacy, confidentiality, and the protection of personally identifiable information. Students and employees are expected to use technology and AI in accordance with Charter School policies, applicable law, and any guidelines established by the Charter School.

FRCS shall provide age-appropriate instruction, guidance, and training regarding responsible technology use and digital safety for students and professional development for employees

regarding the appropriate use of technology, artificial intelligence, and the protection of confidential information. The Charter School shall periodically review and update its technology and AI practices, as technology, legal requirements, and educational best practices evolve.

Emergency Preparedness and School Safety

The Charter School shall maintain a Comprehensive School Safety Plan consistent with applicable law. The plan shall address emergency preparedness, crisis response, disaster procedures, student and staff safety, and all other applicable topics required by Education Code section 32282 and shall be reviewed and updated annually by March 1. FRCS shall maintain procedures for the reporting, investigation, and response to safety-related incidents involving students or employees.

Suicide Prevention and Student Wellness

FRCS shall maintain policies and procedures addressing suicide prevention, intervention, and postvention, consistent with applicable law. Employees shall receive required training, and the Charter School shall implement practices designed to support student mental health, wellness, and access to appropriate resources.

Harassment, Discrimination, Intimidation, and Bullying Prevention

FRCS is committed to maintaining learning and work environments free from unlawful discrimination, harassment, intimidation, bullying, and retaliation. The Charter School shall maintain policies and procedures addressing Title IX, nondiscrimination, complaint resolution, and employee training requirements.

Student Safety and Learning Environments

As a nonclassroom-based charter school, FRCS shall maintain procedures designed to protect the safety and well-being of students in all educational settings, including virtual instruction, school-sponsored activities, meetings, field trips, homes, community-based learning environments, and other locations utilized to support student learning. Any facilities or locations used in connection with the educational program shall comply with applicable health, safety, accessibility, and legal requirements. The Charter School shall maintain appropriate procedures and expectations governing educational activities conducted in these settings to support student safety and well-being.

Because FRCS is a nonclassroom-based independent study charter school, it does not operate a general home-to-school transportation program. FRCS shall nevertheless arrange or provide transportation when required by an IEP or Section 504 Plan and shall comply with

transportation obligations applicable to students experiencing homelessness, foster youth, and other students when required by federal or state law.

Risk Management and Insurance

FRCS shall maintain appropriate insurance coverage and risk management practices consistent with industry standards and legal requirements.

Additional health and safety policies are maintained in the Charter School's Board-approved policies and administrative procedures and may be updated from time to time to remain consistent with applicable law.

988 Suicide and Crisis Lifeline

Student identification cards issued to students in grades 7–12 shall include all of the information required under Education Code section 215.5, including The Trevor Project's LGBTQ+ suicide hotline.

Immigration Enforcement Officers

The Charter School shall maintain procedures governing interactions with immigration enforcement officers and shall provide notifications to parents/guardians and staff as required by applicable law.

Gun Safety Notice

The Charter School shall annually distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Workplace Violence Prevention Plan

The Charter School has established, implemented, and maintains, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirement of Labor Code Section 6401.9.

Additional health and safety policies and administrative procedures are maintained by the Charter School and may be revised as necessary to remain consistent with applicable law and best practices.

ELEMENT SEVEN: EQUITABLE ACCESS & STUDENT OUTREACH

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. (Education Code § 47605(c)(5)(G))

Pursuant to Education Code section 47605(c)(5)(G), FRCS shall implement outreach, enrollment, and community engagement practices designed to promote equitable access and support enrollment that is reflective of the diverse communities within the Charter School's approved service area. Consistent with its mission and nondiscrimination policies, FRCS seeks to serve a student population that includes students from a wide range of racial, ethnic, socioeconomic, linguistic, and educational backgrounds, including English learners, redesignated fluent English proficient (RFEP) students, students with disabilities, foster youth, highly mobile youth, and other historically underserved student groups.

FRCS maintains a nondiscriminatory admissions and enrollment process that is open to all students residing within the Charter School's approved service area who are eligible for enrollment in the grade levels served by the Charter School. Enrollment opportunities and educational programs shall be offered without regard to race, ethnicity, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, disability, immigration status, or any other characteristic protected by law.

To promote community awareness and equitable access to enrollment opportunities, FRCS may implement outreach activities that include, but are not limited to:

- Maintaining enrollment timelines that support broad public awareness and participation;
- Providing multilingual, accessible enrollment information and assistance through its website, informational meetings, community events, and other outreach methods
- Having staff readily available to discuss the school's services and supports for English learners and students with disabilities with prospective families;
- Maintaining a robust public website with information about our program and services, which can be translated into various languages; and
- Making enrollment information available in languages and formats reasonably accessible to the communities served by the Charter School; and
- Clearly communicating the availability of Special Education, Section 504, English Learner, and other student supports; and

- Training enrollment staff on nondiscrimination, language access, disability accommodations, and the prohibition against discouraging enrollment.

The Charter School shall periodically review enrollment, demographic, and outreach data to identify opportunities to strengthen equitable access for students and families throughout the communities it serves.

FRCS shall not require admissions testing or academic or special education records before enrollment or discourage enrollment based on a student's characteristics or academic performance. At least annually, FRCS shall compare its enrollment and retention data with available District data for racial and ethnic groups, students with disabilities, English learners, and redesignated fluent English proficient students. If meaningful underrepresentation or barriers are identified, FRCS shall adjust its outreach and enrollment practices accordingly.

Admission, enrollment, and public random drawing procedures are described in Element Eight of this charter.

ELEMENT EIGHT: ADMISSIONS, ENROLLMENT & PUBLIC RANDOM DRAWING

Governing Law: Admission policies and procedures, consistent with [Education Code section 47605] subdivision (e). . (Education Code § 47605(c)(5)(H))

FRCS is a nonclassroom-based charter school that delivers instruction primarily through independent study. Consistent with Education Code sections 47605, admission is open to all students who reside within the Charter School's approved service area and who meet applicable age and grade-level requirements established by law.

FRCS shall comply with all applicable federal and state laws governing charter school admissions and enrollment. The Charter School shall not discriminate on the basis of race, ethnicity, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, disability, immigration status, or any other characteristic protected by law. Consistent with applicable law, the Charter School shall not require parent or guardian volunteer hours as a condition of admission, enrollment, or continued attendance.

The Charter School shall communicate this no-volunteer-requirement to families during the enrollment process and through annual enrollment or handbook communications. Recruitment and enrollment outreach shall be conducted in a nondiscriminatory manner and may include translated or multilingual information, accessible formats, and reasonable assistance for families with disabilities or limited English proficiency, consistent with applicable law and the needs of the communities served.

Age and Grade Placement

Students shall generally be enrolled in the grade level corresponding to their age and prior educational experience. Parents/guardians may request consideration for placement in a different grade level when supported by appropriate documentation demonstrating successful completion of coursework or grade-level standards.

The Charter School shall review available records and other relevant information when determining grade placement. Final grade placement decisions are at the Charter School's sole discretion and shall be made in accordance with applicable law, Board policy, and the student's educational best interests.

Admissions and Enrollment

The Charter School shall establish and publicly communicate enrollment timelines, application procedures, and enrollment requirements. Enrollment information shall be made

available through the Charter School's website and other appropriate communication channels.

Upon enrollment, the Charter School will require submission of enrollment forms and documentation necessary to verify eligibility for enrollment, residency within the approved service area, age, immunization status, and other information required by law.

Students currently enrolled in FRCS who timely complete required re-enrollment procedures shall be exempt from any public random drawing and shall retain enrollment preference consistent with applicable law and Board policy.

Determining Capacity

Enrollment capacity shall be determined annually based on available resources, staffing, budget considerations, legal requirements, and the Charter School's ability to effectively serve enrolled students. If the number of applications does not exceed available capacity, all eligible applicants shall be admitted.

Public Random Drawing (Lottery)

If the number of applications received exceeds available capacity, admission shall be determined by a public random drawing conducted in accordance with applicable law, this charter, and Board policy. Public notice of lottery procedures, timelines, and enrollment opportunities shall be provided through the Charter School's website and other appropriate communication methods.

Enrollment Preferences

The Charter School provides the following enrollment preferences:

1. Current students and students who reside within the Winship Robbins Elementary District boundaries (exempt from the lottery);
2. Students who have siblings enrolled in FRCS; and
3. Students who are the children of staff of FRCS AND/OR any other non-discriminatory preference factors

All enrollment preferences shall be applied in a nondiscriminatory manner and in accordance with applicable law.

Waitlist Procedures

Applicants not admitted through the lottery process due to capacity limitations shall be placed on a waitlist in the order determined by the public random drawing. Waitlists shall

remain valid only for the school year for which the lottery was conducted and shall not carry over to subsequent school years.

Enrollment Protections

The Charter School shall not require academic records as a condition of enrollment and shall enroll students experiencing homelessness, foster youth, and other protected student populations in accordance with applicable state and federal law.

FRCS shall not inquire specifically about a student's citizenship or immigration status, nor the citizenship or immigration status of a student's parents/guardians, except as otherwise permitted by law. Alternative means of establishing residency, age, or eligibility shall be accepted when required by law.

The Charter School shall implement admissions and enrollment practices that promote equitable access and comply with all applicable federal and state requirements.

Additional admissions, enrollment, lottery, and waitlist procedures are set forth in the FRCS Admissions and Enrollment Policy (**Appendix O**), which is incorporated herein by reference.

Recruitment and outreach shall be conducted in a nondiscriminatory manner designed to reach the communities served by FRCS. Enrollment and outreach information shall be made reasonably accessible to families with limited English proficiency and to individuals with disabilities, including translation, interpretation, and alternative formats as required by applicable law.

Parent/guardian volunteer service is not required as a condition of admission, enrollment, continued enrollment, or participation in the educational program. FRCS shall provide this notice to families on an annual basis.

ELEMENT NINE: SUSPENSION, EXPULSION & INVOLUNTARY REMOVAL PROCEDURES

Governing Law: The procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. (Education Code § 47605(c)(5)(I))

FRCS is committed to maintaining a safe, orderly, inclusive, and supportive learning environment that promotes student success while protecting the rights of all students. The Charter School shall establish and implement suspension, expulsion, and involuntary removal procedures that are consistent with applicable federal and state law and that provide students with appropriate due process protections.

The Charter School seeks to utilize restorative practices, positive behavioral interventions and supports, trauma-informed approaches, conflict resolution strategies, and other age-appropriate means of correction whenever appropriate and legally permissible. Suspension and expulsion shall be used only when authorized by law and consistent with the Charter School's adopted policies and procedures.

FRCS shall administer student discipline in a fair, equitable, consistent, and nondiscriminatory manner. The Charter School shall comply with all applicable legal requirements governing student discipline, including those applicable to students with disabilities and other protected student populations.

The Charter School has adopted a Board-approved Suspension and Expulsion Policy that establishes the grounds for suspension and expulsion; identifies the authority of school personnel and the Board of Directors; and sets forth procedures governing investigations, disciplinary actions, hearings, notices, readmission, appeals, and other due process protections required by law.

The Board of Directors retains final authority regarding student expulsion decisions, except as otherwise provided by law.

The Charter School shall also maintain procedures governing involuntary student removal that comply with applicable law. No student shall be involuntarily removed from the Charter School except as authorized by law and in accordance with Board-adopted policies and procedures. Prior to any involuntary removal, the Charter School shall provide required notice and an opportunity to respond consistent with applicable legal requirements.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of

the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Upon the request of a parent/guardian, a teacher shall provide to a student who has been suspended for two or more schooldays, the homework that the student would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

The Charter School's complete Suspension and Expulsion Policy and Non-compliance, Re-engagement and Involuntary Removal Policy are attached as **Appendix R** and **Appendix S** and are incorporated herein by reference. These policies may be amended from time to time by the Board of Directors to maintain compliance with applicable law and operational needs, provided such amendments remain consistent with this charter.

Appendix R includes procedures and protections applicable to students with disabilities under the IDEA and Section 504, including manifestation determination requirements and protections for students for whom the Charter School is deemed to have knowledge of a disability.

ELEMENT TEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. (Education Code § 47605(c)(5)(J))

FRCS shall provide eligible employees with participation in applicable retirement systems in accordance with federal and state law.

Employees who qualify for membership in the California State Teachers' Retirement System (CalSTRS) shall participate in CalSTRS as required by law. Employees who are not eligible for participation in CalSTRS shall participate in Social Security and any other retirement or benefit programs required or permitted by law.

The Charter School shall make all required employer contributions and shall comply with applicable reporting, withholding, enrollment, and administrative requirements associated with employee retirement and benefit programs.

The Board of Directors shall maintain policies and practices necessary to ensure compliance with applicable retirement system requirements and may revise such policies and practices as necessary to remain consistent with changes in applicable law and organizational needs.

Employment-related concerns involving evaluation, discipline, dismissal, compensation, benefits, or FRCS's administration of retirement contributions shall be addressed through applicable Board-approved personnel policies, complaint procedures, and employment agreements. FRCS shall provide employees with any notice, opportunity to respond, or other procedural protections required by applicable law. Disputes concerning CalSTRS eligibility, service credit, or benefit determinations shall be addressed through the procedures established by CalSTRS. The dispute-resolution process between FRCS and the District does not apply to individual employee disputes.

ELEMENT ELEVEN: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. (Education Code § 47605(c)(5)(K))

Enrollment in FRCS is voluntary. Students residing within the territorial jurisdiction of the District, and other areas in which the Charter School is authorized to enroll students, are not required to attend FRCS and may instead attend other public schools for which they are eligible.

Public school attendance alternatives may include schools operated by a student's school district of residence, county office of education programs, other charter schools, magnet schools, alternative education programs, and other public educational options available pursuant to applicable law and local enrollment policies.

No student shall be required to attend FRCS. Students who choose not to attend or who withdraw from FRCS may seek enrollment in their district of residence or another legally available educational program, subject to applicable law and the enrollment and transfer policies of the receiving local educational agency.

Enrollment in FRCS does not, by itself, establish or confer any right to attend the Winship-Robbins Elementary School District, any other school district, or any particular school or program operated by those entities. Any attendance rights shall be determined by the student's residence, applicable law, and the policies of the receiving local educational agency.

Parents/guardians shall be informed that choosing not to enroll in or attend FRCS does not affect a student's ability to pursue enrollment in other public school programs or educational options for which the student may otherwise qualify.

ELEMENT TWELVE: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of a school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school. (Education Code § 47605(c)(5)(L))

Employment with FRCS is voluntary and separate from employment with any school district. No employee of a school district shall be required to accept employment with the Charter School.

Employees who leave employment with a school district to accept employment with FRCS shall have no automatic right of return to employment with any school district, including the District, unless such rights are expressly provided by applicable law, a collective bargaining agreement, a leave of absence agreement, or another written agreement between the employee and the school district.

Employees of FRCS shall be employees of the Charter School and shall not acquire employment rights with any school district by virtue of their employment with the Charter School, except as otherwise provided by law or written agreement. Likewise, employment with a school district shall not create employment rights within the Charter School.

Any rights, benefits, leave balances, service credit, seniority, or other employment-related benefits shall be governed by applicable law and any agreements between the employee and the employing entity.

Employment with the Charter School shall not create any right to continued employment in the event of nonrenewal, revocation, surrender, or closure of the Charter School, except as otherwise required by law.

ELEMENT THIRTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Education Code § 47605(c)(5)(M))

FRCS is committed to resolving disputes in a fair, timely, and constructive manner that supports positive working relationships, effective governance, and the educational interests of students. The Charter School shall maintain policies and procedures designed to address concerns arising within the school community and disputes involving the Charter School and its authorizing agency.

INTERNAL DISPUTES

Concerns arising within the Charter School community, including those involving students, parents/guardians, employees, volunteers, contractors, partner organizations, or members of the Board of Directors, shall be addressed in accordance with the Charter School's Board-adopted policies and procedures. Whenever practicable and appropriate, the Charter School encourages concerns to be resolved through direct communication, collaboration, and informal problem-solving.

The Charter School shall maintain and implement all complaint procedures required by law, including, but not limited to, the Uniform Complaint Procedures ("UCP"), Title IX grievance procedures, discrimination and harassment complaint procedures, special education due process procedures, and any other complaint processes required by federal or state law. Concerns subject to a legally required complaint process shall be addressed through the applicable procedure.

Step 1 – Informal Resolution

Individuals with a concern are encouraged to first discuss the matter directly with the person most closely involved, such as the applicable teacher, employee, administrator, contractor, or other member of the Charter School community. The parties should make a good-faith effort to clarify the concern, exchange relevant information, and reach a mutually acceptable resolution through respectful communication. Direct discussion is not required when doing so would be inappropriate due to the nature of the concern or other reasonable circumstances.

Step 2 – Administrative Review

If the concern is not resolved through informal discussion, or if direct discussion is not appropriate, the individual may submit the concern in writing to the appropriate administrator or designee. The written concern should include a description of the issue, the relevant facts, any efforts made to resolve the matter, and the requested resolution. The administrator or designee shall review the matter, gather relevant information as appropriate, and provide a written response within a reasonable period of time.

Step 3 – Executive Director Review

If the concern remains unresolved, the individual may request review by the Executive Director or designee. The Executive Director or designee may review the information previously submitted, request additional information, and meet with the individuals involved before issuing a written response. If the Executive Director is the subject of the concern or has a conflict of interest, the request may be submitted directly to the Chair of the Board of Directors.

Step 4 – Board Review

If the concern remains unresolved following review by the Executive Director or designee, the individual may submit a written request for review to the Chair of the Board of Directors. The Board may consider the matter in open or closed session, as permitted by the Ralph M. Brown Act and applicable confidentiality requirements. Following its review, the Board shall issue or direct the issuance of a final written decision. The decision of the Board of Directors shall constitute the final step in the Charter School's internal dispute resolution process unless another remedy is available under applicable law.

Role of the Chartering Authority

The Chartering Authority generally shall refer internal Charter School concerns to the Executive Director or Board Chair for resolution through the Charter School's established procedures. Nothing in this section shall limit or interfere with the Chartering Authority's authority to investigate or address matters when required by law, necessary to fulfill its statutory oversight responsibilities, or requested by the Charter School's Board of Directors.

DISPUTES BETWEEN CHARTER SCHOOL & CHARTERING AUTHORITY

The Charter School and the Chartering Authority recognize the importance of maintaining a collaborative and productive working relationship and agree to make reasonable efforts to

resolve disputes concerning the interpretation or implementation of this charter through timely communication and good-faith collaboration before pursuing formal remedies.

Step 1 – Notice of Dispute

If either party believes a dispute exists regarding the interpretation or implementation of this charter, the party asserting the dispute shall provide the other party with a written notice describing the nature of the dispute, the relevant facts, the applicable Charter provisions or legal authority, and the resolution sought.

Step 2 – Informal Resolution Meeting

Following receipt of the written notice, the Executive Director or designee and the Chartering Authority's designated representative shall meet and confer in good faith to discuss the matter, exchange relevant information, and attempt to reach a mutually acceptable resolution.

Step 3 – Governing Board Review

If the dispute is not resolved through the informal resolution meeting, either party may request that the matter be elevated for review by representatives of the Charter School's Board of Directors and the governing board or designated representatives of the Chartering Authority. The parties shall continue to work collaboratively and in good faith toward resolution while recognizing their respective statutory responsibilities.

Step 4 – Voluntary Mediation

If the dispute remains unresolved, the parties may mutually agree to participate in mediation conducted by a neutral third-party mediator with experience in California charter school law or public education. Unless otherwise agreed, each party shall bear its own costs and share equally in the costs of mediation.

Step 5 – Legal Remedies

If the dispute cannot be resolved through the procedures described above, either party may pursue any rights or remedies available under applicable federal or state law. Nothing in this section shall be construed to limit, delay, waive, or otherwise affect the legal rights, remedies, obligations, or oversight authority of either the Charter School or the Chartering Authority. This dispute resolution process shall not alter or delay any statutory timelines or procedures relating to oversight, notices of concern, notices of violation, charter renewal, charter revocation, fiscal oversight, or any other authority granted under the Charter Schools Act or other applicable law.

Good-Faith Collaboration

Throughout the dispute resolution process, the Charter School and the Chartering Authority shall make reasonable efforts to communicate openly and respectfully, share relevant information as appropriate, identify issues promptly, consider reasonable solutions, and resolve disputes in a manner that minimizes disruption to students and the Charter School's educational program.

Board Policies

The Charter School shall maintain Board-adopted policies governing complaints, dispute resolution processes, and other procedures required by law. Such policies may be amended from time to time by the Board of Directors, provided any amendments remain consistent with applicable law and this charter.

ELEMENT FOURTEEN: CLOSURE PROCEDURES

Governing Law: 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 student records. (Education Code § 47605(c)(5)(N))

In the event of the closure of FRCS, whether through voluntary surrender, nonrenewal, revocation, operation of law, or other authorized action, the Charter School shall implement closure procedures consistent with applicable law. The Charter School shall designate appropriate personnel or representatives to coordinate closure-related activities.

Closure Decision and Oversight

Closure of the Charter School shall be documented by official action of the Board of Directors. The official action shall identify the effective date of closure and the individual(s) responsible for coordinating closure procedures.

Notification Procedures

Upon closure, the Charter School shall provide notifications to parents/guardians, the District, the County Office of Education, the retirement systems in which the school's employees participate (e.g., State Teachers' Retirement System and federal social security), the California Department of Education, and the Charter School's SELPA. The notification shall include the effective date of the closure, the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the students' school districts of residence, and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

Student Records and Student Transfers

The Charter School shall prepare, maintain, transfer, and store student records in accordance with applicable federal and state law. Upon closure, all mandatory permanent student records and any other records required by law shall be transferred to the District or its designee in accordance with applicable legal requirements and District directives. If the District cannot or will not store the records, the Charter School will find a suitable alternative.

The Charter School shall take reasonable steps to support student transitions and provide transcripts, course completion records, and other educational records necessary to facilitate uninterrupted educational services.

Financial Close-Out and Final Audit

Following closure, the Charter School shall complete all required financial reporting and shall obtain a final independent audit within six months after the closure as required by law. The final audit shall include an accounting of the Charter School's assets, liabilities, revenues, expenditures, and obligations and shall determine the disposition of any remaining assets and liabilities.

The final audit and any required financial reports shall be provided to the District and other governmental agencies as required by law. The Charter School shall remain responsible for satisfying all lawful debts, liabilities, and obligations incurred during its operation.

Disposition of Assets and Liabilities

Upon closure, the Charter School's assets and liabilities shall be administered in accordance with applicable law, the Charter School's Articles of Incorporation and Bylaws, grant requirements, contractual obligations, and any directives of the District.

Assets acquired with public funds shall be distributed and disposed of in accordance with applicable law after satisfaction of lawful debts and obligations. Restricted funds, grant funds, and assets subject to specific restrictions shall be returned, transferred, or otherwise disposed of in accordance with the requirements governing those funds or assets. Property owned by or leased from another entity shall be returned or otherwise handled in accordance with applicable agreements and legal requirements.

All remaining assets of the Charter School, including leaseholds, personal and intellectual property, and all revenues generated by students attending the Charter School, shall remain the sole property of Feather River Charter School, subject to applicable law.

Closure activities will be funded by the Charter School’s reserves.

Dissolution of the Nonprofit Public Benefit Corporation

If the Board decides to dissolve the nonprofit public benefit corporation, the Board of Directors shall comply with all applicable provisions of the California Corporations Code governing nonprofit dissolution and shall complete all required filings, notifications, and legal obligations with appropriate governmental agencies.

The Charter School shall complete all closure-related activities in a manner that protects the interests of students, families, employees, creditors, public agencies, and the public.

ADDITIONAL PROVISIONS

Material Revisions

Material revisions to this charter shall be governed by the Charter Schools Act and all other applicable legal requirements.

Charter Term

The term of this charter renewal shall be five (5) years, commencing July 1, 2027, through and including June 30, 2032, unless earlier revoked or surrendered, in accordance with applicable law. The Charter may be renewed for subsequent terms as authorized by law.

Administrative Services

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

The Executive Director and administrative leadership team shall be responsible for the day-to-day administration and operation of FRCS under the direction and oversight of the Board of Directors.

Administrative services may be provided by Charter School employees, contracted service providers, or a combination thereof, as determined by the Board of Directors. Such services may include, but are not limited to, financial management, accounting, payroll, personnel administration, human resources, compliance, operational support, instructional support, enrichment services, student services, vendor management, technology services, and educational program development.

FRCS may contract with qualified third-party providers for administrative, financial, operational, educational, and support services as necessary to promote efficiency, fiscal responsibility, regulatory compliance, and the effective operation of the Charter School. Such services may include budget development, implementation of the adopted budget, accounting, payroll, financial reporting, and expenditure monitoring to support the ongoing fiscal solvency of the Charter School. The Board of Directors shall maintain oversight of all contracted services and remain responsible for the Charter School's governance, fiscal accountability, and educational program.

FRCS is a member of the Sequoia Grove Charter Alliance and may participate in agreements with other charter schools, educational agencies, and service providers for the sharing of

administrative, operational, educational, and support services. Such arrangements are intended to promote efficiency, fiscal responsibility, and expanded opportunities for students while preserving the Charter School's independent governance, fiscal accountability, and educational program.

The Board of Directors reserves the authority to enter into, modify, renew, replace, or terminate agreements for administrative, operational, educational, or support services as necessary to meet the needs of the Charter School and in accordance with applicable law.

The District shall provide oversight and performance monitoring as required by law and may charge for the actual costs of supervisorial oversight as permitted by law. FRCS shall cooperate with the District in carrying out its oversight responsibilities, including reviews, inspections, site visits, and requests for information reasonably necessary to fulfill those responsibilities.

Facilities

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. (Education Code § 47605(h))

FRCS operates a resource center within the boundaries of the Winship-Robbins Elementary School District at 4305 S. Meridian Road, Meridian, California 95957, pursuant to a Facilities Use Agreement or MOU with the District. Documentation establishing FRCS's legal right to use the facility, together with applicable zoning and occupancy documentation, is included in **Appendix U**.

The Charter School may maintain administrative offices as permitted by applicable law. Such offices may be used for administrative and clerical functions and for distributing instructional materials to families. They shall not operate as resource centers, student meeting spaces, instructional sites, or satellite facilities unless otherwise authorized by law. FRCS shall maintain documentation establishing its legal right to use any administrative or ancillary facility.

Insurance

FRCS shall maintain general liability, workers' compensation, directors and officers liability, and other insurance coverage appropriate for a California public charter school of similar size and purpose. Insurance coverage shall be maintained in amounts determined by applicable law, sound risk management practices, industry standards, and recommendations provided by the Charter School's insurance professionals.

The District shall be named as an additional insured on applicable insurance policies maintained by the Charter School.

FRCS shall provide the District with certificates or other reasonable evidence of required insurance coverage at the beginning of the fiscal year, or when the Charter School employs individuals or acquires or leases property or facilities for which insurance is customary, and upon reasonable request. Coverage limits and endorsements shall be maintained in accordance with applicable law and any mutually agreed District risk-management requirements. For more detailed documentation, see **Appendix T:** Evidence of Insurance Coverage.

Memoranda of Understanding and Severability

The District and Feather River Charter School may enter into one or more Memoranda of Understanding ("MOU") to address matters related to the implementation of this charter, including, but not limited to, the provision of services, facilities, fiscal arrangements, and other operational matters as mutually agreed upon by the parties. Any such MOU shall be consistent with the terms of this charter and applicable law.

The provisions of this charter are severable. If any provision of this charter is determined by a court or other tribunal of competent jurisdiction to be invalid, illegal, or unenforceable, such determination shall not affect the validity of the remaining provisions of this charter, which shall remain in full force and effect to the fullest extent permitted by law.

Civil Liability Impact

Governing Law: Potential civil liability effects, if any, upon the charter school and the Chartering Authority. (Education Code § 47605(c)(5)(H))

Feather River Charter School is operated by Feather River Charter School, a California Nonprofit Public Benefit Corporation. Pursuant to applicable law, the Charter School shall operate independently of the District except as otherwise provided by law.

The Charter School shall be solely responsible for its debts, obligations, liabilities, and the performance of its obligations under this charter. To the fullest extent permitted by law, the District shall not be liable for the debts, obligations, acts, errors, omissions, or other liabilities of the Charter School.

To the fullest extent permitted by law, FRCS shall defend, indemnify, and hold harmless the District, its governing board, officers, employees, and agents from claims, liabilities, losses, damages, and reasonable costs arising from the acts, omissions, operations, or obligations of FRCS, except to the extent caused by the District's own negligence or willful misconduct. Nothing in this charter shall be construed to require the District to assume or satisfy FRCS debts or payment obligations if FRCS defaults, except as expressly required by applicable law.

FRCS shall cooperate with the District and provide information reasonably necessary to support the District's oversight responsibilities and compliance with applicable law.

The Charter School shall maintain appropriate insurance coverage, internal controls, and risk management practices designed to protect the Charter School, its Board members, officers, employees, students, volunteers, and educational partners.

The Charter School shall maintain governance, fiscal oversight, student safety, personnel, and operational practices designed to reduce risk, safeguard public resources, and promote compliance with applicable law.

Financial Management and Fiscal Oversight

FRCS shall maintain sound fiscal management practices, internal controls, and financial oversight systems designed to safeguard public funds, ensure fiscal accountability, and support the long-term financial sustainability of the Charter School. The Board of Directors shall provide ongoing oversight of the Charter School's financial operations and shall regularly review financial reports, budget-to-actual comparisons, cash flow projections, enrollment trends, reserve levels, and other financial information necessary to monitor the fiscal condition of the Charter School.

The Charter School shall maintain Board-approved fiscal policies and procedures governing budgeting, accounting, purchasing, contracts, cash management, internal controls, asset management, financial reporting, and other fiscal operations. Fiscal policies and procedures are attached as **Appendix P** and may be revised from time to time by the Board of Directors consistent with applicable law and this charter.

Budget Development and Monitoring

The Charter School shall prepare and adopt an annual operating budget and multiyear financial projections in accordance with generally accepted accounting principles (GAAP) and applicable legal requirements. Budget development shall be based on reasonable assumptions regarding enrollment, revenues, expenditures, staffing, and operational needs and shall support implementation of the educational program described in this charter.

FRCS shall maintain sufficient certificated, classified, administrative, and student-support personnel to implement the educational program and meet all applicable legal requirements. Staffing levels shall be determined annually based on enrollment, student needs, program requirements, employee workload, and the Charter School's Board-approved budget. Projected staffing by position and full-time equivalent is included in the financial and staffing projections accompanying this charter. The Board may adjust staffing levels and assignments during the charter term to respond to changes in enrollment, student needs,

legal requirements, and available resources, provided that FRCS continues to implement the educational program described in this charter.

The Board of Directors shall monitor the Charter School's fiscal condition on a regular basis and may amend the budget as necessary to address changes in enrollment, funding, expenditures, or other operational factors. The Charter School shall maintain financial planning practices designed to support fiscal solvency, responsible stewardship of public funds, and long-term organizational sustainability.

A Budget Overview, including multiyear financial projections and key budget assumptions, is attached as **Appendix Q**.

Annual Independent Audit

The Charter School shall provide for an annual and independent financial and compliance audit in accordance with Education Code section 41020. Financial records shall be maintained in accordance with generally accepted accounting principles (GAAP), and the audit shall be conducted in accordance with generally accepted auditing standards, applicable state requirements, and the State Controller's audit guidance for local educational agencies.

The Board of Directors shall engage an independent certified public accountant or public accounting firm possessing the qualifications and experience required by law to conduct the annual audit. When required, the audit shall also include any additional procedures necessary to satisfy applicable federal audit requirements.

The auditor shall be selected and retained through a Board-approved process that considers independence, professional qualifications, experience auditing California local educational agencies and charter schools, capacity to meet applicable audit requirements and deadlines, proposed scope and fees, and any other factors the Board determines appropriate. The Board shall approve the engagement and any renewal of the auditor in accordance with applicable law and Board policy.

The completed audit shall be submitted to the appropriate governmental agencies and the District in accordance with applicable law and reporting requirements. The annual audit shall be a public record and shall be made available in accordance with applicable law.

Resolution of Audit Findings

The Executive Director, in collaboration with the Board of Directors and any designated audit or finance committee, shall review any audit findings, recommendations, deficiencies, questioned costs, material weaknesses, or instances of noncompliance identified through the audit process.

The Board of Directors shall oversee the development and implementation of corrective action plans, as appropriate, and shall monitor progress toward resolution of any audit findings. The Charter School shall take all reasonable and necessary actions to resolve audit exceptions, deficiencies, and findings in a timely manner and shall provide information regarding corrective actions and resolution efforts to the District as required by law.

Any audit findings or deficiencies shall be addressed and resolved to the satisfaction of the District and other governmental agencies having jurisdiction, consistent with applicable law.

The Board of Directors may adopt, amend, or repeal fiscal policies and procedures as necessary to remain consistent with changes in applicable law, accounting standards, funding requirements, or operational needs, provided such actions remain consistent with this charter.

CONCLUSION

Throughout its charter term, Feather River Charter School has demonstrated its ability to provide a high-quality, personalized educational program that supports academic achievement, student engagement, and preparation for postsecondary success. The Charter School has established a strong foundation of educational innovation, accountability, fiscal responsibility, and continuous improvement while serving the diverse needs of students and families through its flexible learning model.

As reflected throughout this petition, Feather River Charter School has implemented a standards-based educational program supported by strong governance, sound fiscal management, meaningful educational partner engagement, and comprehensive student support systems. Guided by its mission, vision, and Schoolwide Learner Outcomes, the Charter School remains committed to providing personalized learning opportunities that empower students to achieve their academic, personal, and future goals.

Feather River Charter School respectfully requests renewal of its charter for the period of July 1, 2027, through June 30, 2032. The Charter School has demonstrated its capacity to fulfill the purposes of the California Charter Schools Act, maintain effective governance and fiscal stewardship, comply with applicable legal requirements, and provide meaningful educational opportunities for the students and families it serves.

Feather River Charter School looks forward to continuing its partnership with the Winship-Robbins Elementary School District, its educational partners, and the broader community as it advances its mission of preparing students to become confident, capable, and lifelong learners.