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Pinecrest Expedition Academy
Charter Petition

Submitted to the Twain Harte School District
September 30, 2019
For a Five year charter term
July 1, 2020- June 30, 2025

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Heidi Lupo, hereby certify that the information submitted in this petition for a California public charter school to be named Pinecrest Expedition Academy (the “Charter School”), and to be located within the boundaries of the Twain Harte School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)]
- Pinecrest Expedition Academy declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend Pinecrest Expedition Academy, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Ed. Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

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- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the requirements of Senate Bill 126 (2019), including the Ralph M. Brown Act, the Political Reform Act, the Public Records Act and Govt. Code section 1090.
- The Charter School shall comply with the Family Educational Rights and Privacy Act ("FERPA").

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- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School will adhere to the requirements of Ed. Code §49010 and its mandate prohibiting unlawful pupil fees and complaint policy procedures.

Heidi Lupo, Lead Petitioner

Date

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Introduction

"The fact that given the challenges we face, education doesn't need to be reformed--it needs to be transformed. The key to transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."

- Ken Robinson, *The Element: How Finding Your Passion Changes Everything*

After the closure of Pinecrest School in 2012, the community has rallied support around educational programs in the Pinecrest area. After extensive research, visits to other schools and hours of personal reflection, a group of community members, led by Heidi Lupo, envisioned a unique, highly academic and viable option of education in the Pinecrest area. This effort was first petitioned in 2018 and is now being pursued again with a revised design and components intended to create a more sustainable program.

Believing strongly in the history and heritage of both the Pinecrest area and Tuolumne County, the Pinecrest Expedition Academy will provide a public education alternative for students in Twain Harte School District and neighboring districts in Tuolumne County. As our roots and name allude, the Charter School will be based on expeditions and outdoor learning, with a strong emphasis on the area's natural elements and resources. Charter schools allow great options for families seeking alternatives in public instruction, and the Pinecrest area is rooted in outdoor activities and the amazing landscape which surrounds it. By utilizing this educational approach, we hope to be an attractive program for families in the District and County and for those seeking to relocate here. Attractive programs attract new people, allowing us to grow and evolve together as a stronger community.

As recreation programs have and are continuing to expand in the area, the need for elementary education has become an increasing priority. With the proposed expansion of programs at nearby Dodge Ridge Ski Area and housing costs lower than those in similar recreation areas (Truckee, Lake Tahoe, Mammoth, etc.), the Pinecrest area is poised to welcome new, young and active families. Our proximity to national forest lands allows for a simple integration of Expedition Learning Education and project based learning, as described in more detail throughout the charter. Our program will focus on incorporating the area's natural elements into the curriculum, including natural resource management, recreation, weather and snow sciences, fire prevention and fire science. With this addition, Pinecrest Expedition Academy will not only be a unique, stand-alone program, but will be innovative and cutting edge as described in our charter. Project based learning will develop strong skills, both academically and socially, best preparing students for high school and ultimately college acceptance and success. Working together as teams, students will learn about technology, business, organization, creativity and science through the Charter School's program with a focus on life skills, which can be applied easily to any educational or professional setting. We aim to use the entire curriculum and highlight the natural elements and resources to set the standard academically, as a high achieving, hands on program, while uniquely incorporating an aspect which the District has not implemented previously. Expedition Learning Education, with a focus on the natural elements and resources, will encompass a new, attractive, holistic approach to students and families. The exposure to the natural world, and the expansion of the classroom will not only strive for high achievement and further academic success, but allow a team learning environment to highlight each student's strengths. We want to build this Charter School and learn based on our natural environment. We want our students to walk away with life skills, applicable knowledge, based upon academics.

Pinecrest Expedition Academy will face some unique hurdles due to our low enrollment numbers. At this time, the area is small and has suffered from the lack of an elementary school in close proximity. However, the sizeable interest in the program over the 2018-19 year has proved that the program will likely flourish.

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The location of Pinecrest Expedition Academy is in a community which cares deeply for education, they have and will continue to support our efforts.

We plan to offer both a site based and independent study program. Allowing families increased flexibility for their educational needs. These programs will increase residents in the Pinecrest area. As is also proven, homes in close proximity to elementary schools see an increase in property value. This is an important fact for the Twain Harte School District, this charter school will increase the property tax base and thus the revenue generated for the Twain Harte School District.

FOUNDING GROUP

Heidi Lupo: Heidi is the Director of Operations at Pinecrest Lake Resort, where she manages staff of up to seventy-five people and an annual budget exceeding two million dollars. Additionally, Heidi owns and operates Heidi's Ski Shop in Cold Springs, California. Overseeing her own staff, recreation programs and budget, Heidi has extensive experience in government relations and negotiations, a natural knack for leadership and taking initiative, and a true talent for raising money. Heidi loves the outdoors, has spent her entire life on skis, is a certified paddle boarding and PaddleFit instructor, is a licensed coach with the US Ski and Snowboard Association, and is a member of the National Forest Recreation Association and Tuolumne County Farm Bureau. Heidi has served as the Tuolumne County District 3 Planning Commissioner and a board member on the Summerville Parent Nursery School board as their fundraising chair. Heidi lives in Strawberry, California with her two sons, Carter (4) and Colton (1) and their father, Charlie. Heidi is a graduate of Pinecrest Elementary and Summerville High School. Heidi did her undergraduate work in Political Science and Speech Communication at the University of Nevada, Reno.

Peggy Herndon: Peggy is currently employed by the Waterford Unified School District as the Principal of Waterford High School. Previously she served as their Principal of Alternative Education. Additionally, she is the SART Prevention Coordinator, and develops and implements the district wide safety plan and sits on several committees and councils. Peggy has established a Community Day School, Continuation High School, and an Independent Study Program. She has experience with intervention programs and budgeting. Peggy holds a Clear Administrative Services Credential and Multiple Subject Clear/Liberal Studies CLAD credential. She attended CSU Stanislaus and obtained her M.A. in Education Administration from National University. Peggy has two daughters who are grown and a grandson.

Courtney Sutton: Courtney is currently a Program Technician at Columbia College participating in administrative duties, events, planning and development. Previously she was the Associate Director of New Student and Family Programs at the University of the Pacific. Courtney completed her undergraduate work at Sonoma State in Political Science and received her M.A. in Educational Administration and Leadership from University of the Pacific.

John Cashman: John is a natural born coach and program designer. He is an active in all sports and has developed a career based upon his skiing skills. John is the former head of the National Training Group for the U.S. Ski Team, the former head ski racing coach for Squaw Valley, Bear Valley and Dodge Ridge. John

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and his wife Christy have three children, Jordan, Keely and Noah, all of whom have active and successful careers in ski racing; Keely is a current member of the U.S. Ski Team. John has a strong knowledge of construction and design elements and has trained in avalanche safety and rescue. John is also a graduate of Pinecrest Elementary School (Columbia Union School District) and Sonora High School. He is a licensed level 300 coach with the U.S. Ski and Snowboard Association.

Chucker Twining: Chucker is a life-long resident of Tuolumne County, a real estate broker and avid outdoor enthusiast. Chucker has previously served as a trustee on the Tuolumne County Board of Education for nearly twenty years and the Columbia Union School District for four years. Chucker brings a tremendous amount of business and school governance experience to the board. Chucker and his wife Debi have two grown children and reside in Strawberry.

Ron Berry: Ron recently retired as the General Manager for Tri-Dam Project, overseeing an annual budget of 12 million dollars and a full time staff of 35 employees. Ron has extensive experience in HR, employee and union relations, public retirement systems, government functions and public utilities, contracts, hydro electric operations, water management. Ron has knowledge of facilities, their maintenance, upkeep and construction. Ron has three grown children and several grand children. .

Mike Yaley: Mike is the General Manager of Pinecrest Operations for the California Alumni Association (UC Berkeley), overseeing management of both the Pinecrest Chalet and Lair of the Golden Bear camps. Prior to his current position, Mike held various positions within the alumni association from washing dishes, student staff until eventually reaching a full time, year round position as the food service manager. From there Mike worked his way up through the ranks, taking on more and more responsibility, becoming the facilities manager prior to his current position. Mike has a background in real estate, food service, facilities management and hospitality outside of his Lair experience. Mike has a B.A. degree in History from CSU Chico. He currently lives in Tuolumne County with his wife Quincy, they have three children.

These organizations and individuals bring a strong skill set and represent community outreach. Throughout the operations of Pinecrest Expedition Academy these individuals will help to foster and maintain relationships with mentioned organizations. The organizations offer a great opportunity and will be a large part of the future of Pinecrest Expedition Academy.

CONSULTANTS

Hansberger & Klein, PLC: Hansberger & Klein, PLC (“HK School Law”) is a boutique law firm representing California schools exclusively with extensive experience forming and representing charter school non-profit corporations in all matters including but not limited to a wide variety of litigation and alternative dispute resolution matters for charter schools in all areas of operation, including labor law, employment law, contract and business disputes, tort claims, special education due process hearing and expulsion appeals..

ICON Management: ICON Management will provide back office support and professional development for Pinecrest Expedition Academy.

CCSA: The California Charter School Association will provide resources and consultation for school start up and organization.

ELEMENT 1: EDUCATIONAL PROGRAMS

Governing Law:

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

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, 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.

Element 2(iii) If the proposed charter school will serve high school pupils, 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(b)(5)(A)

Pinecrest Expedition Academy will be an independent charter school, operated as the Pinecrest Expedition Academy, a nonprofit public benefit corporation, located within Twain Harte School District. Pinecrest Expedition Academy shall initially serve approximately 52 students. Pinecrest Expedition Academy will work in partnership with the District to offer a quality alternative educational choice for families and to ensure positive outcomes for students.

LCFF COMPLIANCE

The school will comply will all requirements pursuant to California Education Code and 47605(b) (5) (ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). The school will comply will all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.

MISSION

The mission of the Pinecrest Expedition Academy is to inspire a diverse group of learners to achieve academic excellence while developing a strong sense of character and community. Our goal is to preserve each child’s natural curiosity and love of learning and prepare students for high levels of success. We plan to integrate an outdoor classroom and an immersion into the natural elements for each student.

VISION

PEA will be the most innovative and unique public school in Tuolumne County. Students will work to be problem solvers, active community members, innovative humans and proactive agents of change. PEA will maintain a culture focused on our diversity and connected community outlook. We believe that not all children learn the same way or have the same strengths, challenges and opportunities. We believe that our learning through experience philosophy supports student discovery, academic development, depth of knowledge. Field work expeditions will be an integral part of our program, incorporated into the classroom and based upon State Standards; through the areas of science, math, humanities and arts these expeditions throughout various learning disciplines will allow students to pursue new and existing

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passions, integrating their skills and needs into the excellence of their academic development. Natural elements and resources are a clearly special opportunity for our program, thanks in part to our location, and by integrating this component into the educational program of the Charter School, we believe that the element of discovery and confidence can be expanded, leading to better outcomes in the academic classroom. Taking the lead and examples from other Expedition Learning Education schools, our projects will relate directly to the State Standards, and could include projects such as managing a gold mining operation and evaluating watersheds, bridges and reforestation. We will also seek to include a significant structure for natural resources and fire science, as listed below and outlined in Appendix I.

- Natural Elements programs will include: natural resources management, recreation management, weather and snow science, fire prevention and fire science. This program will be developed in collaboration with area organizations and agencies.
- Interdisciplinary learning expeditions, developed from State Standards, promote learning through authentic experiences, encouraging learning through both critical thinking and social responsibility.
- Small multi-grade classes cultivate a safe environment for individual and collaborative learning and self-discovery.
- High expectations for character and behavior create a positive school culture, shown through physical and emotional safety, accountability, integrity, compassion, and respect.
- Shared school traditions, heritage and celebrations support a sense of belonging within the school community along with personal growth and reflection.
- Assessment through multiple means, including project portfolios, student-led presentations and conferences, along with academic, character reports, and peer review programs hold students, teachers and staff accountable for the highest quality of work while promoting the school culture.
- Exposure to foreign languages and multicultural studies promote tolerance through knowledge and expose broad worldviews while encouraging an appreciation for local and global diversity.
- A school population, reflective of the diversity within our community promotes understanding within cultures and respect for each other's similarities and differences.
- Outdoor activities, physical fitness and visual and performing arts are vital part of students' daily lives.
- Through these ideals, and more we believe that our program will be innovative, structured and provide an environment rich with support, choice and high academic achievement.

TARGET STUDENT POPULATION

The Charter School is open to all students in grades TK-8, who will benefit from an integrated academic program that allows academic achievement and character growth to thrive along with a love of learning and a strong sense of community. The Charter School seeks to target a student seeking a highly academic and unique, small school environment. The Charter School will focus on a hands-on approach to learning, allowing students to learn in and out of the classroom, effectively applying their knowledge. Our natural elements programs will offer students an experience not offered anywhere else. We are integrating the knowledge of specialists and hands-on experience to provide students with a unique and knowledgeable academic experience. The Charter School shall serve students who are seeking a more active educational experience, engaging in both physical activity and real-life experiences, which shape us all.

Since our location will be in the Pinecrest area, we realize that our enrollment will not be large. The Pinecrest area encompasses the communities of Pinecrest, Leland Meadows, Dardanelle and upper 108, Strawberry, Cold Springs, Peter Pam. The Pinecrest area is a recreation based area located within the

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Stanislaus National Forest, housing and commercial development is located on private and public lands. Tourism and recreation are responsible for the entire economy in the immediate area. Anchor businesses/agencies such as Pinecrest Lake Resort and the United States Forest Service employ year round employees in excess of 75, other area businesses and authorized permit holders employ additional employees in excess of 500 annually. The area has struggled since 2012 and the closure of Pinecrest Elementary School, to retain local residents and employees due to the distance to an elementary school. Twain Harte School District currently runs a bus to the Cold Springs area to transport the three to five students who attend Twain Harte down the hill. This is a long journey and bus rides are difficult on kids emotionally. This also puts great distance between the child and their home and family. Making classroom participation and volunteer opportunities at school next to impossible and posing great hurdles in the event there is an emergency or the child needs to be picked up from school.

Currently, elementary school students attend Twain Harte School and other public and private elementary schools elsewhere in Tuolumne County. Those that have transferred out of district to better suit the needs of their families. This need is established due to the proximity of the school to a child's home. Families have sought other schools to establish a closer proximity to emergency contacts and family members able to provide after school care. Other families have transferred out of district and have sought employment at these locations to be able to afford transportation costs to and from school. The signers of this petition represent a majority of students who attend school outside of the district in order to better suit their families needs. These families have signed this petition to establish a reasonable choice for the education of their children. Strengthening their children's academic opportunities, strengthening the community and ultimately increasing the property values of those homes in the area, a benefit for the Twain Harte School District.

Throughout this process we have reached out to members of the community within fifteen miles of the Pinecrest campus. The message is clear, the proximity to an innovate, diverse charter school is much needed. Appendix lists the parent signatures. These signatures represent, over with a desirable interest to enroll in the school. Considering the total enrollment of Twain Harte School was only 254 students in 2018-19, a student population of 52 represents 20% of the total students in the district, desiring to attend PEA.

Based on current projections, the Charter School expects to begin with 52 students in grades TK-8. Students will be instructed in two multi-grade classrooms. Based upon the unique nature, quality and integration of natural elements in the curriculum, we believe we will reach a target student population of 65 students, with three teachers by year 3 of the charter term. One teacher will provide services for Independent Study and Special Education. Projected enrollment and staffing for the charter term are as follows:

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Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten/TK	7	6	7	7	7
1	6	7	7	7	7
2	7	7	8	8	8
3	5	6	8	8	7
4	5	6	7	7	7
5	5	5	7	7	7
6	5	5	7	7	7
7	5	5	7	7	7
8	2	5	7	7	7
Total Enrollment	52	57	65	65	65
<i>Certificated Staff</i>	3	3	3	3	3
<i>Non-certificated Staff</i>	2	2	2	2	2

Please note that these enrollment projections are projecting a relatively slow growth to our enrollment. We are confident that we can reach and exceed target levels by adding new students to each grade level each year. Our goal is to add approximately 5 students per year, but their grade levels may vary as the population in the area is unpredictable at this time, due to the lack of an elementary school in close proximity to the homes and work places of families. We do believe that the population of young children will increase after the establishment of the Pinecrest Expedition Academy. We are also assuming that any TK students would spend one year in TK and a second year in kindergarten.

WHAT IT MEANS TO BE “AN EDUCATED PERSON IN THE 21ST CENTURY”

We can all recognize that the world we live in has changed and will continue to change daily. Our abilities to adapt are crucial, and we must also be able to transform and evolve our abilities to succeed. Through this we know that human intelligence is a magnificent tool, and through the understanding of humans, our behaviors, and our intelligence, we can determine ways to learn effectively and efficiently.

It is the goal of Pinecrest Expedition Academy to foster a love of learning in all students, to carry throughout their lives and academic careers, by applying their knowledge through a wide range of disciplines. Expedition based learning allows young people to explore and apply the big ideas embedded in important cross-disciplinary questions while developing 21st century skills. Pinecrest Expedition Academy students will demonstrate the following skills:

- **Accountability:** Set and meet goals, prioritize, achieve desired outcomes.
- **Inquisitiveness:** Ask questions, discover and engage in active inquiry. Research questions and seek evidence to support/defend or contradict arguments, explanations or lines of reasoning.
- **Problem Solving:** Adapt to the situation and develop multiple solutions and strategies to solve the task at hand.
- **Creativity:** Be original and inventive. Utilize and generate strategies to solve routine and non-routine problems. Apply these methods to both the simple and complex.

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- **Collaboration:** Work with others, use peers and diversity in groups to accomplish common goals, with shared responsibility and recognition for collaborative work.
- **Critical Thinking:** Work and think creatively, on our own and with others to solve problems and be innovative.
- **Communication:** Communicate clearly through varied means and applications.
- **Adaptability:** Possess the ability to be flexible and change or adapt to given situations or problems.

We want to see all students thrive in the ever-changing world. We are committed to the success of our students in these areas. We believe that all children are capable of success when given the proper tools and environment in which to thrive. We believe in the relationship between the school, the home and the community. We recognize the important role that each family plays in the education of their children and want the Charter School to be viewed as a strong ally for each family with the community there to provide additional support.

HOW LEARNING BEST OCCURS

We believe that creating a safe, welcoming and stimulating environment fosters the best learning. This environment should allow children to discover their abilities, interests, and values. By providing a learning program which provides appropriate and desirable experiences, we are nourishing learning. We recognize that all learners can learn, perhaps not all in the same way or from the same source. We believe that all learners possess the innate creative ability which can be developed in a safe and secure environment. Self-expression can flourish through the excitement of exploration. The flexibility is necessary to facilitate the individuality of learners and to evolve and grow along with our world.

We believe that discovery and accountability provide the foundation in the creation of lifelong learning. By allowing for enthusiasm we are nurturing the natural quest for discovery in young children. By connecting learning, drawing correlations from the textbook to real life and real experiences, that is where we create real learning. We build the knowledge and allow learners to self-discover and build their experiences through expeditions. Motivation is invaluable in this process, we believe that the unique approach, along with the integration of natural elements will create learners with personal interests and desires. Students will be taught as individuals; they will be challenged and will understand that the world is theirs to discover and improve. They will learn these skills based on a high academic program in a safe and kind environment.

As an Expedition Learning ("EL") Education school, we are committed to the following ten design principles, as developed by EL Education (<https://eleducation.org/resources/design-principles>):

1. **The Primacy of Self-learning:** Learning happens best through challenges and requisite support. Students discover their abilities, values, passions and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A teacher's primary task is to help students overcome their fear and discover they can achieve their goals.
2. **The Having of Wonderful Ideas:** Teaching in EL Education schools foster curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment and time to make sense of what is observed.
3. **The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their

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- own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is a mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students' mentor younger ones, and students feel physically and emotionally safe.
 5. **Success and Failure:** All students need to be successful if they can build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn obstacles into opportunities.
 6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
 7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
 8. **The Natural World:** A direct and respectful relationship with the natural world refreshed the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn how to become stewards of the earth and of future generations.
 9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
 10. **Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to other. One primary function of an EL Education school is to prepare students with the attitudes and skills to learn from and be of service.

The Design Principles are in many cases closely aligned with a larger value system to which we subscribe: The United Nations Declarations of Human Rights. While not all translate directly to a school setting, they provide the premise for a foundation of values. The following is a simplified version created for young people (available at <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>). The full, unabbreviated document is available from the United Nations.

1. We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. Don't Discriminate. These rights belong to everybody, whatever our differences.
3. The Right to Life. We all have the right to life, and to live in freedom and safety.
4. No Slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.
5. No Torture. Nobody has any right to hurt us or to torture us.
6. You Have Rights No Matter Where You Go. I am a person just like you!
7. We're All Equal Before the Law. The law is the same for everyone. It must treat us all fairly.
8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.
9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. The Right to Trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. We're Always Innocent till Proven Guilty. Nobody should be blamed for doing something until

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- it is proven. When people say we did a bad thing we have the right to show it is not true.
12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
 13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.
 14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
 15. Right to a Nationality. We all have the right to belong to a country.
 16. Marriage and Family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
 17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
 18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
 19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
 20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
 21. The Right to Democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
 22. Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
 23. Workers' Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
 24. The Right to Play. We all have the right to rest from work and to relax.
 25. Food and Shelter for All. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
 26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
 27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
 28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
 29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.
 30. No One Can Take Away Your Human Rights.

CURRICULUM AND INSTRUCTIONAL DESIGN

Pinecrest Expedition Academy will offer a hands-on EL Education curriculum that meets the Common Core State Standards ("CCSS"), New Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science Content Standards, and any other applicable California state standards (hereinafter, collectively "State Standards"). The curriculum will be rigorous and competency based. All projects and assignments and any personalized learning tools will meet standards or be competency based. The goals of EL Education are to foster academic achievement and character growth while instilling a love of learning and sense of community, EL Education has been recognized nationally as an innovative, research-based school improvement model and has been credited with producing high

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performing public charter schools, promoting high achievement through active learning, character growth and teamwork. (See <https://eleducation.org/>).

The EL Education model emphasizes Five Core Practices within its schools (<https://eleducation.org/resources/core-practices-beta-version-2017>); these core practices help frame how we, including Pinecrest Expedition Academy, implement the ten design principles:

1. Curriculum: Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high quality work to authentic audiences beyond the classroom.
2. Instruction: In EL Education schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspective, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
3. Assessment: Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from state testing. Students continually assess and improve the quality of their work using models, reflection, critique, rubrics and work with experts. Standards-based learning targets drive achievement.
4. School Culture and Character: EL Education builds shared beliefs, traditions, and rituals to create a school culture which is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.
5. Leadership: EL Education schools build professional communities that focus on student achievement and continuous improvement. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration

Additional resources and support will be utilized from organizations such as Competency Works to help design and maintain the curriculum and outcome of the program. The premise is to include these Five Core Practice areas into a competency based instruction plan, utilizing project-based learning. As outlined by the Department of Education:

“Competency based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or include online and blended learning, dual enrollment and early college high schools, project based and community-based learning and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to his or her unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.”

The Five Core Practice Area of EL Education easily and directly correlate to the following principals from Competency Works:

1. Students advance upon mastery, not around seat time, age or grade level.
2. Competencies include explicit, measurable, transferable learning objectives that empower students,
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.

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5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

PEA will utilize a project-based learning model, focused on outdoor education and natural resources. This will allow our students to move away from traditional seat time learning. Students will be guided to show their skills, to master them, to meet standards and skills in each area applied. These “progressions” will be clear, they will outline the expected outcome aligning clearly with standards, we will seek to assess and measure student outcome towards these standards. These progressions may include some of the following, course themes and material which assist in developing those these themes, relevant questions, the expected skills students shall master as well as knowledge of the content. Project based learning is ongoing, allowing for short-term and long-term assessments. Teachers will regularly include online tools to assess and verify progress towards outlined standards.

EL Education achieves success in these Five Core Practice areas by providing schools with an extensive professional development program.

PERSONALIZED LEARNING IN A MULTI GRADE CLASSROOM

We believe that each child can learn with a personalized approach, taking ownership of the education and learning approach. We believe that the social and emotional skills paired with academic knowledge will empower them with the skills needed for their future. As outlined by Knowledge Works:

What does Personalized Learning Mean?

Personalized learning means meeting each student at their own level, challenging them with high expectations for academic achievement and growing student agency through:

1. Instruction aligned to rigorous academic standards and social-emotional skills students need to be ready for college, career and life.
2. Customized instruction that allows each student to design learning experiences aligned to his or her own interests.
3. Varied pacing of instruction based on individual student needs, allowing students to accelerate or take additional time based on their level of mastery.
4. Real-time differentiation of instruction, supports and interventions based on data from formative assessments and student feedback to ensure every student remains on track to graduation.
5. Access to clear, transferrable learning objectives and assessment results so students and families understand what is expected for mastery and advancement.

PEA is unique in its design, with regard to the multi grade classroom setting. PEA proposed to apply a personalized learning model for each student. It is widely understood that all students learn at different paces, based on abilities and backgrounds. This intent is to allow the students be in control, while adhering to the rigorous curriculum, based upon the most current State Standards. This approach in a multi grade classroom will allow the teacher to facilitate learning groups based on like abilities and aid in facilitating a positive learning environment. Focusing on abilities rather than just grade level. It is important to recognize that even a single grade classroom can have the same ability spread as a multi grade classroom. Focusing on project-based learning, rooted in personalized learning. Classrooms will be separated by appropriate and relative grade levels in order to best serve and meet State Standards. The following will be instrumental in success.

Staff Support: Creating a clear understanding of the curriculum, which areas, if any, can be combined. Understanding how other staff members can support you and utilizing progressive professional development to be the key block for our teachers..

Balanced Literacy Format: teaching reading and writing lessons as whole, then breaking down into smaller groups, allowing for guided reading, individual conferences, peer groups, meeting the needs of your students individually.

Preparation: provide clear and well-organized information for students and parents at the beginning of the school year, and as needed throughout the year. Be clear about expectations and the curriculum which will be covered.

Resources from Competency Works will be utilized and will focus on maintaining personalized and project-based learning.

The following includes examples of curricula textbooks to be used, but the Charter School retains the right to make changes to these texts as needed for the curriculum.

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum will align with the State Standards. The goal is to develop learners who are effective communicators and are lifelong readers and writers. The curriculum is literature rich. Comprehensive skills, grammar, vocabulary, and dramatization are integrated within the literature program in alignment with the State Standards. Communication skills include speaking and writing and expand into presentation skills, using modern technological tools when appropriate. The English Language Arts area of EL Education is substantial and encourages the use of California Department of Education approved supplemental texts along with the module learning. We will also use the National Geographic Cengage texts, Reach Reading for K-5 and Inside for 6-8.

SOCIAL STUDIES AND COMMUNITY SERVICE STUDIES

Social Studies will be taught in alignment with the State Standards. Students will be encouraged to discover and experience their responsibilities and rights as members of our democratic community. There will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them. EL Education curriculum is based upon project-based learning. This curriculum intends to get students out into their communities to complete projects and to immerse them into their surroundings. Technology will be used to support learning through individual and group discovery and seeking solutions to real-life challenges; it will not be used as the primary mode of delivering instruction. Pinecrest Expedition Academy will provide learners with technological skills aligned with the State Standards. We will use the Pearson Scott Foresman and Prentice Hall, California History Social Science for grades K-5 and the National Geographic World History for grades 6-8.

SCIENCE, TECHNOLOGY AND MATHEMATICS

Students will be taught mathematical concepts and processes in alignment with the State Standards. Experiences that engage students in exploring, conjecturing, justifying and communicating their understanding of mathematical concepts will be used throughout. We will utilize amongst others, the curriculum Pearson Scott Foresman for mathematics in grade K-1, Reasoning Mind Algebra Readiness Program for grades 2-6, Big Ideas Learning for grades 6-8 and/or Big Ideas Algebra. In grades 6-8 for

science, we will use National Geographic Science and texts and supplementary information from the California Education and Environment Initiative. Students will engage in activities that teach them to use mathematics as a tool for reasoning and problem solving in purposeful ways.

Students will be taught science and health in alignment with the State Standards. The science curriculum emphasizes hands-on experimentation, functional knowledge of scientific phenomena, and a working knowledge of the scientific method. Science must take students beyond the factual approach (of reading, reciting, drilling, and testing science) to actual inquiry-based fieldwork with instruments. This process approach lets students experience the excitement of science as well as to better understand facts and concepts. Students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Students will add the integrated science process skills of identifying variables, data tables, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing and implementing investigations.

The emphasis on sense-making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension supports such as explicit content vocabulary development to make the reading accessible. Support will be offered through small group settings.

The Science curriculum will also emphasize development of the investigation and experimentation skills, straddling the State Standards in science with an overall infusion of environmental science. In all grades served, the curriculum will use hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using super ordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

We plan to successfully integrate natural elements and resources into a STEM course within the first year of operation. Using supplementary texts, adopting the curriculum and engaging in teacher professional development to support this integration of subjects in alignment with the State Standards, the Charter School and EL Education philosophy. The natural elements expeditionary learning portion of the program will provide direct, expedition learning experiences built upon the text and supplementary materials. Through video analysis, peer review, exposure to different conditions and weather patterns, physics, and engineering, students will be exposed to a one of a kind experience drawing direct correlations between natural elements and resources and their learning process. This integration will also cross over directly into the language arts program.

INDEPENDENT STUDY (HSP)

The Charter School's educational program will include the enrollment of interested TK-8th grade students into an Independent Study Program, which is comprised of the site-based curriculum. We have named this portion of our program Home Study (HSP) in order to differentiate between the short term and long term independent study offerings. Students in HSP are enrolled students of the Charter School and held to the same degree of standard and expectation as students in the site-based program. This is an added feature of our program to allow flexibility for those families that need it. ISP Students will meet with their teacher on one specified day and time per week. This schedule will be _____

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prepared upon acceptance into the program.

The Charter School will ensure that the HSP students have equal access to the services and resources that they would have received if they were enrolled in the site-based program. HSP students are included in the statewide assessment process and are required to attend the school during testing periods.

The Charter School's program is highly collaborative thus in conflict with the typical Independent Study program; however, the Charter School team has developed a comprehensive Home Study Program that most closely represents the site-based program while still allowing flexibility for families that need such a program.

We have found that our HSP students generally have scheduling conflicts that make regular school attendance difficult however, the majority are able to attend for scheduled events, workshop or abbreviated days, such as elective attendance, PE, or intervention support.

Elements of this program include:

- Regular on-site workshop with a credentialed teacher
- Mathematics
- Literacy
- Arts
- Music
- NGSS aligned, three-dimensional STEAM activities
- Access to free before/after school tutoring with credential teachers
- Field trips related to the area of study
- On-site electives, clubs and PE
- Flexible scheduling with teacher of record
- Ability to participate in all school functions
- Extra-curricular options equivalent to site-based program
- Ability to participate in webcasts/online learning
- Ability to live stream on-site class lessons as needed
- Access to select vendors for enrichment
- Explicit support of networking with other HSP families
- 504 and IEP accommodations, modifications and services
- Access to World Language instruction

As noted above, students who are enrolled into the HSP will have access to extra-curricular programs, flexible workshop schedule, small group instruction, before and/or after-school intervention, field trips, books, and any resources available to site-based students. These services include space at the school site staffed by credentialed personnel, ongoing tutoring on-site and regular scheduled meetings (at least one every twenty (20) school days) to review assignments, standards, and assign new materials.

Parents are provided with materials for lessons that reinforce concepts during these monthly meetings with the teachers. Additionally, workshop options for parents are available to assist them in

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understanding the standards and skills needed and provide ideas and resources to teach new concepts to their children. Parents are provided with information related to community events that promote student growth academically, behaviorally and socially.

HSP students are expected to complete a service learning project as well. The service learning project may be in participation with a group onsite, a group outside of the school, or individually. HSP students, like site-based students, are provided opportunities to present their learning to other students and/or community members as organized by the HSP teacher.

All HSP students participate in the school’s Showcase events and display their work on site.

In addition to complying with all the laws that apply to charter schools in California in general, the Charter School will comply with all specific laws applicable to Independent Study for its Independent Study Program. Education Code § 47612.5 states that a charter school that provides Independent Study will comply with Education Code § 51745 et seq. As such, the provision of education through Independent Study is governed by an Independent Study Board Policy adopted by the Governing Board of the Charter School and implemented in accordance with individual work and master agreements for each student.

Further, the Charter School will adhere to all applicable sections of the Education Code for Independent Study, § 51745 et seq., along with its implementing regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2, and Title 5 California Code of Regulations §11963 - 11963.7 ("SB740"). the Charter School will adhere to the California Code of Regulations related to audit requirements for charter schools, Title 5 California Code of Regulations §19850 - 19854. As laws pertaining to charter schools change, the Charter School reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Trustees.

SCHOOL CALENDAR AND BELL SCHEDULE

Pinecrest Expedition Academy will offer 176 days of instruction and meet the annual instructional minutes requirement in Education Code Section 47612.5(a). PEA will offer at a minimum 36000 instructional minutes in Kindergarten, 50,400 instructional minutes in grades 1-3, 54,000 instructional minutes in grades 4-8 A draft school calendar is attached as Appendix II.

Example of a proposed school schedule, subject to minor modifications:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-8:40	Morning Routine	Morning Routine	Morning Routine	Morning Routine	Expedition/PE**
8:40-9:40	EL Education Module/Crew@	EI Education Module	EL Education Module	EL Education Module	Expedition/PE**
9:40-10:40	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy	Expedition/PE**

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10:40-11:45*	Specials & Read Aloud	Specials & Read Aloud	Specials & Read Aloud	Specials & Read Aloud	Expedition/PE**
11:45-12:45	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Expedition/PE **
12:45-2:15	Math	Math	Math	Math	Expedition/PE **
2:15-2:45	Intervention	Intervention	Intervention	Intervention	Expedition/PE **
2:45-3:25	Science/Social Studies	Science/Social Studies**	Science/Social Studies	Science/Social Studies	Expedition/PE **
3:25-3:40	End of Day Routine	End of Day Routine	End of Day Routine	End of Day Routine	Expedition /PE**

* Kindergarten and Transitional Kindergarten dismissal.

** Physical Education will be incorporated into these areas/times

@ Crew refers to a EL Education program where students and team leaders meet and discuss their school week, curriculum and overall plans. This program allows for open communication among students and promotes a positive school culture.

This proposed schedule will provide 380 instructional minutes per day for grades 1-8, five days per week and 205 minutes per day, five days per week for TK and Kindergarten. The fifth day of the schedule provides ample opportunities for physical education as well as learning expeditions. These expeditions may occur on the campus of Pinecrest Expedition Academy or they may involve off campus work. This time period will be based upon the current curriculum module and CCSS. The expedition day will also provide a great opportunity for the natural elements program to be integrated into the curriculum, allowing for the same instructional minutes as the other four days per week. Both the morning routine and intervention time periods are intended as instructional time periods as well. Independent Study/HSP students will be eligible to attend expedition days.

PLAN FOR STUDENTS WITH DISABILITIES

General Assurances

The Charter School:

- Recognizes its responsibility to enroll and support students with disabilities.
- Pledges to work in cooperation with the Authorizer and/or SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.
- Will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Will comply with AUTHORIZER and SELPA guidelines, and all California laws pertaining to special education students.
- Language is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).
- the specific manner in which special education and related services will be provided and funded shall be set forth in an MOU.

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Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Tuolumne County SELPA and the El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

As an inclusive model school, the Charter School is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with OCDE and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). During any time in which the Charter School operates as a school of the district for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a

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Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the OCDE. The language that follows is not meant to preclude alternative arrangements between the OCDE and the Charter School as agreed upon in the MOU.

SELPA AFFILIATION

The Charter School is an independent Local Education Agency (LEA) member in the Tuolumne County SELPA for purposes of special education, pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an independent LEA pursuant to Education Code Section 47641(a), the Charter School will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

The Charter School will follow policies and procedures of the SELPA and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. the Charter School agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

CHILD FIND

The Charter School understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

The Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or the Charter School staff member may request an initial evaluation at any time to determine if the child is a child with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. the Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

As an independent LEA for special education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. the Charter School shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

REFERRAL FOR ASSESSMENT

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. the Charter School’s internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

As an independent LEA for special education purposes, in the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to

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address the request and shall follow SELPA policies, procedures, and timelines. the Charter School shall respond to a written request for assessment within 15 days.

If the Charter School concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

ASSESSMENT

As an LEA for special education, the Charter School shall be solely responsible for conducting special education assessments deemed necessary and appropriate by the Charter School. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

The Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. the Charter School will be responsible for

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scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

DEVELOPMENT AND IMPLEMENTATION OF IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

As an LEA for special education, the Charter School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).

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- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP REVIEW

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

As an LEA for special education, the Charter School shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

As an independent LEA for special education purposes, the Charter School will offer a comprehensive inclusion program that includes co-teaching, individualized instruction with differentiation for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, the Charter School will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

As an independent LEA for special education purposes, the Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.

For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law.

STAFFING

As an LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. The Charter School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It will be the duty of the Principal to oversee and ensure the following:

- Ensure that all aspects of the IEP are followed;

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- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at the Charter School will also be involved in assuring that all IEPs and 504 plans are properly implemented.

PROFESSIONAL DEVELOPMENT FOR CHARTER SCHOOL STAFF

the Charter School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OCDE and/or SELPA.

As an independent LEA for special education, the Charter School shall seek professional development opportunities for its staff through potential trainings facilitated by the OCDE, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Over a multi-year period, school faculties and administrators are offered a coherent, demanding, and highly regarded program of professional development to implement the model and to realize significant improvement in student learning and character development. Professional Development increases educator's knowledge and enhances their professional skill, deepens educator's capacity to facilitate the learning success of all students. Initially the professional development plan will include:

The focus on helping staff effectively use standards, resources, teaching strategies and assessments. The programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining content knowledge and English language proficiency.

The next professional development step will be to have an understanding of how the curriculum matches up with the standards. The standards do not define how a teacher should teach, however the English Language Arts, listening, speaking, reading and writing should be integrated with each other and across the curriculum provide a process that includes a shared vision of expectations.

Professional development will be implemented on good basic instruction, strategies and lesson design.

PEA will foster an active learning environment that provides teachers an opportunity to plan for implementation of the CCSS. The opportunity for teachers to collaborate and learn from each other focusing on classroom management, teaching English learners and teaching students with disabilities will be provided within the school year.

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Progressive professional development will be a building block for the expertise of our teachers as the year progresses. The school will also be incorporating the 21st century technology standards for all students. The teachers will be given the opportunity to learn the standards and how to implement them into their classroom setting. Professional development will include resources from EL Education and Competency Works as well as needed and will strive to focus on multi grade classroom success.

REPORTING

The Charter School, in collaboration with its SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEP's at the Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. the Charter School will utilize the Notice of Procedural Safeguards used by the OCDE or SELPA in which it is a member.

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. the Charter School will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

DISPUTE RESOLUTION

As an LEA for special education purposes, the Charter School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school. The Charter School may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

COMPLAINT PROCEDURES

Parents or guardians also have the right to file a complaint with OCDE and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

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

The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The Charter School will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. A 504 team shall be assembled by the Lead Teacher and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to the District upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School.

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

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter Pinecrest Expedition Academy Charter Petition 2019

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School staff shall participate in District or SELPA in-service training relating to special education.

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

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

Assessments

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

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Lead Teacher and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of

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all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

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Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("ELs") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The school will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

In addition, if there are over 21 ELL students, provide an assurance that the school will have an ELAC.

Furthermore, for schools planning to receive Title I or III funds: Includes description of how school will monitor reclassified students for four years as required by the ESSA.

Home Language Survey

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The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Pinecrest Expedition Academy will seek to provide students the skills necessary to be successful in their academic careers by providing them with meaningful and authentic opportunities for using English in content-rich, language modified learning situations. English Learners will spend the majority of their time in content-based classes using language modified materials. For example, if the subject of the class is river ecosystems, materials and readings for the English Learner's English comprehension level will be supplied. Also, vocabulary essential to the understanding of the river ecosystems will be emphasized for the students as will any necessary words or phrases used for the understanding of the class content. Expeditionary Learning uses multiple methods to assess the student's mastery of subject content. As described by EL Education, "Our curriculum includes conscious, research-based supports for English language learners, with lesson-level guidance, frequent 'Language Dives' to unpack the structure and meaning of compelling sentences, and 'Conversation Cues' to promote equitable discussions." (<http://openupresources.org/ela-curriculum/>)

Monitoring and Evaluation of Program Effectiveness

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

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.

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- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Our ELD program will meet all federal and state requirements for services to English Learners. Our program addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

PEA intends to offer opportunities for *all* students to seek extra development beyond grade level and extend their work beyond expectations. Personalized project-based learning provides a great vehicle to ensure that students are challenged and thriving through instruction.

Some students will enter the Charter School better prepared or be naturally endowed to learn at a faster pace than the majority of their classmates. Students who are identified as high achievers through web-based diagnostics, classroom report card grades, placement test results, and teacher recommendations will be given opportunities that provide intellectual enrichment and enable them to contribute positively to the Charter School community. Teachers, administrators or parents may request an assessment or additional assessment. For students showing significant performance who are identified as substantially above grade level the Otis-Lennon School Ability Test (OLSAT) will be used for additional designation as gifted. Projects, in particular, offer an excellent vehicle for differentiation because high achieving students can take their projects to more advanced levels. Specifically, high achieving students may be offered such programs as:

- ✓ An honors program within designated classes, with supplemental advanced challenges for students following the honors programs, or as separate honors classes.
- ✓ Development and expertise in specified areas of interest.
- ✓ Concept modeling
- ✓ Problem solving activities
- ✓ Advanced classes offered during or outside school hours.
- ✓ Special projects and assignments.
- ✓ Independent study projects
- ✓ Online courses

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Charter School will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. Teachers will work with their students whether they are performing below grade level through the results of the state assessments, diagnostic assessments administered by the Charter School, or classroom assessments and assignments. The process will identify any student who is struggling to stay or reach grade level requirements. Teachers will continue to use a consistent process to identify students who are struggling to stay at grade level throughout the year.

All students will be assessed at the beginning of each term in the areas of English Language Arts and Math, and an individual evaluation will be completed for each student to assess academic strengths and weakness. This student assessment process will allow staff to identify the learning needs of each student, including those with special needs. Each student, parent/guardian, and teacher will meet to discuss and plan how the student's individual needs will be addressed.

Academically low-achieving students will be monitored with quarterly benchmarks to determine the student's progress. Results and potential interventions will be discussed with parents/guardians, students, and teachers at that time. Students who are identified as low-achieving will have a support plan designed to help them keep pace with class work as well as for remedial skill building, for example, for those students reading far below grade level who need more specialized instruction to catch up. Each student's plan will include some combination of the following interventions and supports listed below:

- ✓ Instructional modification: Instructional activities and materials may be modified to accommodate different learning styles and needs, such as provision of accessible text.
- ✓ Support classes: proposed schedule includes specials, intervention and expedition periods where a student can receive additional support from certificated staff, as needed.
- ✓ Computer-based interventions: the Charter School intends to make use of continually improving academic intervention software for skill remediation, for preparation and/or for support with core class work.
- ✓ If a student is still not achieving at grade-level standards despite consistent participation in the above interventions, a meeting will be conducted with a student's parent/guardian and school.
- ✓ The Charter School may develop additional group intervention classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of 6th grade students need additional math support, the Charter School will offer extra math tutorial sessions during Expedition periods.

LCFF COMPLIANCE

The Charter School will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).

The Charter School will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in **Element 2: Measurable Student Outcomes** for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii). Furthermore, the Charter School will comply with all elements of the

Local Control and Accountability Plan (“LCAP”) as it applies to charter schools and will use any required templates required by the State Board of Education.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES; AND ELEMENT 3: METHODS OF ASSESSMENTS OF STUDENT PROGRESS

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)

Each student, parent/guardian and a Charter School staff member will develop measurable learning results for the student, which will be written and included in the student's file. Progress toward student learning results will be assessed a minimum of two times per year by a teacher. We assure that the school goals are aligned to be student focused and are aligned to state priorities. This will be directly tied to the Local Control Accountability Plan, as it is adopted under the Local Control Funding Formula.

USE AND REPORTING OF DATA

Our SIS will be used as the primary tool for data capture. We are considering PowerSchool and Aeries for our SIS. The systems will be able to record results for all of the tools previously described.

Collection

- Standardized assessment results are available electronically, expediently uploaded by the Lead Teacher or their designee.
- All information pertaining to student goals is input by PEA staff
- All results from assessments given at PEA are input by the staff giving the assessment.

Analysis

- Students, parents and their teacher will review and analyze individual performance, taking into taking into context the results as compared to their learning plan.
- PEA will make every effort to ensure that meetings to analyze data are held at times when parents/guardians can attend.
- PEA staff will analyze data for each student every semester.
- Data will be used to assess and inform teaching strategies, identify needs or additional interventions. Time can be set aside during learning expeditions for meetings as well as throughout the semester.
- The PEA Board of Directors will be directly involved in the review of the data. This process will occur, at minimum twice per year.

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Reporting

- The SIS will be available to all students, parents and guardians at all times to view the data, through a secure web portal. This can be viewed from home, or on designated computers during the daily operating hours of school.
- The school will publish an annual report of the results, in compliance with the Education Code. The annual report will be available for online viewing, provided to all families attending PEA, provided to the Board of Directors and posted at the school.

Communication, which is clear and ongoing will be essential, allowing parents, teachers, students and administrators the ability to collaborate at PEA. It is essential that students and their families have access to the SIS at all times. The school will have designated computers available, during school hours for families who may not have access to a computer. We will make every effort possible to ensure that the SIS is available via mobile device. Families will meet with their teacher no less than once per year, and collaborative projects through learning expeditions will be ongoing, allowing for communication to be consistent and regular. Report cards will be sent out twice per year, Back to School nights will take place twice per year.

In addition to meeting the overall student goals and Expeditionary Learning Benchmarks, Pinecrest Expedition Academy shall meet all statewide standards pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute, in accordance with Education Code 47605(c). Pinecrest Expedition Academy is committed to achieving the following student exit outcomes as measured by California's standardized assessments:

1. Students will meet or exceed the average performance levels of students in schools with similar demographics in the District in English Language Arts and Mathematics as measured by state assessments.
2. PEA will utilize State Summative Assessments, such as, CAASP, CMAs, in subjects as appropriate for Special Education students per IEP specifications and the California English Language Development Test (CELDT or ELPAC), demonstrating students performance towards proficiency, and the CST for science in specified and designated grade levels.
3. PEA will utilize NWEA's MAP assessments at the beginning of the year to help staff understand the baseline level of work, along with areas of strength or weakness.
4. To provide formal assessment of students progress, ensuring their grade level performance is "on track", PEA will utilize the NWEA assessment quarterly.
5. Reading assessments will be administered at the beginning of the school year for grades K-2.
6. Benchmark exams, similar to the CAASPP assessment will be administered quarterly.
7. Ongoing assessments will be provided by student academic software
8. Students will maintain progress toward benchmarks of proficiency in all academic subjects as defined by the Common Core State Standards Teachers will administer and utilize Formative Classroom Assessments through online learning providers.
9. Students will demonstrate continual improvement on state assessment tests.
10. The Charter School will strive to meet or exceed the requirements for renewal.

GOALS, ACTIONS, AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the table below. Each of these goals addresses the unique needs of all students who are expected to attend the Charter School, including numerically significant student subgroups. The metrics associated with these goals will help the Charter School ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall develop and annually update the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update.

The method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which align with the Eight State Priorities identified in Education Code Section 52060(d).</p> <p><u>Local Control and Accountability Plan</u></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers possess a valid CA Teaching Credential with appropriate English learner authorization, as specified by CA Commission on Teacher Credentialing; all teachers appropriately assigned.

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ACTIONS TO ACHIEVE GOAL	Expertise in hiring process, examine credentials and evaluate in annual audit.
MEASURABLE OUTCOME	100% of teachers possess a valid CA Teaching Credential with appropriate English learner authorization, as specified by CA Commission on Teacher Credentialing; all teacher appropriately assigned.
METHODS OF MEASUREMENT	Verification of teacher credentials, initially and annually; using reporting by CA Commission on Teacher Credentialing; CALPADS Report.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have full access to all materials.
ACTIONS TO ACHIEVE GOAL	All CA CCSS aligned instructional materials and texts will be purchased and be fully accessible to all students in the classroom.
MEASURABLE OUTCOME	100% of students will have full access to all materials.
METHODS OF MEASUREMENT	Staff will review all instructional material and tests prior to purchase.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Facilities are regularly maintained, clean and funded.
ACTIONS TO ACHIEVE GOAL	Daily cleaning and inspections by staff. Monthly inspections by designated board member(s) and quarterly inspections by landlord to screen for safety hazards.
MEASURABLE OUTCOME	Any items not in compliance on facility inspection check lists will be in compliance within 90 days of inspection.
METHODS OF MEASUREMENT	Business Development and Operations Coordinator will prepare monthly reports and oversee corrective actions in cooperation with staff, landlord and subcontractors. Annual Facility Inspection Reports.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in ongoing professional development with regard to CCSS and EL Education programs.
ACTIONS TO ACHIEVE GOAL	Teachers will identify and participate in ongoing Professional Development focused on aligning EL Education and CCSS through the EL Education model, project and expedition-based learning.
MEASURABLE OUTCOME	100% of teachers will participate in a minimum of 80 hours of Professional Development training in CCSS.

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METHODS OF MEASUREMENT	Professional Development schedules will show participate by teachers.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	ELs will be enabled to gain academic content knowledge.
ACTIONS TO ACHIEVE GOAL	Monitoring: teacher qualification and use of appropriate instructional strategies based on program design. Reclassification accordingly as required.
MEASURABLE OUTCOME	Students will achieve growth to advance through at least one level per year.
METHODS OF MEASUREMENT	ELPAC assessments. Teacher assessments and annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	ELs will be enabled to gain English language proficiency.
ACTIONS TO ACHIEVE GOAL	Monitoring: teacher qualifications and use of appropriate instructional strategies based on program design. Reclassification accordingly as required.
MEASURABLE OUTCOME	Students will achieve growth to advance through at least one level per year.
METHODS OF MEASUREMENT	ELPAC assessments. Teacher assessments and annual report cards.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain family members of students on governing board and non-profit board. Creation of a site council.
ACTIONS TO ACHIEVE GOAL	Community and staff meet and greet events, social media exposure, board meetings, school events, student led presentations and events.
MEASURABLE OUTCOME	At least one board member is a family member of an enrolled student.
METHODS OF MEASUREMENT	100% of board agendas and packets posted in appropriate time frame. Meetings and events are shared with the community via email, social media and calls. 100% of stakeholders are aware of site council.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parents should be a key part of the education environment.

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ACTIONS TO ACHIEVE GOAL	Include available opportunities in weekly messages sent via email, social media and print. Student led events, presentation and conferences. Year round service opportunities available via email.
MEASURABLE OUTCOME	At least one household representative from each family present at posted events.
METHODS OF MEASUREMENT	Family member attendance rates, based upon sign in sheets.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. California School Dashboard C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	60% of students, grades 3-8 will score "Standards Met" or Standards Exceed" or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Using the EL Education program model and curriculum as a basis and encouragement of full attendance during CAASPP testing window.
MEASURABLE OUTCOME	On an annual basis, a 90% participation rate in the CAASPP statewide assessments, at least 60% of students will score at least "Standards Met" or "Standards Exceeded" in the CAASPP testing in the areas of ELA/Literacy and Mathematics.
METHODS OF MEASUREMENT	Annual review of CAASPP data results; attendance and participation records.
SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups will meet the annual targets or equivalent as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	Classrooms will incorporate testing strategies to prepare students for state standardized testing. Students will be immersed in the CCSS aligned curriculum.

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MEASURABLE OUTCOME	80% of students will meet the annual target or equivalent as mandated by the CA State Board of Education.
METHODS OF MEASUREMENT	Standardized tests, benchmark assessments, CAASPP reports, examples of student work and classroom observation.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) - NOT APPLICABLE	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will show growth per the ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	Receive additional instructional support which includes: strategies and small group work in line with the EL Education curriculum.
MEASURABLE OUTCOME	Achieve at least one grade level of growth per academic year.
METHODS OF MEASUREMENT	CAASPP Statewide assessment.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Qualifying students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	Receive additional instructional support which includes: strategies and small group work in line with the EL Education curriculum.
MEASURABLE OUTCOME	Reclassification as Fluent English Proficient.
METHODS OF MEASUREMENT	CAASPP Statewide assessment.
SUBPRIORITY F – AP EXAM PASSAGE RATE - NOT APPLICABLE	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP - NOT APPLICABLE	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	90% of students will arrive on time and attend classes daily. A 90% ADA rate will be maintained.

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ACTIONS TO ACHIEVE GOAL	By providing a safe, encouraging and exciting learning environment which focuses on the EL Education program, students will look forward to school and expedition learning. We will motivate students to achieve academic success and promote an appreciate of attendance. Staff and families will work together through morning routines and CREW to build and maintain a positive school culture.
MEASURABLE OUTCOME	90% of students will arrive on time and attend classes daily. A 90% ADA rate will be maintained.
METHODS OF MEASUREMENT	Monthly, Quarterly and Annual ADA report; attendance updates to families offered periodically and open communication between staff and families encouraging success through attendance.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than (3) three unexcused absences in the school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of absences.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than (3) three unexcused absences in the school year.
METHODS OF MEASUREMENT	Absence and tardy reports from staff at the end of term, periodic attendance updates to families and open communication between staff and families encouraging success through attendance.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Pinecrest Expedition Academy will have a middle school dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	By providing a safe, encouraging and exciting learning environment which focuses on the EL Education program, students will look forward to school and expedition learning. We will motivate students to achieve academic success and promote an appreciate of attendance. Staff and families will work together through morning routines and CREW to build and maintain a positive school culture.
MEASURABLE OUTCOME	Pinecrest Expedition Academy will have a middle school dropout rate of less than 5%.
METHODS OF MEASUREMENT	Student re-enrollment documentation, as verified in house and CALPADS.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES - NOT APPLICABLE	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES - NOT APPLICABLE	

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STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Pinecrest Expedition Academy will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers and administration will work with families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	On an annual basis, less than 1% of students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS report, discipline incidents will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Pinecrest Expedition Academy will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers and administration will work with families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	On an annual basis, less than 1% of students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS report, discipline incidents will be used as evidence.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	100% of students and staff will be educated and trained on the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all staff will be trained on the school safety plan. School administration will work with the school site council and a safety committee (as needed) to create a survey reaching appropriate stakeholders. Students will regularly participate in fire, earthquake and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of school safety training; students will have monthly fire drill and earthquake/safety drills scheduled throughout the year.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars; the creation of questions used to gather necessary information. Annual safety survey.

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STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including any subgroups will have access to and enroll in our program as outlined in the charter.
ACTIONS TO ACHIEVE GOAL	All academic content area will be available to all students, including any subgroups, at all grade levels.
MEASURABLE OUTCOME	On an annual basis, 100% of students, including any subgroups will have access to enroll in all core and non-core subject content areas.
METHODS OF MEASUREMENT	List of students enrolled, assessment data and report cards.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Pre and post testing, end of unit quizzes, exams. presentations, projects, peer feedback, and teacher feedback. CAASPP, Report Cards.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework and exhibit progress in core subjects.
ACTIONS TO ACHIEVE GOAL	All students will participate in the implementation of CCSS and the EL Education expedition learning curriculum. instructional strategies will include: direct instruction, small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency by advancing one grade/skill level.

METHODS OF MEASUREMENT	Pre and post testing, end of unit quizzes, exams. presentations, projects, peer feedback, and teacher feedback. CAASPP, Report Cards.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	All students will participate in the implementation of CCSS and the EL Education expedition learning curriculum. Instructional strategies will include: direct instruction, small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency by advancing one grade/skill level.
METHODS OF MEASUREMENT	Pre and post testing, end of unit quizzes, exams. presentations, projects, peer feedback, and teacher feedback. Report Cards.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	All students will participate in the implementation of CCSS and the EL Education expedition learning curriculum. instructional strategies will include: direct instruction, small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Pre and post testing, end of unit quizzes, exams. presentations, projects, peer feedback, and teacher feedback. California Science Test, Report Cards.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	All students will participate in the implementation of CCSS and the EL Education expedition learning curriculum. instructional strategies will include: small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Pre and post testing, end of unit quizzes, exams. presentations, projects, peer feedback, and teacher feedback. Report Cards.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.

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ACTIONS TO ACHIEVE GOAL	Instructional strategies will include: K-5: Students will be encouraged to explore motor movement as well as refine affective domain. 6-8: Build upon learned skills and apply them to team sports.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Benchmark/summative assessments, examples of performance, observations, and report cards.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	All students will participate in: Instructional strategies including: direct instruction, small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Benchmark/summative assessments, examples of performance, observations and report cards.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	Students will participate in: EL Education expedition learning curriculum. instructional strategies will include: small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Benchmark/summative assessments, examples of performance, observations and report cards
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	Students will participate in: EL Education expedition learning curriculum. instructional strategies will include: small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Benchmark/summative assessments, examples of performance, observations and report cards
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	

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GOAL TO ACHIEVE SUBPRIORITY	Mastery of grade level competency in core subjects, based on the standards in the California state content framework.
ACTIONS TO ACHIEVE GOAL	Students will participate in: EL Education expedition learning curriculum. instructional strategies will include: small group work, learning expeditions, one to one conferring and collaboration with colleagues.
MEASURABLE OUTCOME	Annually 70% or more students demonstrating proficiency.
METHODS OF MEASUREMENT	Benchmark/summative assessments, examples of performance, observations and report cards

ELEMENT 4: 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 Section 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated as Pinecrest Expedition Academy, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. A copy of the corporation’s Articles of Incorporation and Bylaws are included in the Appendices.

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

Attached, as Appendix III, please find the Pinecrest Expedition Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by the Pinecrest Expedition Academy’s corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no less than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. In the event of a vacancy, Board members will be sought through an application process. The seated board of directors will vote to appoint new board members. A majority of those present will be required to appoint a board member.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been designated and qualified.

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Terms for the initial Board of Directors shall be two (2) seats for a term of one (1) year, two (2) seats for a term of two (2) years, and two (2) seats for a term of three (3) years. The initial Board of Directors is as follows:

<u>Name</u>	<u>Expiration of Term</u>
Peggy Herndon	June 30, 2023
Mike Yaley	June 30, 2020
John Cashman	June 30, 2020
Ron Berry	June 30, 2021
Courtney Sutton	June 30, 2021
Chucker Twining	January 30, 2021

Each of the initial Board members are also a part of the Founding Group of Pinecrest Expedition Academy. A description of their experience and expertise can be found under the "Founding Group" section towards the beginning of the charter petition.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The Lead Teacher shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

Notwithstanding the foregoing, The Charter School will comply with the requirements of Senate Bill 126 (2019) beginning January 1, 2020.

Pinecrest Expedition Academy will hold all meetings at the principal office of the Corporation unless the Board of Directors designates another location in accordance with the bylaws. The Board may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. Meeting agendas will be posted at the Charter School entrance and front office at least seventy-two (72) hours prior to the scheduled meeting.

Special meetings of the Board may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the Board. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting. The party calling the special meeting shall determine the place, date, and time thereof. Notice and agenda of the special meeting shall be posted at least twenty-four (24) hours prior to the special meeting, pursuant to the bylaws.

A schedule of meetings will be posted on the Charter School website and included in the school calendar at the beginning of the school year. Any materials included in the Board packet (exempting those for use in closed session) will be available with the agenda and at the meetings. These items will also be posted on the school website. A calendar of regular meetings, including the dates, locations and times, will be adopted annually and posted on the school's web site. Parents, staff and community members will be

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encouraged to attend board meetings through regular monthly school announcements to parents, staff and the community. The meetings and all operations of the Corporation will comply with the Brown Act, Public Records Act, Political Reform Act, and Government Code Section 1090.

All meetings will be adequately recorded, and minutes will be taken. These minutes or account of proceedings will be taken for the Board and any committees of said Board. All agendas and minutes will be available in the Charter School office and on the Charter School website for a minimum of 12 months. Any person requesting a hard copy of agendas or minutes will be provided one in a timely manner.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Lead Teacher and Business Development and Operations Coordinator of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Lead Teacher or Business Development and Operations Coordinator;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix III. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of

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Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. Brown Act trainings will be available to board members, both Tuolumne County and the Tuolumne County Superintendent of Schools offer annual trainings which will be offered. Additional trainings will be provided by Hansberger and Klein.

Employee Recruitment

PEA intends to use traditional means to recruit for all positions, including the key positions listed below. Using websites such as EdJoin.org, The Union Democrat, mymotherlode.com as well as job outreach programs through colleges and universities as well as their alumni associations. Heidi Lupo will fill the Business Development and Operations position on an interim basis as directed by the Board of Directors. The Pinecrest area is attractive to individuals seeking employment in a non-urban setting. The current cost of living is also drastically less than areas of the Bay Area, while our pay scale is competitive, which will help to keep the opportunities attractive to qualified individuals. Recruitment will be active and will include an ongoing effort to recruit and retain quality individuals for employment.

Lead Teacher

The Lead Teacher will be the leader of the Charter School and will fulfill the administrative role. The Lead Teacher will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Lead Teacher must report directly to the Charter School Board of Directors, and s/he is responsible supervision of all employees in the Charter School.

The Lead Teacher shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;

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- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school facilities;
- Encourage and support teacher professional development;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- Oversee all Independent Study program.
- Testing Coordination
- Manage Special Education

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Business Development and Operations Coordinator

The Business Development and Operations Coordinator would serve as additional administrative support for Pinecrest Expedition Academy by focusing on the development of the Charter School to reach enrollment goals, fundraising, grant writing and maintaining day to day operations. Additionally, this role would oversee the unique aspect of the natural elements and resources element in our program by facilitating the necessary relationships, equipment, structure and scheduling, which is vital to the existence of the Charter School and its natural elements and resources program. The Business Development and Operations Coordinator would work with certificated staff to ensure that the curriculum and State Standards are being met and exceeded while incorporating the unique ideas and components of the Charter School's curriculum.

Additionally, the following duties will be included in the position:

- Ensure the Charter School enacts its mission;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure compliance with all applicable state and federal laws and help secure local grants;

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- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Maintain up-to-date financial records;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Attend meetings with the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District, the County Superintendent of Schools, the State Controller and the California Department of Education.
- Manage day to day operations and facilities.
- Contract and oversee independent fiscal audit.

ADMINISTRATIVE ASSISTANT

PEA will seek to employ an Administrative Assistant. This position will require a high school diploma, a two year degree will be preferred. The qualified individual will have excellent computer and clerical skills, be able to obtain a ServSafe certificate and complete any other required trainings. This individual will be hired to assist with the following duties, additional duties and responsibilities may be assigned.

- Daily secretarial and attendance reporting.
- Assist with food service as needed
- Assist in classrooms as an instructional aide
- Assist with yard duty supervision
- Assist with custodial and janitorial duties.

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Organizational Chart



Parent Involvement in Governance

The Charter School understands that parental involvement in the life of the school is essential to the success of the school. The Charter School has made it a priority in its mission to encourage parent participation throughout the school, including the involvement of parents in instructional programs.

The Charter School believes that parent involvement translates into increased student achievement. The philosophy of the Charter School is to encourage, honor and respect the parent voice.

School/parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents, the school administration, and the school's governing board.

Parents will be encouraged to serve on the School Site Advisory Council (described below7). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed about their students' progress through student led and parent/teacher/student conferences, progress reports, graded report cards, evaluations on portfolio projects, ad hoc meetings and access to a parent portal on our Student Information System. Teachers and administrators will have

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access to electronic mail to facilitate communication with parents who have e-mail accounts.

The school will provide parent workshops and education classes at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

It is anticipated that the School Site Council will be composed of:

- Up to six (6) parents or guardians, and community members, who are not parents, staff or teachers at Pinecrest Expedition Academy;
- Up to four (4) teachers;
- One (1) classified employee
- Lead Teacher or designee

The School Site Council shall provide advice to the Lead Teacher, Business Development and Operations Coordinator and the Governing Board. An annual report shall be provided to the School Site Council, outlining all state assessment results, allowing the School Site Council to play an active role in identifying weaknesses and strengths in the educational program and the Charter School's operations that need to be addressed.

Parents will be encouraged to participate and be active in the Charter School and Pinecrest Expedition Academy, the non-profit public benefit corporation, to provide fundraising and advice to the Board on any and all matters relating to the growth and development of Pinecrest Expedition Academy and its students.

Parents will be encouraged to volunteer at the Charter School. The Charter School office will maintain an active list of volunteer opportunities including:

- Work in the classroom
- Tutoring
- Planning and participation in events
- Natural Elements Program

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- Parent teacher conferences.

No student will be excluded from the Pinecrest Expedition Academy or activities due to the failure of his or her parent or legal guardian to volunteer at the Charter School.

The Charter School will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent's template.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E)

GENERAL ASSURANCES

The Charter School shall ensure that all credentialed staff hold credentials equal to those required by the district as applicable by required by law for Core and College prep courses.

The Charter School shall ensure that teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA.

The Charter School shall not allow discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.

The Charter School is a school of choice and no employee will be forced to work there.

The Charter School shall comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

The Charter School shall comply with all State and federal laws concerning the maintenance and disclosure of employee records.

The Charter School shall comply with all State and federal mandates and legal guidelines relative to ESSA.

QUALIFICATIONS OF SCHOOL EMPLOYEES

Pinecrest Expedition Academy will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each employee at Pinecrest Expedition Academy will meet the state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Governing Board and/or Lead Teacher. No discrimination based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. All employees and contractors must submit to a criminal background check pursuant to

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Education Code Sections 44237 and 45125.1, and all employees and volunteers who have frequent or prolonged contact with students, must have a current tuberculosis risk assessment and examination (if necessary) on file with the Charter School.

Teachers will meet the requirements for employment as stipulated by Education Code Section 47605(l) and ESSA. Teachers will hold a Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers assigned to a TK classroom must have been issued at least one credential by the CTC, and shall, by August 1, 2020, have one of the following:

1. At least 24 units in early childhood education, or childhood development, or both;
2. As determined by Pinecrest Expedition Academy, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1); or
3. A child development permit issued by the CTC.

All teacher credential documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

In order to ensure implementation of the Charter School’s mission and educational philosophy, preference in hiring will be given to teachers who have experience designing and implementing a curriculum aligned to Common Core State Standards.

Core Subject Teachers & Independent Study Teachers: The skills and responsibilities of a core subject teacher in a multi-grade setting program require a unique set of skills and commitment. We will recruit teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the academic classes of mathematics, language arts, science, history/ social studies. In addition to class instruction, Core Subject Teachers will be responsible for overseeing the students’ academic progress from enrollment to graduation, monitoring grading and matriculation decisions as specified in the Charter School’s operation policies. Core Subject Teachers working with English learners must possess a Cross-cultural Language Acquisition Development certificate (“CLAD”) or equivalent and SPED credentials, if appropriate. Pinecrest Expedition Academy seeks to hire non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments.

The key qualifications of a Pinecrest Expedition Academy teacher will be:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught;
- In-depth knowledge of and successful application of current teaching/learning theory to ensure the success of students;
- Belief in the mission that all students will learn and successfully master the content and skills necessary for secondary education;
- Knowledge and experience with integrated, student-driven, project-based instruction and the ability to align curriculum standards and willingness to adopt grading practices that can be used in standards-based grading;

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- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning;
- Knowledge of and successful experience with the unique aspects of multi-grade classrooms strongly preferred;
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others;
- Ability to collaboratively plan instructional units with other teachers and specialists;
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning;
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- Outstanding classroom management skills;
- Strong English language and interpersonal skills to communicate effectively with staff, students, parents, community, private partners and outside agencies;
- The ability to use appropriate communication tools, especially current technologies;
- Willingness to work as a vital part of the Pinecrest Expedition team with parents, students, and community groups to ensure continuous improvement for students, staff and the community as a whole;
- Desire and ability to engage in continuing education, staff development and skill upgrading;
- Enthusiasm for teaching; and
- Positive references from most recent employment and/or college or graduate school

- One Independent Study teacher (at minimum) will also spend 1 day per week providing special education services on campus. Thus the independent study teacher must possess all needed and applicable licensing and credentials for this purpose.

- These additional positions will be added to the first year of operations:

Lead Teacher: Will possess all of the qualifications listed above as well as:
-Administrative credential.

Lead Teacher

The Lead Teacher will be the leader of the Charter School and will fulfill the administrative role. The Lead Teacher will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Lead Teacher must report directly to the Charter School Board of Directors, and s/he is responsible supervision of all employees in the Charter School.

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The Lead Teacher shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school facilities;
- Encourage and support teacher professional development;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- Oversee all Independent Study students. Meeting with students on a weekly basis.
- ☐ Managing Special Education
- ☐ Testing Coordination

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Business Development and Operations Coordinator: Will possess the qualifications necessary to oversee the day to day operations of the Charter School, audits and reports relations with the governing board and non-profit and development of the Charter School in its first year and beyond. This individual will also facilitate the natural elements aspect of the program, its scheduling and leadership. Must have the knowledge and skill set to lead this unique aspect of the program. This position will be actively involved in the growth and development of the Charter School and its programs.

These qualifications should include the following at a minimum:

- Knowledge and experience of budgets, audits and payroll
- Experience and knowledge of facilities, leases and sub-contractors
- Experience and knowledge of current HR practices
- Experience with building maintenance, facility construction, improvement and OSHA regulations.

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- Experience in fundraising, grant writing and charter development.
- Knowledge of employee relations, development and implementation of policies
- Knowledge of contracts, marketing, social media and advertising.
- Good community relations skills and the ability to promote the Charter School and improve enrollment. Bachelor's degree preferred, but not required.
- Strong working knowledge of Intuit software (Quick Books), MS Word, MS Excel, PowerPoint and other applicable programs.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law:

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. . Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Lead Teacher and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The Charter School safety plan shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of Section 32282(a)(2) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1 of every year by the charter school. An early draft of these procedures is attached in the Appendices.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Lead Teacher shall monitor compliance with this policy and report to the governing Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Lead Teacher. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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The Charter School shall comply with all applicable state and federal laws regarding background checks and clearance of all personnel and State and federal laws concerning the maintenance and disclosure of employee records.

Role of Staff to Report Child Abuse

The Charter School adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the FUSD will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

Child Abuse Reporting Procedures

The Charter School’s faculty and staff are mandated child abuse reporters under state and federal law. It is the Charter School’s policy that all employees shall comply with California state law reporting procedures. Reports of suspected child abuse are to be made to an official child protective agency.

Mandated reporters must file reports of suspected child abuse/neglect with any child protective services agency. These agencies include any police department, sheriff’s department, or county welfare department such as the Department of Children and Family Services (DCFS). A report of suspected child abuse is to be made to one agency only. It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

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When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically possible; the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.

The reporting person shall include the following information in the oral report:

- Reporter's full name
- Reporter's business address and telephone number
- Identification as a mandated reporter
- The child's name, address, school, grade, class, and present location if known
- The names, addresses, and telephone numbers of the child's parents/guardians
- The information that gave rise to the reasonable suspicion of child abuse/neglect including the source(s) of that information
- The name, address, telephone number, and other relevant personal information about the person(s) who might have abused the child

During the telephone report, the reporting person should, on the report form:

- Document the date and time the call is made
- Record contact person's name, title, position, I.D./badge number
- Apprise the contact person of the time school is dismissed and how the child goes home (i.e., bus, parent.)
- Ascertain and record (in a personal note) the agency's plan regarding what action will be taken, including when an investigation will be initiated, if the contact person indicates and investigation will occur
- Clarify and record the agency's directive as to what the school should/should not do regarding the reported incident/victim/perpetrator
- Have the contact person read back the report information verbatim

If advised by the contact person that there will be no investigation and/or you are to handle the suspected abuse/neglect administratively, your reporting obligation still requires you to complete and submit the written report on the appropriate form.

Any time a reporter feels it necessary to discuss a situation of possible abuse; the reporter may call the Department of Children and Family Services at 1-800-827-8724 and ask to speak with a child protective services worker.

The contents of Suspected Child Abuse Reports and the identity of the reporter must remain confidential (unless otherwise prescribed by law.) To ensure confidentiality for all parties, no other individual, including clerical and other office staff, may read, type, file or be apprised of reports of suspected child abuse. Reports are to be completed only by the reporter and may be handwritten, printed or typed.

Immunizations and TB Testing

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Records of student immunizations shall be maintained to the extent of enrollment in public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the Pinecrest Expedition Academy Charter Petition 2019

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same extent as would be required if the pupils attended any other public school. Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

No person shall initially be employed by the charter school unless that person has submitted to an examination within the past 60 days to determine that he or she is free of active tuberculosis. Any employees who test negative by a tuberculin skin test or any other test recommended by the CDC shall be required to undergo follow-up tuberculin examinations at least once each four years or more often if the board deems it necessary. If an employee has a documented positive test and has been followed by an x-ray, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care. Any applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having the school district that last employed him/her verify that it has on file a certificate which contains that evidence.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing and Scoliosis

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Suicide Prevention Policy

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The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Immigration Policy

Charter School will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

Feminine Hygiene Products

If required by Ed. Code section 35292.6, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to the requirements of Education Code Section 35292.6.

California Health Youth Act

Assurance that the school will comply with the California Health Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

Human Trafficking

The Charter School shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

Free and Reduced Price Meals

The Charter School shall comply with the requirement to provide each needy pupil with one nutritionally adequate free or reduced price meal during each school day in compliance with Assembly Bill 1871.

The Public School Fair Debt Collection Act mandates that a pupil can never owe or be billed for a debt owed to a charter school.

Student Debts

The Charter School shall not take any negative actions against a pupil because of a debt and will not sell debt to a debt collector.

Mental Health Services

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The charter school will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

Pregnant and Parenting Students

The Charter School shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

Bullying

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other schools its employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

Blood Borne Pathogens

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

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

Drug-, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School shall obtain and maintain an appropriate Certificate of Occupancy prior to the start of school.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a

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comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. Policies can be found in Appendix III.

The Charter School will require all employees to undergo sexual harassment and abusive conduct training as required by California law.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Pinecrest Expedition Academy will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the racial and ethnic balance of the general population residing in the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the District, including materials in languages other than English to appeal to limited English proficient populations;
- Targeted meetings in multiple communities to reach prospective students and parents; meetings will be held at local community gathering places, libraries, preschools, community centers, and churches;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District;
- Flyers and brochures will be distributed District-wide; social media, local newspaper and radio advertising will be used to ensure a diverse population of students learns about the Charter School and applies for admission to the Charter School.
- PEA will strive to meet the demographics of the District

The Charter School will provide a yearly self-evaluation process regarding these processes and make adjustments accordingly.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H)

In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except

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as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

The Charter School shall be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). The Charter School shall adhere to all state and federal laws regarding the minimum age of students.

A charter school shall admit all pupils who wish to attend the charter school and to the extent that space allows.

If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

Each type of preference shall be approved by the chartering authority at a public hearing. The preferences are listed below under Public Random Drawing.

Preferences shall be consistent with federal law, the California Constitution, and Section 200.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents will be clearly notified, on all recruitment materials and through text in their enrollment packet that parental involvement is not a requirement for acceptance to or continues enrollment at the charter school.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies

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only to pupils subject to compulsory full-time education pursuant to Section 48200.

Pinecrest Expedition Academy will actively recruit a diverse student population from families who understand and value the Charter School's mission and are committed to a hands-on active learning environment with academic and behavioral expectations. Students and parents must desire a school in which teachers connect rigorous academic learning, aligned with State Standards, to adventure, service and character development.

Admission to the Charter School will be open to any student who will be in grades TK-8 the following school year. The application for admission will gather basic contact information about the student and parents.

Public Random Drawing

The enrollment period will be set the first year the Charter School is open. The open enrollment deadline for the first school year will be April 15th. Each year thereafter, the deadline for the first enrollment will be the first Friday in March. Pinecrest Expedition Academy will make a public announcement of enrollment deadlines online and in local media, through local advertising and on the applications themselves. Completed applications must be received by the open enrollment deadline(s). An intent to enroll form will only request basic information for the student, an application will be required after the public random lottery. A completed application, completion of the Application for Admission and signing the EL Education Ten Design Principles. Application forms will be available at the school site, on the website and at any information meetings held. Applications will be cataloged based upon the date and time received and marked to that effect.

The Charter School public random drawing process shall be public and transparent, held in a public space large enough to accommodate all interested, and parents do not have to be present to participate.

If the number of students who wish to attend the Pinecrest Expedition Academy exceeds the capacity of the Charter School, a public random drawing (or "lottery") will be used to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. *Pupils currently attending the charter school.*
2. *Pupils who reside in the school district except as provided for in Ed. Code section 47614.5*
3. *Children of Pinecrest Expedition Academy teachers and staff*
4. *Children of the founding group members of the Charter School identified in the initial charter (not to exceed 10% of total students enrolled)*
5. *Siblings of students admitted to or attending Pinecrest Expedition Academy.*
6. *All other applicants*

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

If a lottery is required, it will be a public drawing, held at Pinecrest Expedition Academy. Anyone who submitted an application form will be notified by email, in writing of the date, time and location of the drawing and an explanation of the lottery process. The lottery will be held after the first open enrollment

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period, in March or April.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Families of students who are selected for or drawn for admission will be notified by email and will have fourteen (14) calendar days to accept admission and complete their enrollment package, which shall include the following:

1. Student enrollment form
2. Proof of immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

The enrollment package will be considered a parent/guardian's intent to enroll their child in Pinecrest Expedition Academy. If an admitted child does not complete the enrollment package within the fourteen (14) day period, their spot will be given to the next student on the waiting list. Throughout the year, the waiting list will be used to fill any vacant spots in the Pinecrest Expedition Academy.

If spaces open up for students on the waiting list, families will be notified by both phone and email of the opening, and the family will have seven (7) calendar days to accept by complete their enrollment package; if they do not, they will be removed from the wait list and the next spot will be notified, and so on. The waiting list will be kept in a locked and secure location. The waiting list will be used for that school year only and will not carry over from year to year. A new list will start at the completion of the application period, as needed.

A fair and neutral lottery is the intent of the Pinecrest Expedition Academy. In order to achieve fairness, a neutral party will act as the proctor for this event. This party will have no children enrolled in the Charter School or on the waiting list at Pinecrest Expedition Academy, and will not have a relative enrolled or wishing to enroll in the Charter School.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

On a daily basis, the Charter School Business Development and Operations Coordinator will seek to employ a system of internal controls intended to maintain a healthy, transparent, controlled and functioning accounting practice. The Board will seek oversight and advice from the back office provider, ICON School Management Services. The board will direct the Business Operations Director to contract and oversee the independent audit.

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The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

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

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The audit should seek to evaluate the daily financial and record keeping operations of the Pinecrest Expedition Academy. Data can be submitted to the District to meet the requirements of the District and State outside of the audit periods.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Lead Teacher, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. Should deficiencies occur in said audit, the audit will be evaluated with the auditor prior to the completion of the audit report. The Lead Teacher, Business Development and Operations Director and the Board will be actively involved in the audit. For the first year of operations, the fiscal officer will be the Business Development and Operations Coordinator, assisted by ICON Management, the Charter School's back office provider. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The results of the audit, including exceptions and deficiencies will be submitted in a final report to the District. In order to resolve any deficiencies, the Board and Pinecrest Expedition Academy will work with the District to resolve these matters in a mutually agreeable timeline, in order to meet the requirements of the District, the County, CDE and State Controller.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

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(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 his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Education Code Section 47605(b)(5)(J)

Pinecrest Expedition Academy subscribes to positive discipline practices and maintains a comprehensive set of behavioral expectations. Students will not be suspended or expelled for academic failure, but only for actions outlined in the suspension and expulsion policy. Suspension and expulsion policies will be printed and distributed as part of the Student-Parent Handbook. This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with the same rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student-Parent Handbook and will clearly describe discipline expectations. The Student-Parent Handbook will be reviewed and updated, as necessary, annually and distributed to all parents prior to the start of the school year. Any other student discipline policies and procedures developed by the Charter School in addition to these suspension and expulsion policies shall be approved by the Board and distributed to each student/parent as part of the Student-Parent Handbook, which shall be developed upon charter approval.

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Pinecrest Expedition Academy intends to implement positive discipline. Positive discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, revoking privileges, using alternative educational environments, and suspending and expelling students.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be also advised of all policies and procedures of the Charter School upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the Charter School office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS:

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

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code Section 243.4.

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- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or students(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ii. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her

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- age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- iii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iv. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - v. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but

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not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Lead Teacher or designee's concurrence
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Lead Teacher or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code Section 243.4.

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- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or students(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her

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- age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but

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not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Lead Teacher or designee's concurrence
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Lead Teacher or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. SUSPENSION PROCEDURE:

Subject to the requirements of Ed. Code section 47605(b)(5)(J), (i) for suspensions of fewer than 10 days, the Charter School shall 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 his or her side of the story. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall provide both of the following: a) a timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights; and, b) 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.

Suspensions shall be initiated according to the following procedures:

1. Conference:

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Suspension shall be preceded, if possible, by a conference conducted by the Lead Teacher or Lead Teacher's designee with the student and his or her parent/guardian, and whenever practicable, the teacher, supervisor or Charter School employee who referred the student to the Lead Teacher or designee.

The conference may be omitted if the Lead Teacher or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, a Charter School administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, and the date of return following the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Lead Teacher or Lead Teacher's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Lead Teacher or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are
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entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least one member who is certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. Additional staff will be assigned by the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. EXPULSION PROCEDURES

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Lead Teacher or designee determines that the pupil committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a

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determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

I. WRITTEN NOTICE TO EXPEL

The Lead Teacher or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Lead Teacher or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. DISCIPLINARY RECORDS

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The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Lead Teacher or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Lead Teacher or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this

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change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/ 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Lead Teacher or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7) (D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

1. The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
2. The parent/guardian has requested a special education evaluation of the child.
3. The student is in the process of being assessed for special education.
4. The student has a section 504 plan.
5. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: 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 Section 47605(b)(5)(K)

Certificated employees at the Charter School shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated full-time staff shall participate in the Public Employees' Retirement System ("PERS") and federal social security. The Lead Teacher shall be responsible for ensuring that appropriate arrangements for retirement coverage are made.

In accordance with Education Code Section 47611.3, the District or County shall create any reports required by STRS and PERS, and shall submit the required reports on behalf of the Charter School. At the District or County's request, the Charter School shall pay the District or County for the actual costs of such services.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The intent of the dispute resolution process is to clarify roles and responsibilities and ensure a fair and timely process for resolving disputes. Should any section of this element pertaining to resolving disputes be in conflict to district policies or desired protocols, then the Charter School is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

DISPUTES BETWEEN PINECREST EXPEDITION ACADEMY AND THE DISTRICT:

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Pinecrest Expedition Academy and the District, Pinecrest Expedition Academy staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Lead Teacher, or their respective designees. The written format may be a letter or other appropriately titled Memorandum memorializing the nature of the dispute(s) and issue(s). In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Lead Teacher and the Superintendent, or their respective designees, shall informally meet and confer within five (5) days of the date of the written dispute statement to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Lead Teacher, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Lead Teacher, or their respective designees, shall meet to jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. Neither party shall make any public comments regarding the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Lead Teacher, or their respective designees. The Superintendent and Lead Teacher shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Pinecrest Expedition Academy Charter Petition 2019

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District and the Charter School.

INTERNAL DISPUTES

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly forward all complaints or disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine disposition of assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

Closure of Pinecrest Expedition Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities ("Authorized Closer").

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

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. All academic reporting required to be completed by the Charter School shall be completed upon closure.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the Authorized Closer.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and

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maintained by the Authorized Closer in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent final audit completed within six months after closure. See 5 CCR 11962(f). The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33 and all other required reporting.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof, including the Tuolumne County Superintendent of Schools Office. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all debts and liabilities arising from the operation of the Charter School.

As the Charter School is operated as a California nonprofit public benefit corporation should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix IV, the Charter School will ensure that its reserve fund includes sufficient monies to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

BUDGETS AND FINANCIAL STATEMENTS

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

Attached, as Appendix IV, please find the following documents:

- Budget narrative
- A projected first year budget, including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

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The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

INSURANCE

The Charter School shall acquire and finance Commercial General Liability, fire liability, Worker's Compensation Insurance, Employer's Liability Coverage, Commercial Auto Liability, including owned, leased, hired and non-owned, errors and omissions, Fidelity bond, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability Coverage. and any other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

FACILITIES

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

Pinecrest Expedition Academy will be located at 30433 Old Strawberry Road, Pinecrest, CA, 95364. This building is owned by the Pinecrest Permittees Association and will be leased to the Pinecrest Expedition Academy. This facility is the former site of Pinecrest Elementary School. The building is 6,850 sq. ft, provides three classrooms, administrative offices, staff lounge, commercial kitchen a cafeteria/multipurpose room, a play structure, handicap access, a black top playground and field space. The building has an up to date HVAC system, alarm system, fire and Ansel system. The building does not contain asbestos. The building is regularly inspected and maintained and can and will meet all local codes and obtain any and all permits required.

The Charter School will have full access to this facility. Attached as Appendix V is a letter from Pinecrest Permittees Association to provide reasonable assurance that it will lease this above-described facility to Pinecrest Expedition Academy Charter Petition 2019

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the Charter School upon approval of its charter petition.

If for any reason this facility is to become unavailable, we would seek to relocate the Charter School to another location in the Pinecrest area. The intent is to maintain a location east of the Little Sweden, Long Barn area.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school, and upon the school district. Education Code Section 47605(g).

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

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

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

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

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

TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law. Parents/guardians are responsible for arranging all necessary transportation for their students to and from events, expeditions or otherwise.

In the event transportation is contracted, all contractors would be required to provide adequate insurance agreeable to the Charter School and the District.

OVERSIGHT, REPORTING, REVOCATION AND RENEWAL

The District may inspect or observe any part of Pinecrest Expedition Academy at any time. If the District
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believes it has cause to revoke this charter, it will comply with Education Code Section 47607 and all its implementing regulations. The Charter School agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records. The District agrees to receive and review the annual fiscal and programming audit, annual performance report, and annual Student Population Committee Report.

CHARTER REVISION PROCESS

The process to revise the Charter will be as follows:

- a) Ideas for change originate anywhere
- b) Recommendations come to the governing board from one of its directors or a staff member for consideration.
- c) The governing board will consider and make a decision based on a consensus for the following: additions, deletions and/or modifications to the Charter.
- d) Material revisions will be completed in accordance with Education Code Section 47607(a).

We intend for this process to allow a consistent and open flow of communications regarding the Charter and allow for a responsive process.

DAILY OPERATIONS

Handbooks will be created for academic and extra-curricular programs offered by the Charter School. The handbooks will include any and all necessary information for daily operations. The procedures and processes included in these handbooks will be updated as needed and reviewed regularly by Pinecrest Expedition Academy Staff. Program Evaluations will be completed by parents, students and staff of the Pinecrest Expedition Academy.

CHARTER SCHOOL CONTACT INFORMATION

The contact information for the Charter School is as follows:

Pinecrest Expedition Academy
Attn: Heidi Lupo
P.O. Box 1218
Pinecrest, CA 95364

Phone: (209) 985-3044
E-mail: pinecrestexpeditionacademy@gmail.com

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CONCLUSION

By approving this charter for the establishment Pinecrest Expedition Academy, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School petitioners pledge to work cooperatively with the District to answer any concerns concerning this Charter and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2020 to June 30, 2025 and to begin operation in August 2020.

