

Pinecrest Expedition Academy

Charter Petition

Submitted to the Twain Harte School District
February 27, 2018

Rec'd
M
A-37-18
10:59
KJ

Table of Contents:

Affirmations and Assurances	4
Introduction	7
Founding Group	8
Element 1: Educational Programs	10
Mission	10
Vision	10
Target Student Population	11
What it Means to be an Educated Person in the 21st Century	12
How Learning Best Occurs	13
Curriculum and Instructional Design	15
Plan for Students with Disabilities	19
English Learners	24
Plan for Students who are Academically High Achieving	26
Plan for Students who are Academically Low-Achieving	27
Charter School Goals and Actions to Achieve the Eight State Priorities	27
Element 2: Measurable Student Outcomes	29
Element 3: Methods of Assessment of Student Progress	29
Element 4: Governance Structure	41
Element 5: Employee Qualifications	47
Element 6: Health and Safety Procedures	50
Element 7: Racial and Ethnic Balance	53
Element 8: Admission Policies and Procedures	54
Element 9: Annual Financial Audits	56
Element 10: Suspensions and Expulsions	58
Element 11: Retirement Systems	75
Element 12: Public School Attendance Alternatives	76
Element 13: Employee Return Rights	77
Element 14: Dispute Resolution	78
Element 15: School Closure Procedures	80

Miscellaneous Charter Provisions	82
Conclusion	86

Appendices

Appendix I:	Natural Resources Programs
Appendix II:	Draft School Calendar
Appendix III:	Pinecrest Expedition Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code
Appendix IV:	Budget and Financial Documents
Appendix V:	Letter from Pinecrest Permittees Association
Appendix VI:	Letters of Support
Appendix VII:	Parent Signatures
Appendix VIII:	Board Member Signed Statement and Contact Information
Appendix IX:	Supplemental Curriculum Information from EL Education

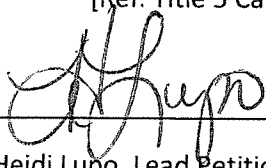
AFFIRMATIONS AND DECLARATION

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:

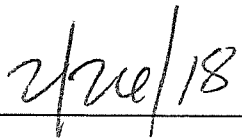
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education 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 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.

- 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 Ralph M. Brown Act and the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act ("FERPA").

- The Charter School shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]



Heidi Lupo, Lead Petitioner



Date

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.

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, Pinecrest School Club, a non-profit public benefit corporation and the sole statutory member of Pinecrest

Expedition Academy, the nonprofit corporation operating as the Charter School, has continued to fundraise, resulting in a situation where we are able to fundraise with an expanded base of residents (seasonal and tourism based), thus allowing us to supplement the budget as needed and increase the Charter School's reserve funds. Our existing fundraising programs are successful and sustainable and the slate of expanded programs will prove our strength as a Charter School and a community. Thus, we strongly expect that the Charter School will thrive in Twain Harte School District.

Pinecrest Expedition Academy will enjoy support from Pinecrest School Club, a non-profit organization offering support to educational programs for several decades. Pinecrest School Club owns and operates several annual fundraisers in the Pinecrest area, such as the Pinecrest Run and Pinecrest Invitational Ski Race. These fundraisers as well as the integral community support from Pinecrest School Club are invaluable to the expected success of the Pinecrest Expedition Academy. Pinecrest School Club has a strong membership of parents, grandparents and community members, focused on the support of education and subsequent programs.

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 is currently 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 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

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.

Jamie Anderson: Jamie has a love for teaching and the outdoors. She has a strong knowledge of elementary school curriculum and a great skill set for elementary teaching. Jamie has worked in various schools as a teacher, tutor and substitute teacher. Her passion for organization and education radiates through her demeanor. Jamie studied elementary education at New Mexico State University, Las Cruces and holds a California Multiple Subject Teaching Credential.

Ron Berry: Ron is 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. Ron has knowledge of facilities, their maintenance, upkeep and construction. Ron has three grown children and is a full time resident of Strawberry, California.

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.

CONSULTANTS

The Law Offices of Young, Minney & Corr, LLP: YM&C is proud to be California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, we represent more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation. Young, Minney & Corr's team of charter law experts is committed to providing clients with the highest quality legal services. Our attorneys abide by strict standards of practice to ensure consistent, superior service. YM&C attorneys emphasize a preventative approach to the law, helping our clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational challenges.

SavantCo Education: SavantCo Education will provide back office support and professional development for Pinecrest Expedition Academy.

ELEMENT 1: EDUCATIONAL PROGRAMS

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

Governing Law: 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. Education Code Section 47605(b)(5)(A)(ii)

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 25 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.

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

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; these expeditions throughout various learning disciplines will allow students to pursue new and existing 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. Based on current projections, the Charter School expects to begin with 25 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 100 students, with four teachers by year 5 of the charter term. Projected enrollment and staffing for the charter term are as follows:

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten/TK	4	5	7	9	11
1	3	4	7	9	11
2	3	4	8	9	11

3	3	5	8	10	11
4	3	5	7	10	11
5	3	5	7	9	11
6	3	5	7	9	12
7	3	5	7	9	12
8		3	7	9	10
Total Enrollment	25	41	65	83	100
<i>Certificated Staff</i>	2	2	3	3	4
<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 15-18 students per year, but their grade levels may vary as the population in the area is unpredictable at this time. 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.
- **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 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 refreshes 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 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 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 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.

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

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). 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@	EL Education Module	EL Education Module	EL Education Module	Expedition/PE**
9:40-10:40	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy	Expedition/PE**
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.

PLAN FOR STUDENTS WITH DISABILITIES

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.

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 Charter School.

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.

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

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.

Home Language Survey

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.
- 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

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. 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
- ✓ 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. 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.

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 a year by a teacher.

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. Students will maintain progress toward benchmarks of proficiency in all academic subjects as defined by the Common Core State Standards.
3. Students will demonstrate continual improvement on state assessment tests.
4. 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>	
<p><u>STATE PRIORITY #1 — BASIC SERVICES</u></p> <p><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></p>	
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.
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.
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.
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. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>California School Dashboard</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>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)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>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</i> 	
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.
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	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <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.
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	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
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.
<u>STATE PRIORITY #7— COURSE ACCESS</u> <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> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> 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))	

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.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<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.
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)	
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.

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.

Pinecrest School Club

Pinecrest School Club ("PSC"), a California non-profit public benefit corporation, shall be the sole statutory member of Pinecrest Expedition Academy, as the term "member" is defined in Section 5056 of the California Corporations Code. Pursuant to the Corporations Code, PSC has the right to vote on, among other rights: (1) the election of the Charter School's Directors; (2) filling vacancies on the Charter School's Board of Directors; (3) removal of the Charter School's Directors; and (4) the disposition of all or substantially all of the Corporation's assets.

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 upon approval of the Sole Statutory 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.

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>
Jamie Anderson	June 30, 2019
Peggy Herndon	June 30, 2019
Mike Yaley	June 30, 2020
John Cashman	June 30, 2020
Ron Berry	June 30, 2021
Courtney Sutton	June 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

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. 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 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.

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;
- 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.

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;
- 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.

Parent Involvement in Governance

Pinecrest Expeditionary Academy will utilize and implement a School Site Council, intended to serve as an academic advisory council to ensure the collaboration and ongoing consultation with parents and teachers about the educational programs and operations of the Pinecrest Expedition Academy.

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.

Other Opportunities for Parent Involvement

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
- 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.

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)

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. All employees and contractors must submit to a criminal background check pursuant to 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(I). 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: 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.

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;
- 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

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.

Business Development and Operations Coordinator: Will possess the qualifications necessary to oversee the operations of the Charter School, 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.
- 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.

PROFESSIONAL DEVELOPMENT

Professional Development will be a key to our success. We will integrate professional preparation periods into our school schedule and prepare an annual planning session prior to the start of the new school year. Additionally, we will likely seek support from the experts in EL Education and at Savant Co, to offer training, expertise and consultation to our budding program.

We believe that we must constantly seek new goals and reach new heights in order to succeed.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. 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 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.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

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

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.

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.

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 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.

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.

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)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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). 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.

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. *Children of Pinecrest Expedition Academy teachers and staff*

2. *Children of the founding group members of the Charter School identified in the initial charter (not to exceed 10% of total students enrolled)*
3. *Siblings of students admitted to or attending Pinecrest Expedition Academy.*
4. *Residents of the District*
5. *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 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, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605(b)(5)(I)

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, SavantCo Education.

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 SavantCo Education, 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:

(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. 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.

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.

- 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

- 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

- 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.

- 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

- 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 school site, 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

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:

Suspensions shall be initiated according to the following procedures:

1. **Conference:**

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 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 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

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 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.

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 as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent 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.

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. 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. 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 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.

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 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. 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 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 utilize the reserve fund 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.

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 general liability, workers' compensation, and 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. 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 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 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

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, 2018 to June 30, 2023 and to begin operation in August 2018.

Appendix I:

Natural Resources Programs

Natural Elements Integration

EL Education is based upon a collaborative, project based learning environment, focused on hands on activities. We would like to pursue this using the area's natural resources and active needs. For the Pinecrest area the proximity to National Forest Lands is a key part. We plan to develop learning projects, based upon State Standards, to allow students to be exposed to active, hands on learning and problem solving techniques. This program will allow and encourage collaboration from area agencies and organizations. These projects will be led by students and will be developed for age appropriate levels. Each Crew will have different responsibilities for the projects. A key component of the EL Education program is Crew, allowing for the combination of age and grade levels to work in small groups. This collaborative effort allows for increased communication skills, shared knowledge and abilities. While projects will evolve with time, some of the following partners and projects will be included initially.

Natural Resources Management: manage, develop, maintain and lead tours on area forest interpretive trails, through the use of private and public lands. A program will be developed with area businesses and land owners as well as the United States Forest Service. This program will allow students to develop plans for the rehabilitation, maintenance, funding, and interpretive work for area trails. They will implement their plans, prepare, arrange and be involved in the physical work and eventually lead area visitors on tours of the trails. This project will work closely with PEA staff and USFS Summit Ranger District staff.

Fire Prevention and Fire Sciences: Working with the Strawberry Fire District students will develop fire prevention programs for the area. These programs will be student led and will encourage evaluation of forest fuels, their management, fire prevention, evaluation and education. Working with Strawberry Fire District staff, fire fighters and board members, students will lead the projects to educate members of the public and build skills to prepare them for post secondary programs in Forestry, Agriculture and Fire Science.

Weather and Snow Science: Through the development of a weather station and snow lab, students will track, evaluate and study weather and snow. This program will include a study of avalanches, their science, prevention and safety. This program will utilize industry professionals and supplemental texts.

Recreation: Tuolumne County has become a recreation hot spot, the evaluation of this business, its impacts, fiscally and environmentally are a crucial part of its survival. Working with the Summit Ranger District, students will be exposed to land use options, criteria and processes. This component will address policies, including CEQA and NEPA and their affect on recreation users and business owners. This program will utilize the area businesses, including Pinecrest Lake Resort.

We anticipate expanding our collaborative efforts to include other local businesses, agencies and non-profit organizations.



STRAWBERRY FIRE PROTECTION DISTRICT

Strawberry Volunteer Fire Department

PO BOX 1185, PINECREST, CA 95364

strawberryfire85@gmail.com

PH 209.965.3513



February 18, 2018

Heidi Lupo
Pinecrest Expedition Academy
PO BOX 1218
Pinecrest, CA 95364

RE: Collaborative Curriculum

Dear Heidi:

The Strawberry Fire Protection District would be pleased to have a collaborative effort with the students and staff of the proposed Pinecrest Expedition Academy.

We would be happy to develop options for your students to lead programs geared to community education and evaluation for Fire Prevention in our area. This collaborative curriculum could encourage students and others to enter into the study of Fire Science. Community events and education symposiums, created by and led by your students with consultation and guidance from our District would be welcome and we look forward to the many opportunities this relationship could open up for the Pinecrest Expedition Academy, The Strawberry Fire District as well as the area property owners, residents and visitors.

We look forward to working with you in the near future.

Respectfully submitted,
Dee Martin
SFPD Board President
Strawberryfire85@gmail.com
209-965-3513

Appendix II:

Draft School Calendar

The following is a draft school calendar for the 2018/19 school year. Minor modifications may be made.

School Starts	Labor Day	Veterans Day	Thanksgiving Break	Winter Recess	MLK JR Day	President's Day Holidays	Spring Recess	Memorial Day	Mid-Year Non-Student Day(s)	Last Day
8/21	9/3	11/12	11/19-11/23	12/17-1/2	1/21	2/11-2/18	4/15-4/19	5/27	4/22	6/6

Appendix III:
Articles of Incorporation, Bylaws, and
Conflict of Interest Code

4102201

ARTICLES OF INCORPORATION
OF
PINECREST EXPEDITION ACADEMY

FILED *em*
Secretary of State
State of California *VM*

JAN 22 2018

lcc

I.

The name of the Corporation shall be Pinecrest Expedition Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Heidi Lupo
30433 Old Strawberry Road
Pinecrest, CA 95364

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

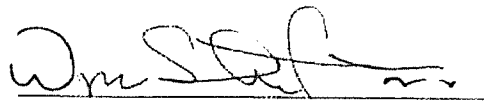
VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is: 30433 Old Strawberry Road, Pinecrest, CA 95364. The initial mailing address of the Corporation is: P.O. Box 1218, Pinecrest, CA 95364.

Dated: January 18, 2018


Wayne Strumpfer, Incorporator



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

JAN 22 2018

Date: KM

Alex Padilla

ALEX PADILLA, Secretary of State

**BYLAWS
OF
PINECREST EXPEDITION ACADEMY**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Pinecrest Expedition Academy.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 30433 Old Strawberry Road, Pinecrest, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the Pinecrest Expedition Academy ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI MEMBERSHIP

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Pinecrest School Club shall be the sole statutory member of this Corporation (the “Statutory Member”) as the term “member” is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one

location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors upon approval of the Sole Statutory Member.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three years and until a successor director has been designated and qualified. 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 shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Jamie Anderson	June 30, 2019
Peggy Herndon	June 30, 2019
Mike Yaley	June 30, 2020
John Cashman	June 30, 2020
Ron Berry	June 30, 2021
Courtney Sutton	June 30, 2021

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor upon approval of the Sole Statutory Member to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors upon approval of the Sole Statutory Member at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled, upon approval of the Sole Statutory Member, by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person

giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special

meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is

elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the Business Development and Operations Coordinator and shall be the operations manager of the Corporation and shall, along with the Lead Teacher, supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

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

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance

of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board

of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report

to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Pinecrest Expedition Academy, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

PINECREST EXPEDITION ACADEMY, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Pinecrest Expedition Academy, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Pinecrest Expedition Academy, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Lead Teacher	1, 2
Business Development and Operations Coordinator	1, 2
Business Manager/CFO	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B
Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a Pinecrest Expedition Academy charter school, or
 - of any facility utilized by Pinecrest Expedition Academy charter schools, or
 - of a proposed site for a Pinecrest Expedition Academy facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Pinecrest Expedition Academy.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix IV:

Budget and Financial Documents

BUDGET REPORT ASSUMPTIONS	2018-19	2019-20	2020-21	2021-22	2022-23
Projected Enrollment					
Grades K-3	13	17	23	27	45
Grades 4-6	9	15	28	28	33
Grades 7-8	3	8	14	18	22
Total Enrollment	25	40	65	73	100
Percent Change Over Prior Year	--	60.00%	62.50%	12.31%	150.00%
Projected P-2 ADA					
Grades K-3	12.48	16.32	22.08	25.92	43.20
Grades 4-6	8.64	14.40	26.88	26.88	31.68
Grades 7-8	2.88	7.68	13.44	17.28	21.12
Total ADA	24.00	38.40	62.40	70.08	96.00
Percent Change Over Prior Year	--	60.00%	62.50%	12.31%	150.00%
ADA to Enrollment Ratio	0.96	0.96	0.96	0.96	0.96
Revenue Funding Rates (Per ADA)					
Mandated Cost Reimbursement	15.90	15.90	15.90	15.90	15.90
Lottery (Prop 20)	48	48	48	48	48
Lottery (Non-Prop 20)	146	146	146	146	146
Other Major Revenue Assumptions	None				
Staffing					
Number of Teachers (FTE)	2.00	2.00	3.00	3.00	4.00
Average Teacher Cost (Salary and Benefits)	60,326	63,124	62,710	65,264	64,847
Health and Welfare Cost per Employee	4,800	5,040	5,292	5,556	5,843
Classroom Staffing Ratio					
Students per FTE	12.50	20.00	21.67	24.33	25.00
Benefits					
CalSTRS Employer Rate	16.28%	18.13%	19.10%	*20.25%	*20.25%
Facilities					
Rent/Lease	36,000	60,000	72,000	84,000	96,000
Utilities	9,000	15,000	18,000	21,000	24,000
Repairs	7,200	7,344	7,491	7,641	7,794
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	2,580	4,128	6,709	7,534	10,321
Other Major Expenditure Assumptions	None				

* CalSTRS does not release the rate for these years, and used the highest rate provided by CalSTRS.

Pinecrest Expedition Academy

Enrollment & ADA Projections

Enrollment						RATE					
						Average Daily Attendance					
	2018-19	2019-20	2020-21	2021-22	2022-23		2018-19	2019-20	2020-21	2021-22	2022-23
TK-3	13	17	23	27	45	0.96	12.48	16.32	22.08	25.92	43.20
4-6	9	15	28	28	33		8.64	14.40	26.88	26.88	31.68
7-8	3	8	14	18	22		2.88	7.68	13.44	17.28	21.12
9-12							0	0	0	0	0
	25	40	65	73	100		24.00	38.40	62.40	70.08	96.00

SALARY POSITIONS ASSUMPTION	2018-19	2019-20	2020-21	2021-22	2022-23
Positions (FTE)					
Certificated Teacher	1.00	1.00	2.00	2.00	3.00
Lead Teacher	1.00	1.00	1.00	1.00	1.00
Bus.Development/ Winter Sports	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.00	1.00	1.00
	4.00	4.00	5.00	5.00	6.00

Medical Benefits Eligibility (Cert)	2.00	2.00	3.00	3.00	4.00
Medical Benefits Eligibility (Class)	2.00	2.00	2.00	2.00	2.00

Pinecrest Expedition Academy

Multi-Year Projection

This charter school uses the following basis of accounting:

☐ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☒ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2018-19	2019-20	2020-21	2021-22	2022-23	Assumptions
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	-	-	-	-	-	
Education Protection Account (EPA) - Current Year	8012	4,800.00	7,680.00	12,480.00	14,016.00	19,200.00	
State Aid - Prior Years	8019						
Transfers to Charter Schools in Lieu of Property Taxes	8096	253,230.48	405,168.77	658,399.25	739,433.00	1,012,921.92	Based on 2016-17 P-2 Property Taxes
Other LCFF Transfers	8091, 8097	-	-	-	-	-	
Total, LCFF Sources		258,030.48	412,848.77	670,879.25	753,449.00	1,032,121.92	
2. Federal Revenues							
No Child Left Behind	8290	-	-	-	-	-	
Special Education - Federal	8181, 8182	-	-	-	-	-	
Child Nutrition - Federal	8220	-	-	-	-	-	
Other Federal Revenues		-	-	-	-	-	
Title I		-	-	-	-	-	
Title II		-	-	-	-	-	
Title III		-	-	-	-	-	
Title IV		-	-	-	-	-	
Title V		-	-	-	-	-	
PCSGP		225,000.00	150,000.00	-	-	-	
Total, Federal Revenues		225,000.00	150,000.00	-	-	-	
3. Other State Revenues							
Special Education - State	8311	-	-	-	-	-	Use the County Special Ed Services
Child Nutrition - State	8520	-	-	-	-	-	
School Facilities Apportionments	8545	-	-	-	-	-	
Mandated Cost Reimbursement	8550	-	381.60	610.56	992.16	1,114.27	\$15.90 per ADA
State Lottery Revenue	8560	-	4,656.00	7,449.60	12,105.60	13,595.52	\$146/ADA base, \$48/ADA prop 20
ASES	8590	-	-	-	-	-	
All Other State Revenues		-	-	-	-	-	
Total, Other State Revenues		-	5,037.60	8,060.16	13,097.76	14,709.79	
4. Other Local Revenues							
Food Service Sales	8634	-	-	-	-	-	
All Other Sales	8639	-	-	-	-	-	
Interest	8660	-	-	-	-	-	
Donations	8682	36,000.00	60,000.00	72,000.00	84,000.00	96,000.00	
All Other Fees and Contracts	8689	-	-	-	-	-	
All Other Local Revenues	8699	-	-	-	-	-	
Total, Local Revenues		36,000.00	60,000.00	72,000.00	84,000.00	96,000.00	
5. TOTAL REVENUES		519,030.48	627,886.37	750,939.41	850,546.76	1,142,831.71	

B. EXPENDITURES**1. Certificated Salaries**

Certificated Teachers' Salaries
Certificated Stipends
Certificated Pupil Support Salaries
Certificated Supervisors' and Administrators' Salaries
Certificated Bonuses
Other Certificated Salaries
Total, Certificated Salaries

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries
Non-certificated Support Salaries
Non-certificated Supervisors' and Administrators' Sal.
Clerical and Office Salaries
Non-certificated Bonuses
Other Non-certificated Salaries
Other Non-certificated Substitute
Total, Non-certificated Salaries

3. Employee Benefits

State Teachers' Retirement System, certificated positions
State Teachers' Retirement System, classified positions
Public Employees' Retirement System, certificated
Public Employees' Retirement System, classified
OASDI/Medicare/Alternative, certificated positions
OASDI/Medicare/Alternative, classified positions
Health & Welfare Benefits, certificated positions
Health & Welfare Benefits, classified positions
State Unemployment Insurance, certificated positions
State Unemployment Insurance, classified positions
State Employment Training Tax, certificated positions
State Employment Training Tax, classified positions
Workers' Compensation Insurance, certificated positions
Workers' Compensation Insurance, classified positions
OPEB, Allocated, certificated positions
OPEB, Allocated, classified positions
OPEB, Active Employees, certificated positions
OPEB, Active Employees, classified positions
PERS Reduction, certificated positions
PERS Reduction, classified positions
Other Benefits, certificated positions
Other Benefits, classified positions
Employee benefits - not pension
Employer Paid Taxes
Total, Employee Benefits

4. Books and Supplies

Approved Textbooks and Core Curricula Materials
Books and Other Reference Materials
Materials and Supplies
Noncapitalized Equipment

1100	47,760.00	49,132.80	99,546.78	102,443.19	154,426.48	Projected salary increase based on historical data, plus 2-5% COLA
1101						
1200	58,000.00	59,740.00	61,532.20	63,378.17	65,279.51	
1300	-	-	-	-	-	
1400	-	-	-	-	-	
1900	-	-	-	-	-	
	105,760.00	108,872.80	161,078.98	165,821.36	219,705.99	
2100	27,200.00	28,800.00	30,400.00	32,000.00	33,600.00	Projected salary increase based on historical data, plus 2-5% COLA
2200	-	-	-	-	-	
2300	-	-	-	-	-	
2400	19,200.00	19,776.00	20,369.28	20,980.36	20,980.36	
2600	-	-	-	-	-	
2900	-	-	-	-	-	
2935	-	-	-	-	-	
	46,400.00	48,576.00	50,769.28	52,980.36	54,580.36	
3101	17,217.73	19,738.64	30,621.11	33,578.82	44,490.46	Based on CALSTRS rate increase projections - STRS (16.28%, 18.13%, 19.10%, 20.25%, 20.25%)
3102	-	-	-	-	-	
3201	-	-	-	-	-	
3202	-	-	-	-	-	
3301	1,533.52	1,578.66	2,335.65	2,404.41	3,185.74	Assumes 5% benefits premium increase annually
3302	3,549.60	3,716.06	3,883.85	4,053.00	4,175.40	
3401	14,400.00	15,120.00	21,168.00	22,226.40	29,172.15	
3402	9,600.00	10,080.00	10,584.00	11,113.20	11,668.86	
3501	544.00	544.00	816.00	816.00	1,088.00	
3502	476.00	476.00	476.00	476.00	476.00	
3511	16.00	16.00	24.00	24.00	32.00	
3512	14.00	14.00	14.00	14.00	14.00	
3601	1,586.40	1,633.09	2,416.18	2,487.32	3,295.59	
3602	696.00	728.64	761.54	794.71	818.71	
3701	-	-	-	-	-	
3702	-	-	-	-	-	
3751	-	-	-	-	-	
3752	-	-	-	-	-	
3801	-	-	-	-	-	
3802	-	-	-	-	-	
3901	-	-	-	-	-	
3902	-	-	-	-	-	
3998	-	-	-	-	-	
3999	-	-	-	-	-	
	49,633.25	53,645.09	73,100.33	77,987.86	98,416.91	
4100	3,750.00	4,875.00	5,212.50	5,313.75	5,579.44	Projection based on similar sized schools and 2-5% COLA in out-
4200	3,125.00	4,781.25	7,520.31	9,596.33	33,076.14	years
4300	3,750.00	6,000.00	9,750.00	10,950.00	15,000.00	
4400	25,000.00	20,000.00	31,000.00	27,300.00	35,190.00	

Food	4700	2,595.15	3,139.43	3,754.70	4,252.73	5,714.16	
Total, Books and Supplies		38,220.15	38,795.68	57,237.51	57,412.81	94,559.74	
5. Services and Other Operating Expenditures							Projection based on similar sized schools and 2-5% COLA in out-years
Subagreements for Services	5100						
Travel	5210	2,580.30	4,128.49	6,708.79	7,534.49	10,321.22	
Conference, Convention, Meeting	5220	1,290.15	2,854.66	5,497.39	7,572.26	10,650.88	
Field Trip	5240	1,200.00	2,760.00	5,398.00	7,467.99	10,541.30	
Dues and Memberships	5300	3,500.00	3,675.00	3,858.75	4,051.69	4,254.27	
Insurance	5400	10,321.22	10,837.28	11,379.14	11,948.10	12,545.51	
Operations and Housekeeping Services	5500	12,901.52	15,546.60	20,323.93	25,340.13	33,607.13	
Rent	5610	36,000.00	60,000.00	72,000.00	84,000.00	96,000.00	
Utilities	5620	9,000.00	15,000.00	18,000.00	21,000.00	24,000.00	
Repairs	5640	7,200.00	7,344.00	7,490.88	7,640.70	7,793.51	
Leasehold Improvement	5650						
Other Services & Operating Expenses	5800	25,000.00	41,250.00	68,312.50	89,728.13	121,214.53	
Accounting	5810	7,500.00	7,725.00	7,956.75	8,195.45	8,441.32	
Business Services	5813	48,000.00	48,000.00	50,400.00	52,920.00	55,566.00	
Bank Charges	5815	420.00	441.00	463.05	486.20	510.51	
Education Consultants	5817						
Legal	5830	3,000.00	3,090.00	3,182.70	3,278.18	3,376.53	
Professional Development	5840	2,000.00	2,000.00	3,000.00	3,000.00	4,000.00	
Substitute Teachers (Third Party Vendors)	5851						
Contract Labor	5852						
Special Education Contractors	5869						
Special Education Encroachment	5872	5,000.00	8,000.00	13,000.00	14,600.00	20,000.00	
Communications	5900	240.00	252.00	344.60	361.83	459.92	
Total, Services and Other Operating Expenditures		175,153.20	232,904.03	297,316.49	349,125.06	423,282.62	
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170						
Buildings and Improvements of Buildings	6200						
Books and Media for New School Libraries or Major Expansion of School Libraries	6300						
Equipment	6400	25,000.00	15,000.00				
Equipment Replacement	6500	12,500.00					
Depreciation Expense (for full accrual only)	6900						
Total, Capital Outlay		37,500.00	15,000.00				
7. Other Outgo							
Tuition to Other Schools	7110-7143						
Transfers of Pass-through Revenues to Other LEAs	7211-7213						
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE						
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO						
All Other Transfers	7281-7299						
Debt Service:							
Interest	7438	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Principal	7439	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	
District Oversight Fee	7500	2,580.30	4,128.49	6,708.79	7,534.49	10,321.22	Assumes 1% of local control
Total, Other Outgo		53,580.30	55,128.49	57,708.79	58,534.49	61,321.22	
8. TOTAL EXPENDITURES		506,246.91	552,922.09	697,211.39	761,861.93	951,866.84	

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.

BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)						12,783.57	74,964.28	53,728.02	88,684.83	190,964.88	
D. OTHER FINANCING SOURCES / USES											
1. Other Sources	8930-8979					250,000.00				-	
2. Less: Other Uses	7630-7699									-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999									-	
4. TOTAL OTHER FINANCING SOURCES / USES						250,000.00	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						262,783.57	74,964.28	53,728.02	88,684.83	190,964.88	
F. FUND BALANCE, RESERVES											
1. Beginning Fund Balance											
a. As of July 1	9791					-	262,783.57	337,747.85	391,475.87	480,160.70	
b. Adjustments for Unaudited Actuals	9792					-	-	-	-	-	
c. Adjustments for Audit or Restatements	9793, 9795					-	-	-	-	-	
2. Ending Fund Balance, June 30 (E + F.1.c.)						262,783.57	337,747.85	391,475.87	480,160.70	671,125.58	
Components of Ending Fund Balance (Optional):											
Nonspendable Revolving Cash (equals object 9130)	9711					-	-	-	-	-	
Nonspendable Stores (equals object 9320)	9712					-	-	-	-	-	
Nonspendable Prepaid Expenditures (equals object 9330)	9713					-	-	-	-	-	
Nonspendable All Others	9719					-	-	-	-	-	
Restricted Fund Balance	9740					-	-	-	-	-	
Committed Fund Balance	9750, 9760					-	-	-	-	-	
Assigned Fund Balance	9780					-	-	-	-	-	
Reserve for Economic Uncertainties	9789					25,312.35	27,646.10	34,860.57	38,093.10	47,593.34	
Undesignated/Unappropriated Amount	9790					237,471.23	310,101.75	356,615.30	442,067.60	623,532.23	

[illegible]

[illegible]

NET PRIOR YEAR TRANSACTIONS

F. ENDING CASH BALANCE

Budget Cash Flow - 2019-20

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
July 1 Cash =		136,209	237,175	237,075	232,450	223,757	212,839	240,117	232,935	221,635	243,669	277,957	272,802				
A. REVENUES																	
1. LCOFF Sources																	
State Aid - Current Year		8011															
Education Protection Account (EPA) - Current Year		8012															
State Aid - Prior Years		8019			1,920			1,920			1,920			1,920	7,680	7,680	-
Transfers to Charter Schools in Lieu of Property Taxes		8096			32,414	32,414	32,414	32,414	32,414	56,724	28,362	28,362	28,362	28,362	405,169	405,169	-
Other LCOFF Transfers		8091, 8097															
1. Total, LCOFF Sources			24,310	48,620	34,334	32,414	32,414	34,334	32,414	56,724	30,282	28,362	28,362	30,282	412,849	412,849	-
2. Federal Revenues																	
No Child Left Behind		8290															
Special Education - Federal		8181, 8182															
Child Nutrition - Federal		8220															
Other Federal Revenues																	
Title I																	
Title II																	
Title III																	
Title IV																	
Title V																	
PCSGP			37,500				37,500				37,500			37,500	150,000	150,000	-
2. Total, Federal Revenues			37,500				37,500				37,500			37,500	150,000	150,000	-
3. Other State Revenues																	
Special Education - State		8311															
Child Nutrition - State		8520															
School Facilities Apportionments		8545															
Mandated Cost Reimbursement		8550				382									382	382	-
State Lottery Revenue		8560								1,164			1,164	1,164	4,656	4,656	-
ASES		8590															
All Other State Revenues		8590															
3. Total, Other State Revenues						382	1,164			1,164			1,164	1,164	5,038	5,038	-
4. Other Local Revenues																	
Food Service Sales		8634															
All Other Sales		8639															
Interest		8660															
Donations		8682	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		60,000	60,000	-
All Other Fees and Contracts		8689															
All Other Local Revenues		8699															
4. Total, Local Revenues			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		5,000	5,000		60,000	60,000	-
5. TOTAL REVENUES			5,000	66,810	53,620	38,334	78,078	37,795	37,414	62,888	72,782	33,362	34,526	68,946	627,886	627,886	-
I. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers Salaries		1100	4,094.40	4,094.00	4,094.00	4,094.00	4,094.00	4,094.00	4,094.00	4,094.00	4,094.00	4,094.00	4,099.00		49,133	49,133	1

[illegible]

[illegible]

[illegible]

District Oversight Fee															
7. Other Outgo	7500	-	-	8,500	8,500	8,500	8,500	8,500	8,500	-	-	-	10,321	10,321	10,321
	7100-7299	-	-										10,321	61,321	-
8. TOTAL EXPENDITURES		50,836	97,342	102,996	83,730	83,545	84,574	77,842	83,545	75,347	72,650	70,342	57,851	951,867	(0)
C. Operating Cash Flow		(42,836)	(28,567)	26,654	10,104	6,803	7,858	15,992	5,469	77,861	11,055	8,562	24,452	190,965	
D. OTHER FINANCING SOURCES / USES															
	8930-8979														
	7630-7699														
E. PRIOR YEAR TRANSACTIONS															
	1. ACCOUNTS RECEIVABLE		58,291												
	2. PREPAID EXPENDITURES														
	3. ACCOUNTS PAYABLE		8,530												
	4. LOANS PAYABLE														
	NET PRIOR YEAR TRANSACTIONS		49,761	-	-	-	-	-	-	-	-	-	-	-	-
F. ENDING CASH BALANCE		434,771	406,205	432,659	442,562	449,566	457,424	473,416	478,905	556,766	567,821	576,384	600,036		

Budget Narratives

Pinecrest Expedition Academy

The following budget narratives has been prepared for Pinecrest Expedition Academy. In order to develop an accurate financial projection for the duration of 5 years of the charter, fiscal information and LCFF tools from School Services of California (SSC), Fiscal Crisis & Management Assistance Team (FCMAT), and California charter school fiscal benchmark report has been used. In addition, this budget narrative reflects the most up-to-date information available in regards to the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and Local Control Funding Formula (LCFF).

Assumptions

1.1 Enrollment

The following enumerates grade span enrollment figures projected during the 5 year term of the charter:

	2018-19	2019-20	2020-21	2021-22	2022-23
TK-3	13	17	23	27	45
4-6	9	15	28	28	33
7-8	3	8	14	18	22
	25	40	65	73	100

1.2 Average Daily Attendance

Based on these enrollment figures, Average Daily Attendance (ADA) has been conservatively estimated at 0.95 percent, which results in the following ADA figures:

	2018-19	2019-20	2020-21	2021-22	2022-23
TK-3	12.48	16.32	22.08	25.92	43.20
4-6	8.64	14.40	26.88	26.88	31.68
7-8	2.88	7.68	13.44	17.28	21.12
	24.00	38.40	62.40	70.08	96.00

1.3 Rates

Pinecrest Expedition Academy intends to enroll a student population that is reflective of the District it resides in. This budget reflects an unduplicated pupil percentage of 60.00% in 2018-19. This is a conservative estimate based on the unduplicated pupil percentage of the authorized district, other charter schools in the area and that of the authorizing district, Twain Harte school district. It also assumes a Free or Reduced Price Meals population of 45.2% and English Learner Population of 1.4%, reflective of the student population in the geographic area.

In-lieu of Property Tax rate of \$10,551.27 per ADA has been used, which is based on certified 2016-17, P-2 Local Revenue of Twain Harte School District.

Revenues

2.1 Local Control Funding Formula

The Local Control Funding Formula (LCFF) was enacted in 2013-14 and is currently in its 4th year of implementation. The LCFF revenues were projected for SPA using the FCMAT LCFF Calculator version 18.2c and base rate assumption (In-lieu of Property Taxes, Unduplicated Pupil) from Twain Harte school district's 2016-17 certified P-2 figures. The following summarizes the LCFF Floor, Target, Gap funding percentage, and Entitlements for SPA:

	2018-19	2019-20	2020-21	2021-22	2022-23
Net State Aid	0	0	0	0	0
EPA	4,800	7,680	12,480	14,016	19,200
In-Lieu of Property Tax	253,230	405,169	658,399	739,433	1,012,922
TOTAL	258,030	412,849	670,879	753,449	1,032,122

2.2 Other Revenues

Mandate Block Grant has been estimated at \$15.90 per ADA, which is the certified funding rate for K-8 charter schools.

State Lottery Revenue has been projected at \$146 per ADA for Base, and \$48 per ADA for Proposition 20.

PEA expects to belong to the County SELPA and thus has not calculated to receive any special education revenues.

2.3 Start-up Revenues

Pinecrest Expedition Academy (PEA) anticipates receiving start-up funds of \$375,000 from the Public Charter Schools Grant Program (PCSGP) which provides funding for Planning Year and Implementation Years 1 and 2. PCSGP funds will be used for start-up costs, including but not limited to purchases such as textbooks, furniture, computers and other technology, instructional materials and others. In addition, PCSGP funds will also be used for professional development and other operational expenses that are one-time in nature as governed by the guidelines set forth in PCSGP. PEA also anticipates receiving a CDE revolving loan of \$250,000 (also received passing application previous year) for secured cash flow for first a few years.

PEA anticipates receiving additional start-up funding from local fundraisers. To be conservative, these funds have not been included in the budget. If the school receives these additional start-up funds, it will further improve its income statement and cash flow.

Expenditures

3.1 Salaries and Benefits

SALARY POSITIONS ASSUMPTION	2018-19	2019-20	2020-21	2021-22	2022-23
Positions (FTE)					
Certificated Teacher	1.00	1.00	2.00	2.00	3.00
Principal	1.00	1.00	1.00	1.00	1.00
Business Development	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.00	1.00	1.00
	4.00	4.00	5.00	5.00	6.00

Calculations for Certificated Teachers are based on an enrollment projection outlined in figure 1.1 enrollment projections. An average teacher cost (salaries & benefits) is estimated to be \$60,326 in year 1 and will increase based on a salary schedule. This competitive salary structure will ensure that PEA recruits qualified talent. The school will also have a designated Principal to provide instructional and operational leadership. Starting year 3, PEA will add additional certificated staff to support the growing student population. Total certificated salaries is expected to be \$105,760 in year 1 and increase in the out-years in alignment with increased enrollment and advancement in the salary schedule.

Non-certificated salaries include positions for a part-time secretary and part-time Instructional Aide. These positions will ensure school operations, safety and compliance with various reporting requirements with different agencies. Total non-certificated salaries is expected to be \$46,400 in year 1 and increase in the out-years with increased enrollment and a 1-3% annual raise.

The school will offer CalSTRS for eligible employees with the employer contribution rates calculated based on the latest available information. PEA will provide medical benefits per eligible employees at a rate of \$4,800 per year. Worker's compensation and payroll tax fees are also calculated in the budget.

3.2 Books and Supplies

PEA plans to spend a total of \$38,320 in its first year based upon current expectations, increasing by inflation in out years. The school will spend approximately \$150 per student on approved textbooks and \$125 per student on books & other reference materials. PEA expects to have a 1:1 student to computer ratio for all grade levels. Student computers have been budgeted at \$600 per device. PEA also budgeted for teacher laptops, laptop carts, projectors, and other technology to support the academic program and prepare for State assessment. PEA also budgeted for classroom furniture at \$200 per student.

3.3 Services and Operating Expenses

Services and Operating expenditures have been calculated based on benchmark expenditures of similarly sized charter schools that are currently operating in California. Travel and conferences is budgeted at \$2,580 in year 1 with growth in out-years for school leaders and educators to attend conferences and workshops such as the California Charter Schools Association (CCSA) and Charter School Development Center (CSDC). The school also budgeted for field trip expenses, janitorial services, business/back-office services, legal services, independent auditor fees, banking and accounting fees, and other operating costs using average charter school expenditures of similarly sized schools.

The school budgeted \$2,000 in professional development in year 1 with increase in out-years to implement, support, and enhance its academic program. The funds will be used to continuously improve the quality of instruction and promote instructional leadership.

PEA expects to rent a facility which will be more than adequate in operating a school that is reflective of the enrollment projections. Based upon current negotiations with Pinecrest Permittees Association, the rent is expected to be \$1 per year. However, we calculated the expense at \$2 per SQFT based on current commercial facility rental in the area and recognized the same amount as in-kind donation to offset the cost.

The school expects to belong to the County's SELPA and as such will not incur any special education expenses. However, PEA has budgeted a special education encroachment fee at \$200 per ADA to provide cushion for unexpected special education expenses and to further support the County SELPA on an as-needed basis.

3.4 Capital Outlay

PEA has budgeted \$37,500 and \$15,000 in years 1 & 2 to build a school library and purchase printers.

3.5 Other Outgo

District oversight fees are budget at 1% of Local Control for all years. The school also budgeted for loan payments (i.e. CDE revolving loan and line-of-credit) which the school will receive in order to help with cash flow during the first year of implementation.

3.6 Reserve Requirement

In each fiscal year, PEA plans to exceed a budget reserve equal to 5% of total annual operating expenditures or \$50,000, whichever is greater.

Cash Flow

This financial statement shows positive cash flow months during the entire 5 year of operations. Included in the cash flow is a \$250,000 CDE Revolving Loan to help the school with initial start-up costs

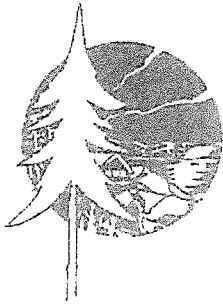
and buffer cash deficit until funding catches up with the school's operational expenditures. In addition, a PCSGP start-up grant of \$225,000 in year 1 and \$150,000 in year 2 has also been included in the budget. PEA will receive these start-up funds with an approved petition. Not included in the budget are the following additional funding sources that PEA will seek if needed:

- Receivable Sales from Charter School Capital or Charter Asset Management
- Philanthropic Donations
- Local Fundraising

PEA will engage in active fundraising activities and will request donations from the community to further help with start-up and operational costs. If needed, PEA will engage in receivable sales from Charter School Capital, Charter Asset Management, or similar sources if the school is faced with unexpected costs/loss of revenue/State deferrals that have not been anticipated in this budget.

The school will engage in conservative budget management and implement a fiscal control policy that is approved by the governing board. Strong fiscal management by school leaders and business consultants will result in fiscal solvency and positive financial position.

Appendix V:
Letter from Pinecrest Permittees
Association



PINECREST PERMITTEES ASSOCIATION
P. O. Box 1248 • Pinecrest, California 95364 • Phone (209) 965-3234

February 20, 2018

To Whom it May Concern:

Please find this letter as reasonable assurance of the intent of the Pinecrest Permittees Association to negotiate and enter into a lease agreement with the Pinecrest School Club, for the operation of the Pinecrest Expedition Academy.

The facility to be included in the lease is on the property owned by the Pinecrest Permittees Association, located at 30433 Old Strawberry Rd., Strawberry, CA 95375.

We support your effort and look forward to the approval of your charter petition.

Sincerely,

Tim Fisher
President

Appendix VI: Letters of Support



Pinecrest Lake Resort

P.O. Box 1216 • Pinecrest, California 95364
209/965-3411 • FAX: 209/965-4032
www.pinecrestlakeresort.com

December 10, 2017

Tuolumne County Superintendent of Schools
Tuolumne County Board of Education
175 Fairview Lane
Sonora, CA 95370

Dear Superintendent Bulkin and Board Members:

Please find this letter as support for your approval of the county wide benefit charter for the Pinecrest Expedition Academy.

Having read the charter petition I urge you to consider the amazing benefits this school will offer both the Pinecrest area and Tuolumne County. The proposed program is not only unique, it is innovative and very reflective of the demographics of new, young families wishing to relocate to our area. This program will provide a wonderful opportunity for students seeking another option for education in Tuolumne County. The winter sports portion of the proposed charter will provide students an educational option which has long been absent from our County's curriculum. To squander the opportunity at hand would be unfortunate.

As you are well aware, the closure of Pinecrest School by the Twain Harte School District was devastating to our local community and to local businesses. The upper 108 corridor contributes a significant amount of revenue to the annual economy of Tuolumne County. Our property taxes, sales tax, fuel tax, transient occupancy tax, are major significant numbers in the scope of the County's revenue sources. It is impossible for a business to operate without a qualified and available staff. We saw a significant strain and diminished pool of available employees upon the closure of Pinecrest School. It would be my hope, and the hope of other employers to see a school reestablished, especially one with such a unique option and culture, in order to become more attractive to young, working families.

The upper 108 corridor has a lot to offer those looking for an outdoor lifestyle, similar to areas in Lake Tahoe, Bend, Oregon, Park City, Utah. The recent expansion of high speed internet options has led to an uptick in young families seeking affordable areas to relocate to, the lack of a nearby elementary school has been a severe disadvantage for our community. I ask you to look at what this school can do for the Pinecrest area and the county as a whole. Tuolumne County is at a pivotal place in our existence and without the inclusion of young families in our near future we will become more stagnant than ever.

I look forward to witnessing your vote to approve this petition and being an involved community member in the Pinecrest Expedition Academy for many years to come.

Sincerely,

Laurie Cashman
General Manager



TRI-DAM PROJECT

of the South San Joaquin & Oakdale Irrigation Districts

Telephone: (209) 965-3996 • Fax: (209) 965-4235

December 28, 2017

Tuolumne County Superintendent of Schools
Tuolumne County Board of Education
175 Fairview Lane
Sonora, CA 95370

Dear Madam Superintendent and Board Members:

Please find this letter as support for the approval of the charter petition for the Pinecrest Expedition Academy.

As the current General Manager for the Tri-Dam Project and working for TDP located in Strawberry for the past 32 years, I see the need for reestablishment of a school in this area. Tri-Dam is a hydroelectric development constructed in the mid 1950's operating the Donnells, Beardsley, and Tulloch dams and powerhouse and in the 1980's developed the Sandbar tunnel and powerhouse. Tri-Dam was a big part in the building of the Pinecrest School, which dates back to the 1950's, and it has proved difficult to attract young families to our area without a nearby elementary school.

From my perspective, the Pinecrest Expedition Academy will provide both a unique and innovated educational option to our students teaching them the deep importance of our area, with our roots in recreation and tourism. In addition, adding an opportunity for families to grow and live in an area of such vast beauty.

I encourage you to approve the petition and support this effort. Education is important and we have unfortunately experienced a great void with the absence of an elementary school.

Sincerely,

Ron Berry
General Manager
Tri-Dam Project



Tuolumne County Superintendent of Schools
Tuolumne County Board of Education
175 Fairview Lane
Sonora, CA 95370

Dear Madam Superintendent and Board Members:

Please find this letter as support for the approval of the charter petition for the Pinecrest Expedition Academy.

My name is Michael Yaley and I am the General Manager of Pinecrest Operations for the Cal Alumni Association (CAA). CAA owns and operates three summer camps and a year round resort in Pinecrest. We employ 10 year round employees and 140 seasonal employees who live in and around Pinecrest during their employment. Having a school back in Pinecrest will be a huge benefit to our employees, as well as others in the community. When we have job vacancies, it is difficult to attract applicants that have young families, so having a local school is a real draw.

For the benefit of the families in the area, and for the children who have to ride long distances to their current schools, I urge you to approve the charter for the Pinecrest Expedition Academy.

Respectfully,

A handwritten signature in black ink that reads "Michael Yaley". The signature is fluid and cursive, written over a light blue horizontal line.

Michael Yaley
General Manager, Pinecrest Operations
Cal Alumni Association
209.965.3582



STRAWBERRY FIRE PROTECTION DISTRICT

Strawberry Volunteer Fire Department

PO BOX 1185, PINECREST, CA 95364
strawberryfire85@gmail.com
PH 209.965.3513



November 16, 2017

Tuolumne County Superintendent of Schools
Tuolumne County Board of Education
175 Fairview Lane
Sonora, CA 95370

Dear Madam Superintendent and Board Members:

Please find this letter as a statement of support for the approval of the charter petition for the Pinecrest Expedition Academy.

My name is Dee Martin. I am the President of the Board of Directors for the Strawberry Fire Protection District. As an entity in the Pinecrest area we recognize the need for an elementary school in the area. We feel it is important to attract young families and additional year-round residents. Having an elementary school in a close proximity, providing a unique and academic program is crucial in this matter. Our community has seen the effects of not having a school and we would like to reverse this trend.

As a volunteer fire department we rely on the residents to be active participants and volunteer to work as emergency responders. There are 2 stations in this community that rely on those volunteers for fire protection and emergency medical response. Since the local school was closed the fire district has not been able to hire and replace the volunteers that moved away. The number of emergency responders living and working in this community has decreased. This is a direct result of the school closure. Families do not want to move to an area where there is not a local option for their children to attend school. If this trend continues this community will not be able to continue supporting itself and will become a secondary vacation home area. There will be no one actually living here to work the jobs available in this area – forest service, hospitality, recreation and most importantly no firefighting and medical services. Responders would be dispatched from Twain Harte or even Sonora, causing delays in providing emergency services.

We value Tuolumne County, and wish to see our county and its residents thrive. Please approve this petition and help improve our area.

Respectfully submitted,

Dee Martin
Strawberry Fire Protection District
Board President

Leland

High
Pierra
Snow
Play

For more information or for
reservations please call:
(209) 965-4719

December 14, 2017

Tuolumne County Superintendent of Schools Tuolumne County Board of Education
175 Fairview Lane
Sonora, Ca. 95370

Dear Madame Superintendent and Board members:

By now you have certainly heard of the plans to pursue a charter school in the Pinecrest area. The Pinecrest Expedition Academy, as proposed would have an enormously positive impact on our community.

One of the many challenges that families encounter in the Pinecrest area is the lack of a local school. Countless families have left or chosen to not settle in our local area due to the lack of proximity to their children's school. The added burden of transportation, along with the need of attending school functions makes this process extremely difficult. This has thus had a direct impact on business' who rely on the local populous for sustainability and economic vitality that allow for continued growth, along with helping our strained labor force in association with the tourist based economy.

While growth in our town is much needed, The Pinecrest Expedition Academy would ensure that all our children would have the choice and ability to attend a quality school in their beloved local area. This would increase the likelihood of providing a quality education while incorporating our vastly unique area into their education. Being in a geographically rich area allows for geology studies, tourism, ecology and numerous other subjects that have a significant effect on our area, and are studied here in our very backyard by educators everywhere.

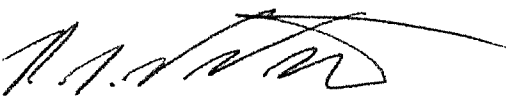
Another very important component for success, is the ability for parents to be able to choose their children's school and be invested in it just as the educators are. As teachers choose to teach in this school for professional satisfaction and to have a direct role in school policy from the beginning creates a rich atmosphere for education.

The innovation that The Pinecrest Expedition Academy would offer is the flexibility to adapt to the educational needs of individual children by committing to excellence and forming critical thinkers in our community. The accountability of both residents of our local area and their children can lead to innovative ways of teaching for our area that will lead to improved student achievement and a richer community.

In conclusion:

The flexibility of the Pinecrest expedition academy would allow for timely decisions, when developing curriculum, structuring schools days, reacting to local weather/ road conditions, along with hiring the teachers that are the very best for the needs of our local students. I truly believe that this school can be a success and a center point of local pride as parents and community members are invested in this fascinating local school.

Thank you for your consideration:



Lance Vetesy
Leland Snowplay Inc.



1 800 51 GO RRR
1 800 514 6777
1 209 965 3278
www.GORRR.com
P.O. Box 81
Strawberry, CA. 95375

November 9, 2017

Tuolumne County Superintendent of Schools

RE: Pinecrest Charter School

As a business owner in Strawberry for 38 years I am very aware of the importance of a school for the Pinecrest, Strawberry, Cold Springs area. The area attracts thousands of people but we have been unable in the past few years to attract young families to work in our tourist businesses as the nearest school is Twain Harte. Bussing young children down to Twain Harte is difficult; driving them down to Summerville or Soulsbyville EL is as well when you have a job or business to maintain.

Please consider the plans for a Charter School at the former Pinecrest School. We are all most thankful that the Pinecrest Permittees purchased the location and are willing to lease the space to a school.

Sincerely,

Martha Weathers

Rivers Resort Rentals – 95375

PO Box 1279

Pinecrest, CA 95364

Appendix VII:

Parent Signatures

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Pinecrest Expedition Academy ("Charter School") merits consideration and hereby petition the governing board of the Twain Harte Long Barn School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Name Heidi Lupo

Signature [Signature]

Date 2/16/2018

The petitioners recognize Heidi Lupo as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Twain Harte Long Barn School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2018-19	Number of children entering grade TK-8 after 2018-19
Hannon Duston-Rimmer	[Signature]	2/17/18	P.O. Box 1333 Pinecrest CA 95341	209 985-0050	2	0
Nicole Smith	[Signature]	2/14/18	P.O. Box 1085 Pinecrest CA 95304	209 965-4024	1	0
Lauren C. Smith	[Signature]	2/18/18	P.O. Box 1085 Pinecrest CA 95304	209 965-4017	1	0
Heidi Lupo	[Signature]	2/18/18	P.O. Box 1240 Pinecrest CA 95304	209 985-3044	1	1
Leann Lupo	[Signature]	2/21/18	P.O. Box 1085 Pinecrest CA 95304	209 748-5244	1	1
Miguel Macias	[Signature]	2/22/18	1 Pinecrest Lake Rd Pinecrest CA 95304	209 965-1001	3	3
Megan Kille	[Signature]	2/22/18	29091 Buitt Ct. Cedar Springs, CA 95304	209 965-3450	1	—

We the undersigned believe that the attached Charter for the creation of the Pinecrest Expedition Academy ("Charter School") merits consideration and hereby petition the governing board of the Twain Harte Long Barn School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Name David Lopez

Signature _____

Date 2/16/2018

By the Petitioners:

[illegible]

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Pinecrest Expedition Academy ("Charter School") merits consideration and hereby petition the governing board of the Twain Harte Long Barn School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Name Heidi Lupo

Signature [Signature]

Date 2/10/2018

The petitioners recognize Heidi Lupo as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Twain Harte Long Barn School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2018-19	Number of children entering grade TK-8 after 2018-19
Dan Sedlmeyer	[Signature]	2/21/18	2 Pinecrest Rd, Pinecrest CA 95364	841-8005	4	4
Brian Barclay	[Signature]	2/21/18	1 Pinecrest Senior Rd, Pinecrest CA 95364	985-4973	0	0
Joe Opi	[Signature]	2-21-18	29663 Lagoon Dr Cold Springs Ca 95335	770-1915	1	1
David Trusey	[Signature]	2-21-18	28940 Sunningridge dr Peter Ram 95335	770-5191	0	2
Brian Besore	[Signature]	2-22-18	449 Pine Ave Pinecrest CA 95364	(209) 440-7653	2	2
BRET RIMMER	[Signature]	2-24-18	39602 4th St N DR 204 COLO SPRING CA 95335	985-1828	2	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Pincrest Expedition Academy ("Charter School") merits consideration and hereby petition the governing board of the Twain Harte Long Barn School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Heidi Lupo
Name

[Signature]
Signature

2/10/2018
Date

The petitioners recognize Heidi Lupo as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Twain Harte Long Barn School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-8 in 2018-19	Number of children entering grade TK-8 after 2018-19
Shelli Deckard	Shelli Deckard	2-19-18	2004 B Chief Fuller Annuex Village CA	586-4523	1	1
Robin Grove	Robin Grove	2-19-18	39572 Kerns Dr. Cold Springs CA	965-3966	1	
Melissa Patania	[Signature]	2-19-18	29632 Kerns Dr Cold Springs	message phone 965-3966	3	1
STEVE CURTO	[Signature]	2/19/18	26125 LONG BARN RD LONG BARN CA	770-0395	1	2
HAELIE HART	[Signature]	2/21/18	25429 GEORGE DR. STRAWHERRY, CA 95375	709 480-1127	1	2
ILES KIRK	IK	2/22/18	24691 BUTTE CT. O.S. CA 95335	206- 6812	1	—

Appendix VIII:
Board Member Signed Statement and
Contact Information

Pinecrest Expedition Academy Board of Directors

Courtney Sutton, Board Chair

21916 Crystal Falls Dr. West
Sonora, CA 95370
209-352-1434

Ron Berry, Secretary

31998 HWY 108
Strawberry, CA 95375
209-559-8899

Mike Yaley

12265 Sugar Plum Lance
Columbia, CA 95310
209-768-1694

Peggy Herndon

1311 Harbor Dr.
Waterford, CA 95386
209-417-9098

Jamie Anderson

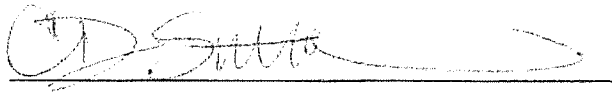
581 S. Stewart St.
Sonora, CA 95370
505-215-5295

John Cashman

PO Box 1331
Pinecrest, CA 95364
209-484-3271

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

With our signatures below, we, the Board of Directors of Pinecrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pinecrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, *et seq.* This statement evidences our intent to submit the establishment charter petition to the Twain Harte School District, as well as any appeals that may be necessary.



Courtney Sutton, Board Chair



Date

Ron Berry, Secretary

Date

Mike Yaley

Date

Peggy Herndon

Date

Jamie Anderson

Date

John Cashman


Date

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

With our signatures below, we, the Board of Directors of Pinecrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pinecrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, *et seq.* This statement evidences our intent to submit the establishment charter petition to the Twain Harte School District, as well as any appeals that may be necessary.

Courtney Sutton, Board Chair

Date



2/26/18

Ron Berry, Secretary

Date

Mike Yaley

Date

Peggy Herndon

Date

Jamie Anderson

Date

John Cashman

Date

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

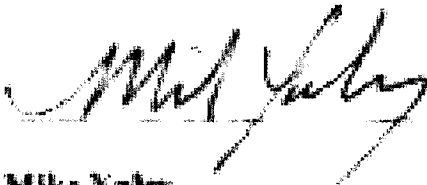
With our signatures below, we, the Board of Directors of Pincrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pincrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, et seq. This statement evidences our intent to submit the establishment charter petition to the Tarrant County School District, as well as any appeals that may be necessary.

Courtney Sutton, Board Chair

Date

Ron Berry, Secretary

Date



2-26-2018

Mike Yaley

Date

Fogg Herndon

Date

Jamie Anderson

Date

John Cashman

Date

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

With our signatures below, we, the Board of Directors of Pinecrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pinecrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, *et seq.* This statement evidences our intent to submit the establishment charter petition to the Twain Harte School District, as well as any appeals that may be necessary.

Courtney Sutton, Board Chair

Date

Ron Berry, Secretary

Date

Mike Yaley

Date


Peggy Herndon


Date

Jamie Anderson

Date

John Cashman

Date

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

With our signatures below, we, the Board of Directors of Pinecrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pinecrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, *et seq.* This statement evidences our intent to submit the establishment charter petition to the Twain Harte School District, as well as any appeals that may be necessary.

Courtney Sutton, Board Chair

Date

Ron Berry, Secretary

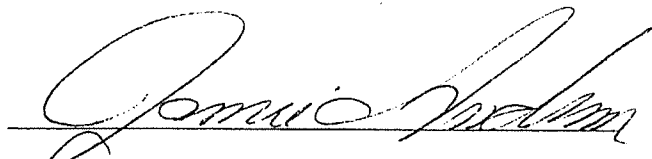
Date

Mike Yaley

Date

Peggy Herndon

Date



Jamie Anderson

2/26/2018

Date

John Cashman

Date

STATEMENT FORMALLY APPLYING FOR APPROVAL OF CHARTER PETITION

With our signatures below, we, the Board of Directors of Pinecrest Expedition Academy, a nonprofit public benefit corporation, hereby formally apply for approval of the charter petition to establish Pinecrest Expedition Academy, a public charter school, pursuant to Education Code Section 47600, *et seq.* This statement evidences our intent to submit the establishment charter petition to the Twain Harte School District, as well as any appeals that may be necessary.

Courtney Sutton, Board Chair

Date

Ron Berry, Secretary

Date

Mike Yaley

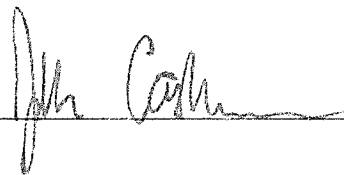
Date

Peggy Herndon

Date

Jamie Anderson

Date



2/25/18

John Cashman

Date

Appendix IX:
Supplemental Curriculum Information
from EL Education

EL Education K-5 Language Arts Curriculum

Welcome to EL Education's new K-5 Language Arts curriculum. This introduction is designed to provide you with key information about how the curriculum is designed and built, and the principles that underlie it. It will also give you a good understanding of what makes this curriculum unique and valuable.

Meet the students

It is 10:15 a.m. on Wednesday, and first-graders Kristina, Elvin, and Omar are hard at work building together. Over the past few weeks in their module lessons, they have spent time every day immersed in *The Most Magnificent Thing*, a rich and complex text about a girl who creates a scooter, which their teacher Ms. Sanchez reads aloud. Now, later in the morning during Labs, Ms. Sanchez helps them learn about tools, and the students work and talk together about how to use various tools and materials to try out designs.

More than a month into this module, Kristina, Elvin, and Omar are collaborating on a “magnificent thing” for their classroom—a lovely box, decorated with their original design, that will hold colored pencils for the class to use. Once the box is complete, each of them will write a paragraph, explaining how they built the magnificent thing and how to use it—and now that they are comfortable with the letters and sounds of written language and can encode them, the first graders are ready for this final supported task.

Down the hall, fourth-graders Nathan, Sergei, and Alma are working just as hard. Over many weeks, their teacher Ms. Henderson has immersed her students in a study of animal defenses and what it takes for animals to survive and thrive. She has helped her students successfully read complex texts about the topic. During her second hour of content-based literacy instruction, the Additional Language and Literacy Block, she also has ensured that students read a lot on their own about animal defenses, and she has made sure her students received much-needed explicit skills instruction and practice.

Ms. Henderson has facilitated intense conversations among her fourth-graders about what might happen to specific animals without their defenses. Dividing the students into small, heterogeneous groups, Ms. Henderson facilitated as her fourth-graders researched three specific animals. Then she gave them specific instruction on narrative writing. Now Nathan, Sergei, and Alma are about to craft choose-your-own-adventure stories about how armadillos use natural defenses to survive and thrive. And during science time, they are digging in to explore the internal and external structures of plants and animals, and how they function.

Kristina, Elvin, and Omar; Nathan, Sergei, and Alma; and all their elementary classmates have been beneficiaries of EL Education's K-5 Language Arts curriculum. Their engagement, perseverance, and mastery are a snapshot of the realized goals for all children that underlie this comprehensive literacy curriculum.

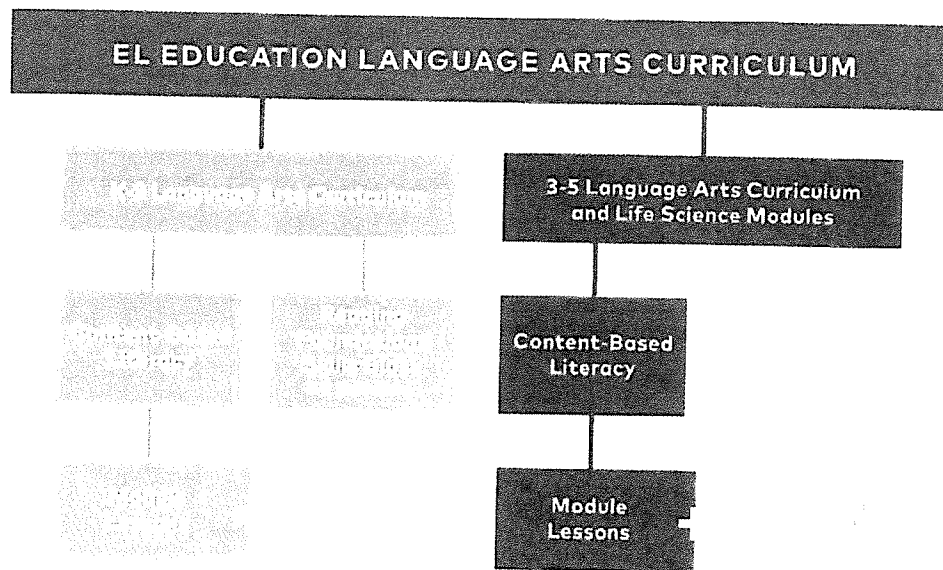
How is the curriculum structured?

Our K-5 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. The Grades K-2 curriculum offers two hours per day of content-based literacy (*module lessons* and *K-2 Labs*) plus one hour of structured phonics (*K-2 Reading Foundations Skills Block*). All together, these three hours of curriculum are considered comprehensive, meaning that they explicitly teach and formally assess all strands and standards of the Common Core English language arts (ELA) standards for each grade level.

The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (*module lessons* and the *Additional Language and Literacy [ALL] Block*), with an additional optional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the *Life Science module*, the two hours of content-based literacy are considered comprehensive.

At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

K-2 and 3-5 Comprehensive Literacy¹

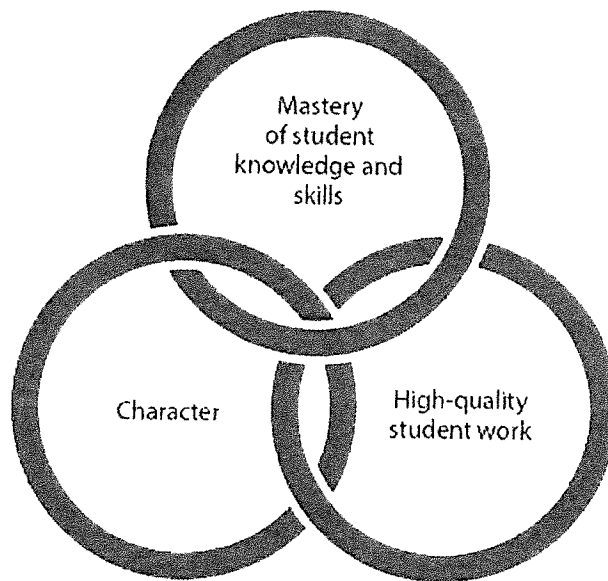


What principles underlie the K-5 Language Arts curriculum?

Equity matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.

¹Each component of the curriculum is described in detail later in this document.



- **Mastery of knowledge and skills.** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character.** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work.** Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the entire K-5 Language Arts curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and prized.

Substantive content matters

Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. In fact, remarkably, research shows that she is even more able to successfully read about and understand new content.

EL Education's K-5 Language Arts curriculum has been created with substantive content understanding—science, social studies, or literature—at its heart. Students acquire a deepening understanding of that content and they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, which have been carefully embedded within the content.

Curriculum is a system

In the K-5 Language Arts curriculum the sequences of skills in the lessons have been carefully designed so that they work together to help students learn. As a whole, the curriculum is a system that benefits students while also providing support to teachers that helps them grow as professionals.

Backward design means planning with the end in mind and assessing all along the way

The guiding principle of backward design is straightforward. Designers must consider three questions:

- "At the end of a sequence of instruction, what will students know and be able to do?"
- "What will proficiency look and sound like?"
- "How will we know when students are proficient?"

An essential aspect of backward planning is assessment. In the module lessons, assessments have been built in to reflect the key literacy learning that students have been acquiring in the lessons. In the K-2 Skills Block, formative assessments happen weekly, so that teachers can group students for precise skill instruction.

In both module lessons and the K-2 Skills Block, daily lessons suggest specific “ongoing assessment.” And although the K-2 Labs and 3-5 ALL Block (each of which are a second hour of content-based literacy instruction) do not include formal assessments (these happen only in the module lessons), they do provide rich opportunities for observing student work and data collection. All of the assessments give teachers valuable information to use, both in working with the lessons and in grouping and emphasis for Labs and the ALL Block.

Students excel in diverse and inclusive settings

EL Education’s K-5 Language Arts curriculum recognizes that students learn from one another—and learn to respect one another—when they learn together in the same classroom. At the same time, students sometimes have needs that require various types of differentiation. The curriculum provides supports and resources for differentiation where needed, within all components of the curriculum: the module lessons, K-2 Labs, 3-5 ALL Block, and the critical K-2 Skills Block.

Teachers are able to provide for students with disabilities as well as students who may need academic extensions. And to engage all students, module lessons heavily emphasize differentiation; tools and scaffolding that support all learners; and flexibility in the ways information is presented, the ways students respond, and in the ways students are engaged (based on Universal Design for Learning).

English language learners (ELLs) and language minority students need their assets honored and their needs supported

ELLs and language minority students bring a wealth of diverse experience and wisdom to the classroom. In EL Education’s curriculum, these language learners are presumed to be fully participating members of a diverse and heterogeneous classroom structure. At the same time, the curriculum honors the fact that language learners need targeted instruction within each lesson and additional supports if they are to be successful.

Specific scaffolds have been integrated into each module lesson so that the classroom teacher can provide myriad supports for these students, particularly for those classified as long-term ELLs. These resources take a variety of forms. Two specific areas of emphasis are the “Language Dives” (conversations that teach students to unpack the structure and meaning of complex sentences) and “Conversation Cues” (see below).

Conversation Cues promote student thinking, collaboration, and respect

Collaborative conversation—frequent, focused, exploratory—is a key tool for deep learning. Through collaborative conversation, students deepen their learning and come to appreciate the value of one another as individuals with diverse perspectives. Conversation Cues (questions that teachers can ask, such as “Can you say more about that?” or “Can you figure out why?”) encourage productive and equitable conversation. These simple talk moves help students extend their thinking.²

Students own their learning

From the earliest grades, students using EL Education’s curriculum learn to see themselves as active learners with agency in their own education. With teachers’ guidance, they articulate specific learning targets (“I can...”) for every lesson. They learn to set goals; assess their own learning; and use feedback from peers, themselves, and their teachers to make progress.

² Conversation Cues are adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications).

Families and guardians are partners

EL Education's curriculum welcomes students' families and guardians as partners in education. Students learn best when families have the opportunity to be part of the educational journey. The curriculum includes sample letters teachers can send home to describe what students will learn during a given module, how guardians can support that learning and, for Grades 3-5, specific homework assignments. Students are encouraged to share what they are learning with their family, and sometimes interview family members about their expertise and experiences.

Curriculum as powerful professional development

This curriculum is designed to help teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching. Teachers are provided rich resources and opportunities to make sound and specific instructional decisions based on their students' needs.

How does EL Education's curriculum address Common Core State Standards for literacy?

EL Education's curriculum was created to teach the Common Core literacy standards with a fully content-integrated approach, recognizing as well that the content students acquire is itself a steppingstone to full literacy. Emphasis within the new standards includes:

Reading Standards

TEXT COMPLEXITY

Frequent use of grade-appropriate complex text at all grade levels for all students; at the K-2 level many close read-alouds are conducted with texts two or three grade levels above what students can read on their own to encourage high-level thinking and discourse; scaffolds so that all students are successful; Language Dives for all students (more frequent for ELLs); story time to launch every K-2 Lab session

VOCABULARY

Intentional vocabulary building from content-based text; attention to figuring out words from context; decoding; emphasis on academic (Tier 2) vocabulary

CLOSE READING

Teacher-led close reading or close read-alouds of content-based texts; carefully developed text-dependent questions; multiple reads for deepening comprehension; focus question that drives a series of sessions on a single text

VOLUME OF READING

Daily Accountable Independent Reading at each individual student's level (or rereading complex text previously read with teacher support); reading to deepen and expand content knowledge and vocabulary; story time to launch every K-2 Lab session

RESEARCH

Gathering evidence for knowledge building before writing; Accountable Independent Reading; K-2 Research Lab

FLUENCY

Multiple reads of complex text; research reading; volume of reading; reading decodable texts (in the K-2 Reading Foundations Skills Block)

FOUNDATIONAL SKILLS

A dedicated hour per day to explicitly teach the letter-sound patterns of the English language (in the K-2 Reading Foundations Skills Block)

Writing Standards

WRITING REFLECTS CONTENT UNDERSTANDING	All writing supports content knowledge: Students write both as they are learning content knowledge (e.g., note-taking) and as they synthesize that knowledge (e.g., in their formal writing); note-taking in the K-2 Research Lab
SPECIFIC INSTRUCTION IN ASPECTS OF WRITING	Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) are scaffolded specifically for particular writing in each module
WRITING FLUENCY, EASE WITH WRITING	Frequent "short writes" as well as more developed pieces; almost daily writing in the K-2 module lessons; goal-setting and reflection in the K-2 Labs; writing practice as one specific component of the 3-5 Additional Language and Literacy Block
ORAL PROCESSING OF IDEAS BEFORE WRITING	Frequent opportunities for students to "orally rehearse" ideas and thinking before writing, including structured conversations and Language Dives
WRITING PROCESS (PLAN, DRAFT, CONFER, REVISE, EDIT)	Instruction and scaffolding in each aspect of the writing process; emphasis on use of models, critique (kind, specific, and helpful), feedback, and revision

Language Standards

STANDARD GRAMMAR AND USAGE	Short and fully developed writing (including emphasis on revising and editing skills); explicit instruction on specific language standards in K-2 module lessons (often involving analyzing or punctuating songs and poems) and in 3-5 Additional Language and Literacy Block; Language Dives; embedded grammar and usage instruction (within performance tasks and often within other writing assignments)
STANDARD WRITING CONVENTIONS, INCLUDING SPELLING	Short and fully developed writing (including emphasis on revising and editing skills); focus on letter formation and spelling patterns in K-2 Reading Foundations Skills Block; explicit instruction on conventions in K-5 module lessons and the 3-5 Additional Language and Literacy Block (grammar, usage, and mechanics component); Language Dives
ACADEMIC AND DOMAIN-SPECIFIC VOCABULARY	Multiple reads of complex text; short and fully developed writing; Language Dives; unpacking learning targets; explicit teaching of the language of habits of character (e.g., collaboration, perseverance)

Speaking and Listening Standards

PARTICIPATION IN DISCUSSION, BUILDING ON OTHERS' IDEAS	Collaborative protocols; small group discussion; discussion norms; Conversation Cues; sentence frames to scaffold productive discussion
PRESENTATION OF IDEAS IN A STYLE APPROPRIATE TO AUDIENCE	Presentation of students' work, both formally and informally, to an audience of their peers, families, or invited guests

The K-2 Language Arts Curriculum

John Dewey, education icon, famously said, "Education is not preparation for life; education is life itself." Our curriculum for primary learners reflects that truth. Young children live in a world of activity, exploration, creation, singing, talk, and play. These ways of living—with the encouragement of loving and supportive adults—give young learners both meaning and joy. As they move, sing, explore new ideas, make stuff, talk endlessly about what they are doing, and repeat songs and poems over and over again, primary children are learning. Our curriculum is rich and academically challenging, and it is built with what EL describes as the "Characteristics of Primary Learners" at its core:

Young children find security in rhythm, ritual, and repetition.

Young children learn through play.

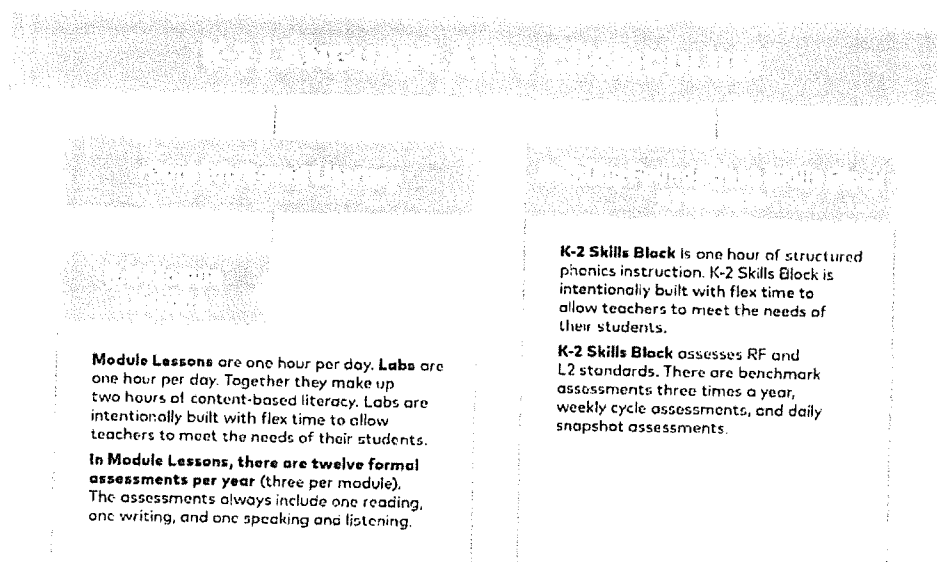
- 1. Young children want to belong to a community that is safe, beautiful, and good.
- 2. Young children explore the world with wonder.
- 3. Young children “understand” the world first through their bodies.
- 4. Young children seek independence and mastery.
- 5. Young children thrive in the natural world.
- 6. Young children use stories to construct meaning.
- 7. Young children seek patterns in the world around them.
- 8. Young children construct their identities and build cultural bridges.
- 9. Young children express themselves in complex ways.

The K-2 curriculum offers three hours of rich literacy instruction per day:

- Two hours of content-based literacy
 - One hour of module lessons
 - One hour of Labs
- A third hour of structured phonics:
 - One hour of the K-2 Reading Foundations Skills Block (addresses the Foundational Reading standards as well as Language Standards 1 and 2)

These three hours of curriculum are considered *comprehensive*, explicitly teaching and formally assessing all strands and standards of the Common Core ELA standards for each grade level. Taken as a whole, this rigorous and joyful literacy curriculum is designed to ensure that all children have a genuine opportunity to grow and succeed.

EL Education's K-2 Comprehensive Literacy: Structure



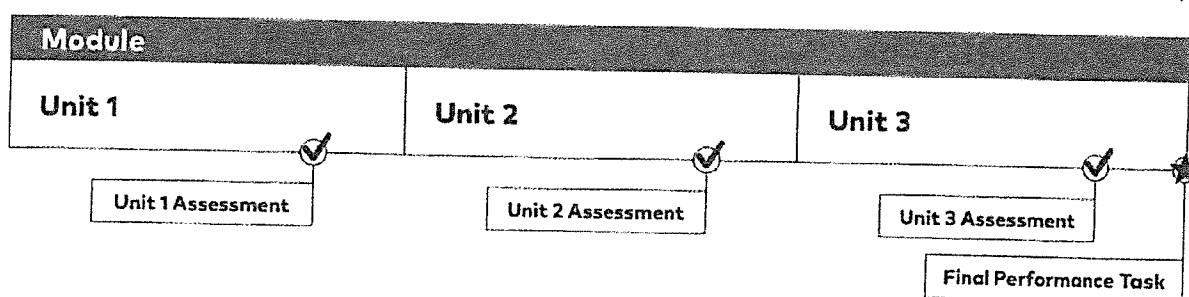
K-2 Content-Based Literacy: Module Lessons and Labs

The Module Lessons

Across K-5, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. (Note: For more, see the “Fostering Character in a Collaborative Classroom” section of the Module 1 Appendix.) Each module has a consistent structure of three units, each of which includes one formal assessment.

EL Education’s K-2 Language Arts: Module Lessons, Including Assessment Structure

⌚ 8 - 9 weeks



The curriculum was built using the principles of backward design, meaning that we started by identifying what we wanted students to know and be able to do at the end of each module, and then we built each unit to intentionally get them there. Let's explore what that means in the first grade classroom introduced in the Snapshot at the beginning of this chapter.

The last unit of each module, **Unit 3**, culminates with a performance task. This is where Kristina, Elvin, and Omar have created their “magnificent thing” and are writing about it, bringing together what they know about tools, collaboration, and perseverance (and magnificent things!).

What students learn in Units 1 and 2 helps them prepare for this performance task. (This is the principle of “backward design” in action.)

In **Unit 1**, students read, sing, discuss, dramatize, draw, and write to acquire strong content knowledge as well as the literacy skills that they need to do so. Ms. Sanchez’s first graders read informational texts to learn about lots of tools and the jobs each tool does. They learn how to ask and answer questions about the many texts they work with. They learn to collaborate and converse with one another, capturing their thinking in pictures and words.

Several weeks later, in **Unit 2**, they begin work with “close reading” of a complex text, *The Most Magnificent Thing*. In primary grades, this close reading happens through hearing the text read aloud (i.e., a close read-aloud). Ms. Sanchez uses a close read-aloud guide to conduct a series of sessions (across multiple lessons) that invite students to analyze and discuss this rich literary text. Students become deeply familiar with what a “magnificent thing” might be and what sorts of habits of character (such as perseverance) the girl in the story needed to make such a thing. Few first grade students can read the text independently, yet they all come to know it deeply, and to internalize its language, syntax, and meaning—reading comprehension at its best. During the module lessons in this unit, students also do a series of design challenges that give them hands-on experience with collaborative problem solving.

As the lessons in each unit progress, Ms. Sanchez regularly checks in on her students’ progress. Each unit has a standards-based assessment built in. Here, students read, write, or speak with increasing independence about the

texts they have been working with. These assessments help Ms. Sanchez in two ways: They allow her to have a clear sense of what her students can do and cannot yet do, and they give her valuable information about how best to use the time in the K-2 Labs for her students' benefit.

Almost every day, K-2 students share songs and poems. These serve many functions: They give students cues about transitions from activity to activity, help build a positive classroom community, build fluency, give students opportunities to practice specific language standards, and give students a deep schema for rhythm and syntax. And, they are joyful.

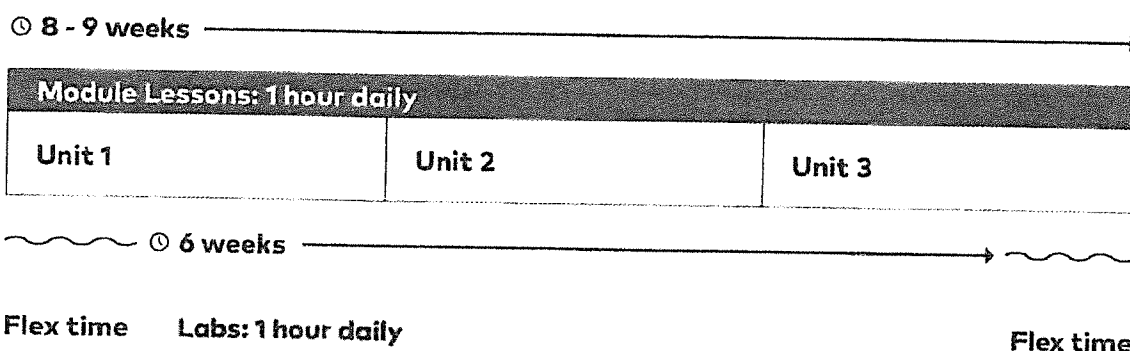
This unfolding of the three units means that by **Unit 3**, when the performance task is introduced, Kristina, Elvin, Omar, and their classmates are fully equipped to create their “magnificent things” and to synthesize their understanding of what they accomplished through supported, standards-based writing.

The K-2 Labs

Labs are an important feature of the K-2 curriculum because they support and extend student learning from the module lessons. They are designed to help teachers ensure that all of their students get the time to play and explore, become immersed in oral language and content knowledge, and practice skills and habits of character that they need—both to live joyfully and to be fully successful and proficient.

The K-2 Labs are one hour long and are complementary to module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students.

K-2 Content-Based Literacy: Module Lessons and Labs



The K-2 Labs are designed for six weeks of instruction within an eight- to nine-week module. This design allows teachers to use their discretion to flexibly schedule the Labs to best meet the needs of their students. Teachers may choose to spend that hour during those additional two to three weeks on such things as solidifying structures and routines, providing additional “spill-over” time to support module lessons, providing additional instructional time for ELLs, or for additional explicit language instruction.

Keep in mind, this is an intentionally brief description of the Labs—for more, see the separate “Implementing the K-2 Labs” introduction to your Labs Teacher Guide and Supporting Materials book.

Key Features of the K-2 Module Lessons and K-2 Labs

Emphasis on habits of character. Character is one of EL Education’s Three Dimensions of Student Achievement. Collaboration, perseverance, a growth mindset, and being able to set goals and then reflect on them all are key aspects of strong social-emotional learning. They are critical to student success, in school and in life.

• **Emphasis on oral language development.** Interactive, conversational immersion in oral language in the early years is critically important for children's literacy development. Primary students build important oral language (vocabulary and syntax) and listening habits that will be key to their development of literacy. Module lessons include explicit focus on the speaking and listening standards. And the Labs provide opportunities for students to use content-specific and academic vocabulary and apply the speaking and listening skills taught in the module lessons.

• **Daily work with rich, complex text and volume of reading.** The module lessons are built around close read-alouds of complex text. In addition, each day in the K-2 Labs begins with "Story Time"—a read-aloud chosen for its relationship to the content or character focus of the Labs—so students are consistently immersed in rich, meaningful, content-connected language. This frequent work with rich text broadens content knowledge and develops students' schema about text structure and author's craft.

• **Daily student goal-setting and reflection.** Module lessons include learning targets, which are student-friendly "I can" statements that help students know where they are headed with their learning. Teachers help students check back in with their progress toward learning targets during lessons. Similarly, at the start of each Lab, students set personal goals. Each day at the end of Labs, they have time to reflect on their learning. As they reflect, students are developing their executive functioning skills—their ability to think about what they are doing, name it, and begin to make more intentional decisions.

Culminating performance task. Unit 3 of the module lessons culminates with a student performance task. Students get support to synthesize and transfer their knowledge and understanding from the module—in terms of both content and literacy—in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work.

• **Assessment.** Both summative and formative assessments are integral. In each module, three formal summative assessments are built in (one per unit). Formative "ongoing" assessment happens frequently, as teachers observe, use checklists, and give feedback to students in module lessons and Labs. There are no formal summative assessments in the K-2 Labs.

K-2 Structured Phonics: Reading Foundations Skills Block

Our curriculum is comprehensive. The module lessons and K-2 Labs immerse primary students in content-based literacy. These two components of the curriculum complement each other to give students strong, active literacy instruction grounded in compelling topics. The K-2 Reading Foundations Skills Block gives K-2 students another hour per day of essential structured phonics instruction to help them crack the alphabetic code.

We know that in order to become fully literate, all children must acquire internalized, automatic knowledge of the building blocks of spoken and written language—letter names, sounds, and formation; the ability to break words apart and blend them back together; common spelling patterns; and decoding of words. In addition, students must develop automaticity around reading. They need to internalize predictably patterned words in context (so that the words become sight words) and smoothly and accurately read basic sentence patterns—and, increasingly, texts. Learning these building blocks of written language gives students the "mental bandwidth" to pay attention to the meaning of text and improves their reading comprehension.

The skills described in the above paragraph are the central purpose of the K-2 Reading Foundations Skills Block. It is not designed primarily for reading comprehension—that is the job of the module lessons and K-2 Labs. However, *fluency and automaticity are in fact directly related to reading comprehension*. Young students (such as the first-graders Kristina, Elvin, and Omar) who have to spend time and energy figuring out many words in a text do not have the "mental bandwidth" left to pay attention to the text's meaning. Because the purpose of reading, after all, is comprehension, the K-2 Skills Block is designed to give students the building blocks of written language, and to help them develop fluency and automaticity in reading.

The structure of the K-2 Reading Foundations Skills Block

The K-2 Skills Block is organized by cycles, most of which include five lessons. Each day:

- Students spend 15–20 minutes in a “whole group” work session.
- Students spend 40–45 minutes in differentiated small groups, based on their strengths and needs.

Here, we briefly explain the purpose of the differentiated small group time. During small group time in the weekly cycle, students have regular opportunities to work with the teacher. When they are not working with the teacher, they work independently in various ways, including accountable independent reading.

These small groups are key to how the K-2 Skills Block works. They allow the teacher to tailor instruction, precisely, to the specific needs of each beginning reader, so that those students are able to progress as smoothly as possible.

Students develop foundational skills in “phases” of reading and spelling development and word acquisition. EL Education’s curriculum is designed to help teachers identify what phase each student is in and then to give students specific instruction in mastering each phase. (This framework is based on the work of Dr. Linnea Ehri, an educational psychologist who has researched how learners crack the alphabetic code.)

Phases of Reading and Spelling Development

Pre-Alphabetic	Partial Alphabetic	Full Alphabetic	Consolidated Alphabetic
Reader is not yet making any alphabetic connections. May recognize some letters (e.g., letters in own name) and environmental print (e.g., “Stop” on stop sign).	Reader is making partial alphabetic connections. Beginning to decode and encode CVC and VC words, but frequently confuses vowels and vowel sounds.	Reader is making full alphabetic connections. Able to decode and encode all regularly spelled, one-syllable words and some multisyllabic words.	Reader uses knowledge of syllable types to decode and encode multisyllabic words. Continually growing bank of high-frequency and irregularly spelled words.

For more details on differentiated small group time and the Phases of Reading and Spelling Development, see the “Implementing the K-2 Reading Foundations Skills Block” introduction to your Module 1 Skills Block Teacher Guide and Supporting Materials book, as well as the Phases and Microphases description found in the K-2 Skills Block Resource Manual.

Key features of the K-2 Reading Foundations Skills Block

Focus on spelling. Decoding and encoding go hand-in-hand, each skill strengthening the other. The ability to write the letters that represent sounds in words helps the writer commit the pronunciation of the word to memory.

Honoring characteristics of primary learners. Primary students learn through play and predictable routines. The K-2 Skills Block promotes a joyful, active learning environment by incorporating music, movement, stories, and use of multiple modalities.

Additional time and support for students who need it, including targeted re-teaching. We know that all students do not learn at the same rate, and that some students need more time, repetition, and direct instruction than others. The differentiated small group instruction allows teachers to spend more time and provide more support to students who need it. Suggested re-teaching activities and guidance for differentiated small groups and planning are provided in each lesson.

Note: To implement the K-2 Skills Block, refer to your Differentiation Packs if you have identified students who need instruction above or below their grade level. These materials will support your differentiated small group.

- **Variety of student-friendly texts.** In addition to the content-related texts used in the K-2 Labs and module lessons, the K-2 Skills Block includes a variety of texts within the lessons, including poems, Letter Stories for each letter of the alphabet, fluency passages, and engaging Decodable Student Readers. To set purpose for the Decodable Student Reader, the teacher also reads aloud an “engagement” text, a complex text with an interesting story that is mirrored in the decodable text. Lastly, there is also time set aside daily for students to read texts of their choice from the classroom library.

• **Assessment.** Both summative and formative assessments are integral. The K-2 Skills Block includes three types of assessments: *benchmark assessments* (fall, winter, spring).³ This gives the teacher a good sense of where her students are in terms of the alphabetic phases, described above. *Cycle assessments* serve as efficient dipsticks at the end of each week. These give the teacher more specific information to help her decide how to group students for specific small group instruction during the next cycle. There are also daily ongoing *snapshot* assessments in kindergarten and Grade 1, and Exit Tickets in Grade 2.

The Grades 3-5 Language Arts Curriculum

Just like primary-age students, upper-elementary students are joy seekers. They crave collaboration with their peers and engagement in their learning through play, story, and games. They also have unique needs and characteristics. Their growing hunger for independence and mastery as learners makes them ready to put their hard-earned reading and writing skills to work.

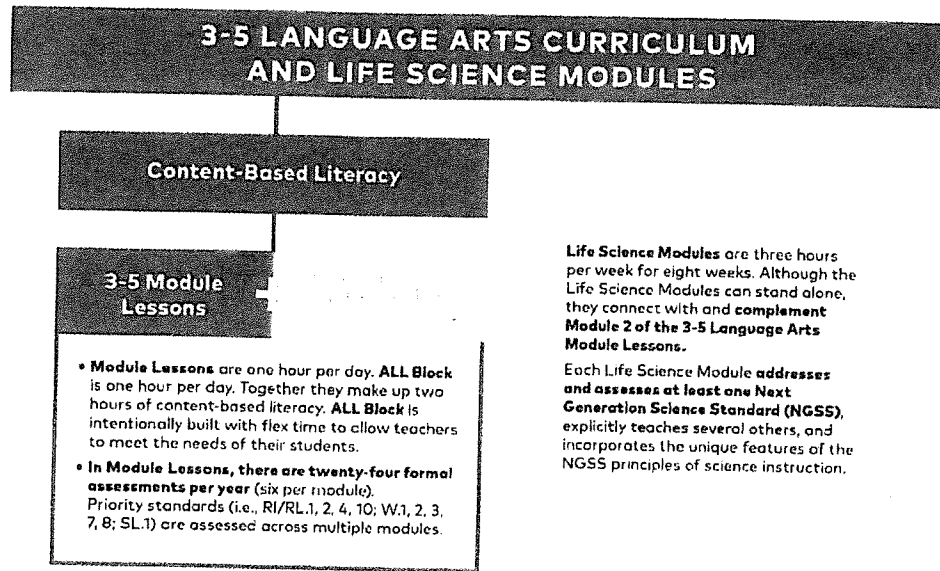
Our Grades 3-5 curriculum honors students' growing capacity to read complex text, write at length and with depth, and explore pressing issues in the world around them. The curriculum comprises two hours of rich content-based literacy instruction per day:

- One hour of module lessons
- One hour of the Additional Language and Literacy (ALL) Block

These two hours of curriculum are considered *comprehensive*, explicitly teaching and formally assessing all strands and standards of the Common Core ELA standards for each grade level (Note: In Grades 3-5, the initial exposure to and formal assessment of standards happens in the module lessons; the ALL Block is for additional practice.) There is also an optional companion Life Science Module that accompanies Module 2 and comprises eight weeks of instruction.

³ If teachers prefer to use existing screening or diagnostic assessments in lieu of the three benchmark assessments, that is possible, as long as they are aligned with the appropriate standards.

3-5 Comprehensive Literacy

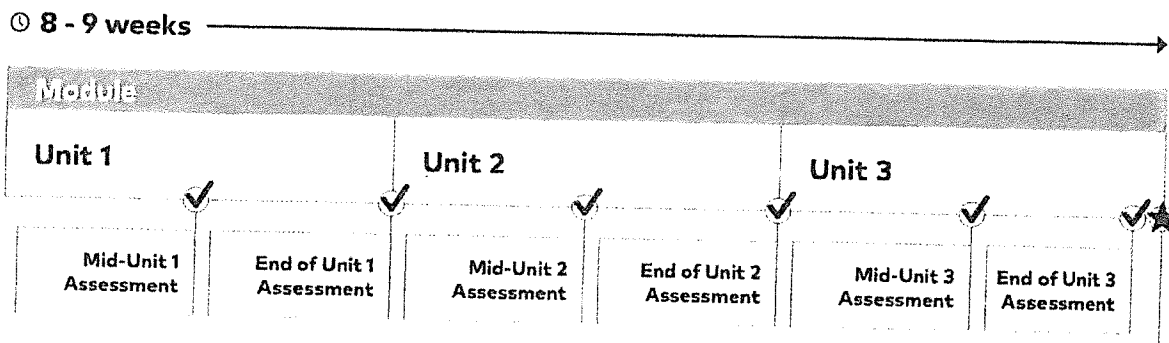


Grades 3-5 Content-Based Literacy: Module Lessons and the Additional Language and Literacy Block

The Module Lessons

In many ways, the Grades 3-5 curriculum is similar to the K-2 curriculum. The modules are based on compelling topics and use rich, authentic text throughout. Divided into three units each, the modules are designed to build important content knowledge and understanding, as they fully teach and assess all of the ELA standards at each grade level. As in K-2, each module has a consistent structure of three units. But unlike K-2, in Grades 3-5 there are two assessments per unit, which reflects the readiness of students this age to do more independent work and to practice with high-stakes testing formats.

Grades 3-5 Module Lessons and Assessment Structure



The curriculum was built using the principles of backward design, meaning that we started by identifying what we wanted students to know and be able to do at the end of each module and then built each unit to intentionally get them there. Let's explore what that means in the fourth grade classroom introduced in the Snapshot at the beginning of this document.

The last unit of each module, **Unit 3**, includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they know about this topic. This is where students Nathan, Sergei, and Alma are writing choose-your-own-adventure narratives, bringing together what they know about the armadillo and what defenses it has to help it survive (and what they know about writing).

If this is what students need to be prepared to do in Unit 3 of the module, what they learn in Units 1 and 2 must help them get there. (This is the principle of “backward design” in action.)

In **Unit 1**, students read, discuss, dramatize, draw, and write so that they acquire strong and specific content and background knowledge, as well as the literacy skills that they need to do so. Ms. Henderson’s fourth graders learn what “natural defenses” are, they learn what predators do, and they learn about the many kinds of defenses that animals have depending on their habitat. In the process, the students learn to read closely, reread carefully for meaning, gather evidence, and develop a paragraph.

In **Unit 2**, they take this basic understanding to a deeper level. They do more research and discuss with one another what defenses specific animals might have. With close support, they respond to a prompting question to write a full multi-paragraph essay about animal defenses.

Throughout, for homework, students are reading independently at their own level. They are using research texts to gather deeper and deeper knowledge about how animals use natural defenses to survive and thrive.

As the lessons in each unit progress, Ms. Henderson has the opportunity to carefully check in on her students’ progress. Each unit has two built-in assessments: a mid-unit assessment (usually reading) and an end of unit assessment (usually writing). These assessments help Ms. Henderson in two ways: They allow her to have a clear sense of what her students can and cannot yet do, and they give her valuable information about how best to use the time in the ALL Block for her students’ benefit.

This structure and sequence means that, by **Unit 3**, Nathan, Sergei, Alma, and all of their classmates are fully equipped to write their choose-your-own adventures about how the armadillo uses its defenses to survive.

The Additional Language and Literacy (ALL) Block

The ALL Block is one hour long and is complementary to module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students.

The ALL Block has three units, parallel to the three units of the module. Each module unit is accompanied by two weeks of ALL Block instruction (with one flex day built in every week). When a particular unit of the module lessons runs longer than two weeks, the ALL Block hour during those days that extend beyond two weeks is flex time, used to meet the specific needs of students. For example, teachers might want to provide additional time for work started in module lessons, practicing literacy skills introduced there that students are finding particularly challenging, informally assessing reading foundational skills, or offering additional time for ELLs.

Grades 3-5 Content-Based Literacy: Module Lessons and Additional Language and Literacy Block

⌚ 8 - 9 weeks →

Module Lessons: 1 hour daily		
Unit 1	Unit 2	Unit 3

Additional Language and Literacy Block: 1 hour daily

Unit 1 ~ Flex time ~ Unit 2 ~ Flex time ~ Unit 3 ~ Flex time ~

⌚ 2 weeks →

⌚ 2 weeks →

⌚ 2 weeks →

The ALL Block has five components:

- Independent Reading
- Additional Work with Complex Text
- Reading and Speaking Fluency/GUM (grammar, usage, mechanics)
- Writing Practice
- Word Study and Vocabulary

Each component is built into the module lessons in various ways, and then is reinforced and practiced in the ALL Block. Over the course of two weeks, students work with all five components.

Keep in mind, this is an intentionally brief description of the ALL Block—for more, see the “Implementing the ALL Block” introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials book.

Key Features of the Grades 3-5 Module Lessons and ALL Block

- Regular close reading of complex texts.** Students in Grades 3-5 consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text.
- Writing for understanding.** As students write to show understanding of particular content, they both synthesize that content and acquire transferable skills and approaches to new writing situations, becoming more independent writers.
- Habits of character.** Character is one of EL Education’s Three Dimensions of Student Achievement. Collaboration, perseverance, a growth mindset, and being able to set goals and then reflect on them are all key aspects of strong social-emotional development and are critical to student success, in school and in life. To help students become independent learners, the 3-5 curriculum continues to build in frequent opportunities for students to collaborate and reflect on their learning.
- Robust instruction for ELLs.** Throughout the module lessons and the ALL Block, English language learners are provided specific and differentiated instruction and support. In the module lessons, ELLs are usually part of the overall heterogeneous grouping in the class. In the ALL Block, there is a strategic mix of heterogeneous grouping as well as ELL-only grouping to meet specific needs.

- **Building knowledge and literacy skills through a volume of reading.** Students have many opportunities to read a lot on the module topic. This results in stronger vocabulary, stronger content knowledge, and greater ability to write in depth about content.
- **Daily student goal-setting and reflection.** The module lessons and the ALL Block include learning targets, which are student-friendly “I can” statements that help students know where they are headed with their learning. Teachers help students check back in with their progress during lessons.
- **Sufficient practice of skills for students to demonstrate mastery.** In both the module lessons and the ALL Block, all students receive consistent, specific, and differentiated skills practice, in both reading and writing.
- **Culminating performance task.** Unit 3 of each module culminates with a student performance task. Students get support in synthesizing and transferring their knowledge and understanding from the module, in terms of both content and literacy, in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work.
- **Assessment.** Both summative and formative assessments are integral. In each module, six summative assessments are built in (two per unit). Formative assessment happens frequently as teachers observe, collect homework, use checklists, and give feedback to students in the module lessons and in the ALL Block.

Grades 3-5 Curriculum: Life Science Modules

Our Grades 3-5 curriculum includes one optional Life Science module per grade level. If schools choose to teach this optional module, it will represent three additional hours per week of instruction but only during Module 2, which is approximately eight to nine weeks. Although the Life Science modules can stand alone, each one connects with and complements Module 2 of the grade-level language arts module lessons.

Table 2.2: Grades 3-5 Life Science Modules

Grade	Life Science Module
3	Diverse life cycles and inheritance of traits in aquatic plants and animals: This module extends learning about frogs from the ELA module.
4	Ecosystems and specialized structures and their functions in terrestrial plants and animals: This module is a companion to animal defenses in the ELA module.
5	The cycle of energy and matter in a healthy forest ecosystem: This module extends learning about rainforests from the ELA module.

Science is about asking questions, observing carefully, investigating, reflecting, and then drawing conclusions based on evidence. Our Life Science modules for Grades 3-5 are designed to provide teachers and students with an inquiry-based approach to rigorous and authentic science instruction.

Each Life Science module is designed to last eight weeks, with about three hours of science instruction per week. Each addresses and assesses at least one Next Generation Science Standard (NGSS), explicitly teaches several others, and incorporates the unique features of the NGSS principles of science instruction.

The Life Science modules have been designed for the elementary school generalist, such as Ms. Henderson. Each module gives the regular classroom teacher the plans, the background content, and the resources she needs to provide strong, rigorous, literacy-integrated science instruction. For the classroom teacher, the goal of our science curriculum is to recognize that science can be fun—both to learn and to teach.

Three-Dimensional Science Instruction

The Next Generation Science Standards reflect a significant shift from earlier science instruction. Each of the NGSS standards is described in terms of a performance expectation: What should a student know and be able to do with that particular science concept at the end of instruction? In addition to naming a specific performance expectation, each science standard is described in terms of three dimensions. These three dimensions are a key structure of the NGSS and shouldn't be confused with EL Education's three Dimensions of Student Achievement.

The Three Dimensions of the Next Generation Science Standards

Science and Engineering Practices	Disciplinary Core Ideas	Cross-Cutting Concepts
Students ask questions and define problems related to the topic. They make explanatory models and revise them as they learn more. They set up investigations, gather evidence, and make thoughtful claims supported by reasoning, both orally and in writing.	This is the actual content and information that students are learning about a topic. In the EL Education Life Science modules, the content is some aspect of life science, depending on the grade. This knowledge functions as the anchor of the module.	Students learn that there are ways of thinking and underlying "big ideas" that are not specific to a topic (or even to science) that extend across and through many topics. This includes ideas like "systems," patterns, and cause-effect relationships. They are the "glue" that holds ideas together.

Key Features of the Grades 3-5 Life Science Modules

Science notebooks. From the beginning of the module, each student keeps an interactive science notebook and uses it every day. Modeled after the way "real scientists" use notebooks, these are set up for students to include both a prompting question for the particular lesson sequence and space for students to think and work.

Scientists Meetings. Scientists Meetings occur at least once a week. They give students the opportunity to translate their thinking into language in a way that can be shared with others and revisited over time. Talking about ideas allows students to reconsider and revise their developing ideas as they listen to classmates.

Flexible time for lessons. Unlike the ELA components of the curriculum, which are one hour long, the time allotted for each lesson sequence of a Life Science module is flexible. The teacher is encouraged to plan science instruction on a weekly, not daily, basis, and adjust times for investigations as needed.

Self-coaching prompts for teachers. Many elementary generalists may lack confidence in teaching science. Every lesson includes questions for the teacher to consider in order to help guide student inquiry, reflect on what students know and need, and anticipate classroom management needs.

ELA Standards. The standards that are so central to the language arts module lessons are central to the Life Science Modules as well. Students engage in close reading of complex texts and acquire and use key academic and domain vocabulary. They discuss and process their understanding in frequent guided conversation in Scientists Meetings, and they write arguments and scientific explanations supported by accurate, reasoned evidence.

For specific information on the 3-5 Life Science Modules, see the Life Science Module Teacher Guide and Supporting Materials book.

Additional Documents to Orient to the K-5 Language Arts Curriculum

The following pages describe other guidance documents that are crucial to have the big picture, year-long context when beginning to implement EL Education's K-5 curriculum.

General Resources

K-2 CURRICULUM PLAN AND 3-5 CURRICULUM PLAN	High-level overviews of the recommended sequencing and pacing of topics, writing texts, and required texts for each grade. Signal key aspects of vertical alignment (K-2 and 3-5). Show the four modules per year for each grade level.
K-5 GRADE-LEVEL CURRICULUM MAPS	The single best source to understand the year's work for each grade level: a detailed view of the scope and sequence of the modules showing module titles, topics, targets, and standards taught and assessed in each module.
K-5 REQUIRED TRADE BOOK PROCUREMENT LIST	Lists all trade books that districts must purchase to implement the modules. For each text, specifies the number of copies needed (e.g., one per classroom, six per classroom, or one per student).
K-5 RECOMMENDED TEXTS AND OTHER RESOURCES	Lists trade books, websites, and videos on the module topics for students to read independently in order to build content knowledge. Includes texts at a range of reading levels so teachers can differentiate.
K-2 LABS SUPPLEMENTAL MATERIALS LIST	Lists the physical materials needed to implement K-2 Labs. Note that schools may already have many of these materials (e.g., cardboard, paints).
3-5 LIFE SCIENCE SUPPLEMENTAL MATERIALS LIST	Lists the physical materials needed to implement the Grades 3-5 Life Science Modules. Note that schools may already have many of these materials (e.g., eye-droppers).
FOSTERING CHARACTER IN A COLLABORATIVE CLASSROOM	Describes what EL Education means by "habits of character" (e.g., perseverance, collaboration) and how the curriculum promotes social-emotional learning. Includes specific suggestions for setting up the classroom environment, structures, and culture that will help this curriculum succeed, including how teachers can lay the foundation in the first few weeks of school, before starting Module 1.
SUPPORTING ENGLISH LANGUAGE LEARNERS	Includes the principles of instruction for ELLs and how the curriculum structure supports the principles of ELLs' cultural and linguistic needs.
SAMPLE SCHEDULES	Shows various options for scheduling the time for comprehensive literacy: three hours per day (K-2) and two hours per day (3-5). Each sample schedule states advantages and considerations.
IMPLEMENTING THE K-2 LABS	A description of the purpose and structure of the K-2 Labs. Describes the five Labs and explains how Labs unfold across a module. Explains what a typical Lab session looks like in action. Answers frequently asked questions.
VIDEOS: PROTOCOLS WITH PRIMARY LEARNERS	A suite of short online videos, each of which shows a class using a specific protocol (simple routine). These protocols actively engage all learners. They are used throughout the K-2 module lessons to help students listen to and speak about the module content. The videos demonstrate that even very young learners can succeed with protocols when given enough scaffolding and practice.
WHY A STRUCTURED PHONICS PROGRAM IS EFFECTIVE, BY DAVID LIBEN	A clear and thorough explanation of the research behind a structured phonics approach to reading instruction, how this approach works, and why it is effective.
K-2 SKILLS BLOCK GRADE-LEVEL SCOPE AND SEQUENCE DOCUMENTS	The single-best source to understand the year's work for each grade level of the K-2 Skills Block: an overview of the specific letters, spelling patterns, and skills taught in each module throughout a school year.
IMPLEMENTING THE K-2 READING FOUNDATIONS SKILLS BLOCK	A simple description of the purpose and structure of the K-2 Skills Block. Describes the structure of the modules and cycles, as well as what happens during whole group instruction and differentiated small group instruction. Provides introductory information about benchmark assessments, how to group students for differentiated small group instruction, and how to use independent student rotation activities.

General Resources

K-2 READING FOUNDATIONS SKILLS BLOCK RESOURCE MANUAL

A suite of teacher resources critical for implementing the K-2 Skills Block, including:

- Guidance documents
- Benchmark assessments (including administration and scoring guidance)
- Activity bank
- K-2 Skills Word List

VIDEOS: K-2 SKILLS BLOCK - READING FOUNDATIONS INSTRUCTIONAL PRACTICES

An online video that shows a condensed version of the full hour of the Skills Block, including whole group instruction, transitions to differentiated small group instruction, and independent rotations. In addition, we have provided a suite of several short videos, each showing a teacher using a specific instructional practice (e.g., chaining) that forms the backbone of the "cycles" of lessons in the Grade 1 Skills Block. The videos illustrate design features of the entire K-2 Skills curriculum (e.g., the relationship between spelling and reading).

GRADES 3-5 IMPLEMENTING THE ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

A simple description of the purpose and structure of the Grades 3-5 ALL Block. Describes the five components and the two-week cycle. Describes rotations, how to group students, and the strand for English language learners. Answers frequently asked questions.

GRADES 3-5 LIFE SCIENCE GRADE-LEVEL MODULE OVERVIEWS

Because there is just one Life Science Module per grade level (eight weeks of instruction), no yearlong guidance documents exist. Each grade-level module overview includes background information to help general education teachers build their own background knowledge about the science content (before using the module with students).