



Provisional Accelerated Learning (PAL) Academy

Charter Renewal Petition

Presented to

San Bernardino City Unified School District

(SBCUSD)



Submitted September 2019
Term of Charter

July 1, 2020, to June 30, 2025

“Education with an Individualized Approach”

Dr. Mildred Dalton-Henry (Founder)

Preface

“Education with an Individualized approach.”

Positioned in an unincorporated area of San Bernardino county known as Muscoy, and at a second site in the heart of San Bernardino, PAL Academy successfully services an urban population comprised of approximately 75% Latino and 20% African American students. Many of these students are transplants from traditional High Schools in surrounding areas. PAL Academy students come from varying family dynamics, social structures, and capacities to achieve, as do most students in public education. The difference between traditional school settings and PAL’s charter environment is the amount of hope that remains. PAL’S history has been to serve students with **“Individual, Educational, Family Problems”** (IEFP) who have one or more of the following chronic concerns: discipline, attendance, or achievement. This reality has earned PAL a reputation for a school of force; however, advances in curriculum, exposure, and expanding opportunities over the past few years have transitioned PAL into a school of choice. The increasing underclass enrollment and rising number of students opting to continue and complete their diploma is a testament to the positive shift in the campus culture.

Assessing School Achievement

Many facets have been used to assess PAL Academy’s current state of achievement including but are not limited to, WASC Focus Groups, Team Meetings, Edmentum Training, and Curriculum Development, Academic Success course offerings, and LCAP Student/Staff surveys. Additionally, the ongoing engagement strategies to ensure the connectivity of PAL students, families, and stakeholders have proven successful as we have noticed a growing trend in committed participation of all parties through activities and events housed in the Office of Student Life and Success department. Collaborative opportunities which have been developed through this office include:

- Associated Student Body and PAL Ambassadors, which are campus organizations geared towards the development of leadership among the students.
- Student SCHOLAR Athletics (SSA), bridging gaps in education through the catalyst of sports. This program requires students to lead in excellence both academically and athletically. Increased parent engagement is fostered through sports programs.
- Career Technical Education (CTE) provides hands-on career training through real-world applications. The CTE program strives to ensure that the secondary educational experience remains both real and relevant.
- Advisory Boards and Community Forums allow PAL to remain directly connected to the community and civilly engaged in a mutually beneficial partnership. This collaboration is ongoing throughout the school year and provides insight for many PAL concerns and areas of interest.



Blended Learning Model

As an independent study charter school utilizing a blended-learning model, students can work at their own pace while affording the teacher the flexibility to encourage thoughtful discussion and differentiation. This provides expansive opportunities for all stakeholders, as learning is extended beyond the textbook through special projects, labs, civic engagement, and other opportunities. This ability to individualize allows us to meet students precisely where they are while providing the necessary support, resources, and exposure to foster development that cultivates long-term success.

This program includes the constant encouragement of college and career pathway options and character development (which focuses on the Seven Habits of Highly Effective Teens). Students are also subject to classroom standards and expectations which create a uniform understanding of acceptable campus behavior.

Rewiring for the 21st Century

Overall, The PAL Academy is actively involved in preparing students to meet the needs and demands of the 21st Century. Professional writing, critical thinking, reading comprehension, and technology exposure have received greater attention, and we have increased the usage of online curriculum and Google services in all classes and subjects.

Following suit with the school-wide accountability plan, the ongoing development of PAL Academy as we earnestly seek to meet the needs and exceed the expectations of PAL Academy's students and families is at the helm of a priority list. With the continued support of strong administrative leadership coupled with vested stakeholders, we are well-positioned to execute long-range action plans. Major goals and objectives consistent with PAL Academy's trajectory include, but are not limited to, the following:

- Establish a college-going culture by ensuring a minimum of 80% of the graduating class each year has completed the college access process (college application, FAFSA, ACT/SAT).
- Continued exposure to post-secondary education opportunities and environment for underclassmen as well as mandatory ACT/SAT test prep to develop a pipeline of students prepared and excited to transition to college.
- Expand Career Technical Education (CTE) opportunities through student-identified pathways based on interest and exploration. Students assigned to a pathway or industry will access progressive levels of training in the field, leading up to vocational certification and/or state board testing preparation for licensure.

- Increase parental engagement to foster student success through the Parents as Partners initiative. The initiative applies innovative avenues to reach parents by encouraging them to partner in the success of their students. Engagement includes parent involvement in the School Site Council, Parent Nights, ELD Parent Courses, Parent Technology courses, and Community College extended learning opportunities in partnership with San Bernardino Valley College.

Management Team

Dwaine Radden Sr., Chief Executive Officer of Provisional Educational Services, Incorporated (PESI), DBA, The Provisional Accelerated Learning (PAL) Center has been at the helm, since 2015, of guiding PESI and PAL Academy into the next level of service to the San Bernardino Community. As CEO, Mr. Radden currently oversees seven community-based programs for the company and is responsible for managing and guiding PAL Academy to new levels of effectiveness. He brings a multitude of organizational knowledge and leadership in the areas of administration, teaching, mentoring, coaching, and youth advocacy.

Head of School

Each PAL Academy Campus is led by an experienced Administrator who is responsible for implementing and managing PAL Academy's academic programs and school policies, supervise staff and direct the day to day activities of each site.

Challenge to ELEVATE

Entering the 2018-2019 school Mr. Radden challenged PAL Academy teachers to take it to the next level as he shared the following, *"Students today are digitally wired and don't think and learn the way we did. We must rewire the educational system and teachers for the generations to come. We must prepare students for real-world challenges and the 21st Century"*. The PAL team has responded to that challenge to continue to "Reach down" and extend a "Hand up" to the nation's richest resource, "opportunity youth" once called "at-risk" youth. The sign on the entrance gate to the Muscoy school facility reads "No More Excuses Beyond this Point." This hands-on approach and commitment to this philosophy make every student, and team member accountable to deliver PAL's mission and vision of "Education with an Individualized Approach."

The "**SNAPSHOT 2015-2020**" in Appendix 1, shares some highlights of the journey as we continue to "**rewire**" to fulfill the mission and vision of PAL Academy to reach, educate and **ELEVATE** the "opportunity youth" of San Bernardino County

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California Charter Schools Act of 1992

In accordance with the California Charter Schools Act of 1992 (Education Code Section 47600 et seq.), Provisional Educational Services Incorporated (hereinafter "PESI"), a not-for-profit, 501(3)(c), public benefit educational organization, proposes renewal of its Charter School Petition for Provisional Accelerated Learning Academy (hereinafter "PAL Academy") by the San Bernardino City Unified School District (hereinafter "SBCUSD").

The State of California enacted the Charter School Act of 1992 (SB 1448) and subsequent amendments, including AB 544, to enable citizens to operate public schools consistent with their needs. (Education Code Section 47601) It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) *Improve pupil learning.*
 - b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) *Encourage the use of different and innovative teaching methods.*
 - d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
 - e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
 - f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.*
 - g) *Provide vigorous competition within the public school system to stimulate continual improvement in all public schools.*

PAL ACADEMY RENEWAL PETITION

In 2001, the District granted PESI's request to operate Provisional Accelerated Learning Academy from 2001 until June 30, 2005. July 1, 2005 until June 30, 2010, PAL was given its first 5-year Charter renewal. Subsequently, in June 2010 the District granted PESI a renewal petition to operate the charter for an additional 5 years from July 2010 to June 2015. In July 2015, PAL was granted another five-year renewal from July 2015-June 2020.

As Lead Petitioner, I, Dwaine Radden, Sr. hereby petition the Governing Board of the San Bernardino City Unified School District (SBCUSD) to approve this Renewal Petition pursuant to Education Code Section 47607 for a period of five years from July 2020 to June 2025. The Petitioners agree to operate the school pursuant to the terms of the California Charter Schools Act. ***(Education Code Section 47600 ET seq.)***

By Lead Petitioner: Signature  Date July 1, 2020
Dwaine Radden Sr., Chief Executive Officer.
Provisional Educational Services Inc (PESI).

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Dwaine Radden, Sr. hereby certify that the information submitted in this Renewal Petition of the Provisional Accelerated Learning Academy Charter is true to the best of my knowledge and belief. I also certify that this Renewal Petition does not constitute conversion of a private school to the status of a public charter school. I also certify that during its charter, 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)].*
- *Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]*
- *Shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code. [Ref. Education Code Section 47605(d)(1)]*
- *Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]*
- *Shall meet all statewide standards and conduct student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute. [Ref. Education Code Section 47605(d)(1)]*
- *Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.*
- *The Charter school shall be deemed the exclusive public-school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Ref. Government Code Sections 3540 et seq (Chapter 10.7 of Division 4 of Title 1 of the Government Code)*
- *Shall ensure teachers in the Charter School hold a Commission on Teacher Credentialing certificate equivalent to that which a teacher in other California public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]*
- *The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary (Ref. Title 5 California Code of Regulations, Section 11967.5.1(f)(5) ©*

- *Shall always maintain all necessary and appropriate insurance coverage.*
- *Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by **Education Code Section 47612.5(a)(1)(A)-(D)**.*
- *If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. **Ed. Code § 47605(d)(3)**.*
- *Shall not determine student admission to the Charter School according to the place of residence of the pupil, or of his parents or guardians, within the state of California, except as permitted by statute. **[Ref. Education Code Section 47605(d)(1)]***
- *Shall create an LCAP "In accordance with California **Education Code §§ 47604.33 and 47606.5**, a Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § **47605(b)(5)(A)(ii)**, using the Local Control and Accountability Plan template to be adopted by the State Board of Education. PAL Charter School shall comply with all requirements of **Education Code § 47606.5**, including but not limited to the requirement that a Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." **§ 47606.5(e)**."*
- *Shall follow any and all other federal, state and local laws and regulations applicable to the Charter School including, but not limited to:*
 - ❖ *Maintaining accurate and contemporaneous written records documenting all pupil attendance and making these records available for audit and inspection.*
 - ❖ *Consulting with its parents and teachers on a regular basis regarding the Charter School's education programs.*
 - ❖ *Complying with any jurisdictional limitations on locations of its facilities.*
 - ❖ *Complying with all laws establishing the minimum and maximum age for public school enrollment and meeting or exceeding the legally required number of school days.*
 - ❖ *Complying with all applicable portions of the No Child Left Behind Act and the California Public Schools Accountability Act.*
 - ❖ *Complying with; the Public Records Act, the Family Educational Rights Privacy act and the Ralph M. Brown Act.*

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all

references to the Provisional Educational Services, Inc. (PESI) and/or Provisional Accelerated Learning (PAL) Academy and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) PESI corporate entity, and for all purposes related to this Charter or the operations of PESI, both the school and the corporate entity, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein. Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that PAL states that it will follow the requirements of a particular Section of the Education Code or other law, it means that PAL and PESI will comply with these laws in the same manner as required for California non-charter public schools, except where otherwise specified.

Signature:  _____ Date July 1, 2020
Dwaine Radden Sr., Chief Executive Officer
Provisional Educational Services, Inc (PESI)

SCHOOL INFORMATION

Official name of the charter school	PROVISIONAL ACCELERATED LEARNING (PAL) ACADEMY
● The contact person for PAL Academy is:	Dwaine Radden Sr., Chief Executive Officer (CEO)
● The contact address is:	Provisional Accelerated Learning Academy, 2450 Blake Street, San Bernardino, CA 92407
● The contact phone number is:	(909) 887-7002
● The grade configuration of PAL Academy is:	Grades 6-12
● The 2020-2025 opening date will be:	August 2020
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional (175 days)
Independent or dependent charter school	Independent-Direct Funded Charter School
● Accountability Model:	PAL has Dashboard Accountability School Status. (DASS)
● Instructional:	PAL uses an Independent Study instructional model with students attending support classes for core subjects.
● Accreditation:	PAL has been awarded a six (6) year, (June 30, 2024) Western Association of Schools and Colleges (WASC) Accreditation for grades 6th -12th.
● The term of this charter shall be from:	July 1, 2020 to June 30, 2025

INTRODUCTION

1. RENEWAL TERM OF CHARTER

The Petitioners request a charter renewal term of five (5) years as provided in Education Code Section 47607.

2. DATE OF OPENING AND STUDENTS TO BE SERVED

Upon approval of the original petition, the Petitioners opened Provisional Accelerated Learning Academy for instruction in January of 2001 as the first Charter School authorized by SBCUSD. Through its almost twenty (20) year history, the school has continually operated at the same site in Muscoy. In 2016-2017, PAL added a Middle School Site, adding grades 6th -8th. Then in the same school year, by request and approval of the District, PAL Academy also added a second site in downtown San Bernardino. PAL Academy now serves grades 6th -12th on two campuses.

3. LOCATIONS:

Site # 1

MUSCOY CAMPUS
2450 Blake Street,
San Bernardino, CA 92407
Grade Levels served:
6th -12th Grades

Site # 2

SAN BERNARDINO CAMPUS
1671 Sierra Way,
San Bernardino, CA 92405
Grade Levels served:
6th -12th Grades.

4. DESCRIPTION OF INDEPENDENT STUDY AND CLASSROOM BASED FACILITIES

PAL Muscoy

The PAL Academy Muscoy campus is located on 4.5 acres nestled in the heart of Muscoy, an unincorporated area of San Bernardino County. The facility has seven modular style buildings and one free-standing brick and mortar structure, which supports and enhances our student learning environment. It is well maintained, graffiti-free, clean, has adequate parking for staff and students and a security guard and surveillance system throughout the campus and classrooms to promote a safe and secure school for our students and faculty. The buildings accommodate small group instruction, labs and operational space for Administration, Student Services, Focus Learning Center (FLC), Student Life Center and Student Management staff. The

campus has an outdoor basketball court, tennis court, volleyball court, handball court, a playground and access to a baseball field to promote physical activity for students.

PAL San Bernardino

PAL Academy, San Bernardino campus is in the city of San Bernardino on the facility of the First Church of Nazarene. Our classroom facilities are a stand-alone brick and mortar building which is not a part of the church structure. The building is approximately 4000 square feet and facilitates and house four classrooms, the Focus Learning Center (FLC), and Staff lounge. There is also additional space which is available for classroom instruction and school expansion. The Administration building is located at the front entrance of the facility and provides space for our Head of School, Office Assistant, Scheduling Coordinator, Compliance Department, Upward Bound Program, and multi-purpose room. The facilities are clean, and well maintained, with central air and heating. The campus has an outdoor basketball court, two tetherball systems and the indoor gym for physical activity for students. The school has a security guard and surveillance system throughout the campus and classrooms to promote a safe and secure educational program for students and staff.

School Safety

As well as having a security guard for each campus, PAL Academy has a Memorandum of Understanding (MOU) with the San Bernardino Unified School police. The school site Leadership Teams on both campuses works closely with the school police to provide additional safety and security measures to ensure that both campuses meet all requirements and functions adequately.

Adequate Resources

PAL Academy provides core and elective support classes for our Independent Study students at each campus. Each campus has a computer lab. Each classroom is equipped with a teacher desk, student desks/tables and chairs, bookshelves, locked file cabinets, projectors, whiteboards, supply cabinets, curriculum, and instructional supplies. All classrooms have wireless access, and our teachers each have a desktop computer. PAL's teacher to student ratio is 1:25. All teachers have access to technology such as the New Line Interactive Display screens in each classroom. Teachers have online access to our Aeries student information system. Students use chrome books in each classroom with a 1:1 ratio.

5. PROVISIONAL EDUCATIONAL SERVICES INC (PESI) and THE PAL CENTER

Provisional Educational Services, Inc, (PESI) is a non-profit, tax-exempt educational institution formed in 1984 to offer a variety of educational programs and employment services through the Provisional Accelerated Learning Center (PAL Center), located at 2450 W. Blake Street in San Bernardino, California. The overarching mission of the PAL Center is to "Reach Out" and help those who need a "Hand Up."

A Dream in the Making - The PAL Center

The PAL Center, “A Dream in the Making,” was established to complement and bring comprehensive educational activities and services to the community. The original idea for the PAL Center developed from a vision in 1984 by our founder, Dr. Mildred Dalton Henry, to be a community change agent for educational empowerment. For over 35 years, 1984 to present-day 2019, the PAL Center has historically served culturally diverse, at-risk populations with great success. The PAL Center is funded through grants, private donations, in-kind contributions, and volunteer services.

Our Founder

The original Provisional Accelerated Learning Formation Committee, under the Leadership of Dr. Henry, represented a broad cross-section of parents and professionals. The Committee brought together their combined experience in the areas of education, legal, business, finance, non-profit administration, and human resources to create an effective learning environment that became the Provisional Accelerated Learning Academy Charter School Petition, that was submitted to San Bernardino City Unified School District (SBCUSD) in school year, 2000.

Dr. Henry, whose motto is “*Dare to do the Impossible,*” is also the founder of Provisional Educational Services, Inc. (PESI). During her tenure as Chief Executive Officer, PESI provided community-based programs, including education and employment services, to San Bernardino County residents. PESI’s education programs have helped thousands of students, including those enrolled at PAL Academy, stay in school and transition to post-secondary education. Because of her passion and exemplary career of service to the San Bernardino community, she was recognized by the San Bernardino City Unified School District with the dedication of the “Dr. Mildred Dalton Henry Elementary School” building in August 2012. Her commitment to public service continues past her retirement in 2014. She still sits on the PESI Board as a founding member and is still actively contributing her time to worthwhile causes. PAL Academy became the first Charter school authorized by the San Bernardino City Unified School District.

6. Provisional Educational Services Inc Corporate Board

NAME	Role	E-mail
Dr. Mildred Henry	Board Secretary	mmdhenry@aol.com
Ms. Linda Wilson-Gomez	Board Member	mrslindagomez@icloud.com
Mr. Marion Black	Board President	mblack0937@att.net
Ms. Pamela Montana	Board Member.	montana24@gmail.com
Mr. Reginald Young	Board Member	www.MDISOIS.com

7. PAL ACADEMY EXECUTIVE DIRECTOR

In 2014 Provisional Education Services Inc., passed the legacy torch to Dwaine Radden Sr., to be the Chief Executive Officer for PAL Academy. Dwaine Radden Sr., Chief Executive Officer of Provisional Educational Services, Incorporated (PESI), DBA, and the Provisional Accelerated Learning (PAL) Center has over 30 years' experience in the area of Education, Business and Marketing. He also brought a multitude of organizational knowledge and leadership in the areas of administration, teaching, mentoring, coaching, and youth advocacy. He has brought technology and a 21st-century approach to education to the PAL Charter. He led the charge to bring the California Interscholastic Federation (CIF) to the school, which allows student-athletes to further their post-secondary education through sports scholarships.

As CEO, he currently oversees the PAL Charter Academy, which has two high schools and two middle schools, an Upward Bound program, and a San Bernardino County Food Bank program. In addition, he oversees forty-two employees and fosters many community partnerships with local organizations. Mr. Radden serves on the San Bernardino County Sheriff's Volunteer Forces (VTF), is a Commissioner on the Juvenile Justice Delinquency Prevention Commission (JJDP), sits on the Brandman College Advisory Board. He is also certified with the San Bernardino Chamber of Commerce Leadership Training Program. He has volunteered many hours to shape the character of young people and has managed to rescue many from the depths of low self-esteem and degradation. He has received countless accolades for his community service and leadership.

Mr. Radden has brought his winning mindset, business, marketing, and coaching experience to the PAL Academy and has infused the students and staff. His new-age business approach along with his motto "Believe it then Achieve it" has transformed and elevated PAL Charter Academy to a new community plateau. He has lived his tenets of "Discipline, Determination, and Dedication Equals Winner," and the students of PAL Academy will continue the legacy.

8. PROVISIONAL ACCELERATED LEARNING (PAL) ACADEMY

Charter School History

Based on community needs, PESI petitioned the San Bernardino Unified School District to create PAL Academy, and the District granted that request for PAL Academy to become SBCUSD's first charter school. The mission of creating PAL Academy was, and still is, driven by;

- The unique needs of our diverse learning community.
- A desire for an educational partnership that supports our local School District's mission.
- Input from stakeholders and the needs of our community.

Vision and mission statement

"Education with an Individualized Approach."

The Provisional Accelerated Learning Academy community developed a coherent vision statement through collaboration among parents, students, and staff. Our vision continues to be based on a belief that all students can achieve at higher levels and meet the local, state, and national standards. The school's vision drives curricular decisions, instructional improvement efforts, and program development. The vision focuses on raising expectations for student learning through the implementation of powerful teaching strategies, as indicated by current educational research. Access to a variety of programs provides all students with ample opportunities to participate in a rigorous, standards-based curriculum. The mission of Provisional Accelerated Learning Academy is to ensure that all students acquire the academic skills, college and career readiness preparation, and personal qualities essential to becoming responsible, contributing members of our multi-ethnic, democratic society.

Purpose

The Purpose of the PAL Academy is to provide quality education to a widely diverse population using varied strategies of instruction and to develop academic excellence and 21st Century leadership skills for a community of successful learners. This goal of providing high-quality education is achieved by our students attaining the goals and proficiency as set forth in the California Department of Education Content, and Common Core State Standards and the PAL Academy Expected Schoolwide Learning Results. Our Board of Directors, Parent Advisory Committees, and community advisors periodically assess, reflect on, and create new educational improvement strategies based on how well our school is fulfilling this purpose.

PAL Academy Values

- Learning – Supporting a learning environment that continuously motivates all individuals to excel.
- Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners.
- Integrity – Conducting ourselves with honesty and responsibility.
- Innovation – Challenging each other to create unique ideas and innovative solutions in a technology-rich environment.
- Respect – Promoting a school community that appreciates the value of students, families, colleagues, and culture.
- Service – Dedicating ourselves to delivering excellent service.

9. COMMUNITY SUPPORT FOR PAL ACADEMY***Parents and community members.***

PAL Academy was created in response to parents who were looking for high-quality, individualized options for their students and concerned community members who recognized that the traditional system may not always meet the needs of all students. This support for PAL Academy still exists based on the many families who enroll at PAL every year and the extensive community support we have received over our almost 20-year history as a school. Enrollment for the 2019-2020 school year is over 300 students between both campuses.

Since being authorized as a Charter school, PAL Academy has continuously served the students of San Bernardino County in Muscoy. The Academy is the only school serving grades 6th-12th, located directly in that community. PAL Academy has also served as a credit recovery and alternative placement for students from SBCUSD's comprehensive high schools and other surrounding districts. Guidance counselors at these Comprehensive schools recommend their students to enroll with PAL Academy to receive the individualized academic support we offer.

While any student may enroll at PAL Academy, as a school of choice, the school has focused on serving students who have experienced academic, behavior and or social challenges at their local comprehensive school. Many of these students become PAL "success stories" every year.

Approximately 400 plus students enrolled in grades 6th -12th, throughout the school year, with the largest grade, historically, being Seniors, with credit deficiencies. This includes current 12th graders and many 5th-year returning students who did not achieve graduation at their comprehensive high schools. Unable to graduate with their cohort group, these students enroll

at PAL instead of dropping out. Many graduate from PAL Academy, having learned the habits of Discipline, Determination, and Dedication, our 3D's school code.

PAL Academy students can enroll and exit out based on a structured plan for making up credits. They can also complete credits needed for graduation within the trimester versus several school years. Many students choose to make up credits at PAL Academy and return to their "home school" at SBCUSD, supported by PAL Academy in partnership with the District, to complete graduation requirements and graduate with their cohort peers. We support them. They are our graduates too!

School choice

PAL Academy meets a need as an alternative school of choice for students who are experiencing academic, behavior and or social challenges, in life, or at their local comprehensive schools.

Parents:

Many parents who choose to enroll their students at PAL Academy are looking for solutions to their students' challenges and barriers. Over the years our students have attended for many reasons including wanting to be in a smaller school environment and trusting PAL Academy as that school. Many parents refer family and friends to our school.

Students:

Many 5th year seniors' students choose to enroll at PAL to complete a 5th year rather than drop out or give up. At PAL Academy, our teachers use "different and innovative methods," to help our students improve their learning, graduate and go on to postsecondary success.

District:

Many of our students are recommended for enrollment at PAL by the counselors at the Comprehensive high schools because those students are either far behind in credits or have no or limited options of graduating at the comprehensive high school. PAL Academy's goal is to continue to collaborate with SBCUSD and any District to help our students improve their learning and accomplish their "impossible" goals, a better future for themselves, their families and their communities.

10. EXPANDED LEARNING EXPERIENCES FOR STUDENTS

- Individualized Independent Study Plan
- Safe Campus Environment
- Individualized Academic and Personal Counseling
- Small Classroom Learning Environments
- Career and Technical Education (CTE) program
- Tutoring Services

- College Readiness Program
- Mentorship Programs (Male/Female)
- California Interscholastic Federation Athletic Programs: Boys and Girls (Softball, Volleyball, Basketball, Football, Soccer)
- Student Activities (Grad Night)
- Student Council/ASB
- Student Academic Awards Program
- Field Trips and Excursions
- Post-Graduation Career Counseling
- College Scholarships
- Summer School Available
- Individual Sports Training

11. COMMUNITY AND COLLABORATION PRIORITY GOAL

- At PAL Academy, our one priority goal is to continue to invest in the Muscoy and the San Bernardino County community by creating and supporting a culture of:
 - Continuing parental empowerment and “ownership” of the school.
 - Parental involvement and regular communication between home and school.
 - Maintaining and replicating PAL Academy’s small school environment, that values and demands the best from each student, while being accountable, as a school, to achieve required student academic and college/career readiness results.
 - Building and maximizing collaborative partnerships with our school District (SBCUSD) and the community at large.

12. PAL ACADEMY HISTORY OF RESULTS

In an increasingly competitive 21st century environment, all students need to keep pace with the literacy levels required to meet the challenges of daily living and needs of the workforce. With the support of all stakeholders, our experience is that PAL Academy continues to positively influence youth to:

- Remain in or return to school.
- Become motivated and prepared for College or Career futures.
- Obtain viable employment.
- Become productive citizens in our local, state, and global communities.

13. WASC ACCREDITATION

PAL Academy has earned a six-year Accreditation status based on its last self-study. Eager to explore the advances and development of our school over the last few years, a team comprised of teachers, administrators, students, parents, and community stakeholders partnered in their efforts to share the phenomenal story of the PAL Academy. This partnership began, first, by directly addressing the goals and critical areas specified in The Schoolwide Action Plan. Consistent with our legacy of daring to do the impossible, the PAL Charter

Academy began the WASC Self-Study process as of April 2017. One of the major ways this was accomplished was through the full integration of focus groups to propose ideas, generate responses, and provide valuable feedback. Information regarding our WASC status can be found in **APPENDIX I**.

14. PAL ACADEMY SNAPSHOT

The success of PAL Academy's educational program in meeting the specific needs of our student population is further highlighted in the Appendix titled, "PAL Academy Snapshot 2015-2020 years." This is in **APPENDIX A**.

ELEMENT 1

THE EDUCATIONAL PROGRAM

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

“A description, for the charter school, of annual goals, 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.” Ed. Code § 47605(b)(5)(A)(ii)

Expected School-Wide Learning Results

The PAL vision and mission is achieved by students attaining the goals and proficiency as set forth in the California Department of Education Content Standards, Common Core State Standards, and the PAL Academy Expected School-Wide Learning Results (ESLRS).

Provisional Accelerated Learning Academy has established the following Expected School-Wide Learning Results that provide accountability for each student to have **P.R.I.D.E.**

Plan and follow a career and college education plan for high school years and beyond.

Respect yourself, others and your Community.

Integrate skills of reading, writing, math and technology.

Demonstrate the higher order of thinking skills of application, analysis, synthesis, and evaluation.

Effectively communicate.

PROGRAM NARRATIVE

1. EDUCATIONAL PHILOSOPHY

PAL Academy provides a rigorous program of academic study based on the adopted California State Frameworks, and the integration of Content and Common Core Standards. This is done in an Independent Study delivery using traditional and technology-based learning, supplemented by support classes for each core subject.

PAL Academy uses California State approved textbooks, materials, and an online technology-based curriculum that allows us to individualize learning based on our students' strengths and weaknesses. We create a learning environment where each student is supported by faculty and staff to achieve individual academic and team goals.

PAL Academy sets continuous improvement goals for our teachers. This is done through professional development opportunities in all areas of the curriculum, to support their instructional delivery and to ensure the use of effective learning strategies to motivate each student to learn and achieve grade-level outcomes.

A. *EDUCATIONAL GOALS*

- To provide our students with instruction in a performance-based, core knowledge sequence of educational programs and interventions that enable them to meet or exceed the testing standards for educational achievement of the State of California.
- To complement the core program for our students with educational experiences in Athletics, Arts, Career Technical Education (CTE) courses and College/Career experiences.
- To encourage formal and informal learning experiences for our students to become self-confident, commit to continuous personal development, develop empathy, and assume roles of leadership for the 21st century.

B. *THOSE WHOM THE CHARTER SCHOOL WILL EDUCATE*

The PAL Academy offers a place for any California resident who wishes to educate themselves and/or their children in a setting different from the traditional schools. PAL Academy recruits and educates students residing within the County of San Bernardino and any adjacent counties in accord with the provisions of the Charter School Act.

C. DASHBOARD ALTERNATIVE SCHOOLS STATUS (DASS)

PAL Academy is a designated DASS school. The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. The Dashboard Alternative School Status (DASS) is for schools that serve high-risk students.

D. HIGH RISK, HIGHLY MOBILE STUDENT POPULATION

High-Risk Indicators:

- Suspended (EC Section 48925[d]) more than 10 days in a school year
- Pregnant and/or Parenting
- Recovered Dropouts –Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
- Students with a gap in enrollment
- Students with high-level transiency Foster Youth (EC Section 42238.01[b])
- Homeless Youth

E. EXPERIENCE WITH HIGH-RISK STUDENTS

High-risk students need different approaches to education. Our individualized instruction model, with the combination of Independent Study and Support Classes, with a full Bell schedule, are a unique and different style of education that is unlike other schools in our community. Our students benefit from our unique and innovative instructional model.

- Based on our many years of experience serving these types of students, we know that enrollment will largely consist of students whose skill level is below the cut-off achievement level that may be established by other schools. Many of our students have serious credit deficiencies and are deficient as much as 50 credits or more. Many students need academic and behavioral supports beyond what a traditional Independent Study program provides.
- As a result of enrolling and serving high-risk students, we do acknowledge that our State and school benchmark achievement scores may be lower than the District’s comprehensive schools and State norms. PAL serves “opportunity” students who because of high mobility and multiple barriers to success, may need several trimesters to become remediated to their appropriate grade level and earn graduation status.

- For those students who are at grade level but may just want to recover credits needed for graduation, they often return to a SBCUSD comprehensive school after recovering credits. However, many students are now choosing to stay enrolled at PAL Academy through 12th grade and become a PAL Academy graduate.

F. AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the coming millennium will be enabled to cope with the transition from a material product-oriented society to an information-oriented society. She/he will have enough concentrated technical competency, with a broad range of technical familiarity, to address life's challenges.

The educated person must also be able to integrate social concerns and be knowledgeable of what it means to be human in a fast-paced, complex, techno-information based society. Those who are enabled through education to achieve a balance between technical "knowing" and human "being" will live viable lives and be the potential leaders of the 21st century. This person will have developed a broad knowledge base and will have acquired skills which allow him or her to enter the economic mainstream. He or she will work cooperatively to achieve constructive answers to difficult questions for the benefit of society.

He or she will acquire an acute awareness of global diversity and a responsibility to the global community. He or she will see his/her actions as an integral part of a diverse community. Skills in reading, writing, speaking, and listening will have been acquired. Quantitative reasoning, logic, problem-solving, research and independent study will have been integral parts of this person's educational background. He or she will value friendship, responsibility, cultural diversity, respect for self and others, and the quality of life. Learning best occurs when the global pupil has a high level of family support and involvement. However, the environment required for such learning differs dramatically for each student. A critical component of the educational program is that each student receives the appropriate individual intervention necessary to maximize his/her opportunity to achieve the level of learning necessary for lifelong success.

2. PAL ACADEMY EDUCATIONAL PROGRAM

Provisional Accelerated Learning Academy relies heavily on current educational research in order to provide an instructional program that prepares its students for college, career, and life. In order to accomplish this, the school has committed considerable time, effort, and resources to the implementation of Edmentum, a computer-based online program aligned to the current state standards and designed to meet A-G requirements. Edmentum specifically provides students access to an adaptive curriculum, assessments, and practice that foster student achievement. It makes it easier for educators to individualize learning for every student

through simple technology, actionable data, and quality content and assessments that are research-proven and pedagogically sound.

While Edmentum allows students to develop the independence required to be an adept critical thinker of the 21st Century, Teachers play a valuable role in the educational process through additional blended-learning opportunities. As a result, teachers can work individually, in small groups, or with the class in order to effectively differentiate instruction. Students get the benefit of working at their own pace and even accelerating through content as quickly as they wish instead of being held back to keep pace with the rest of the class.

Edmentum provides students with a wide variety of educational options while promoting rigor through the Common Core Curriculum. It engages journaling in math, which requires students to apply critical thinking and analysis skills. Furthermore, Edmentum maintains security and integrity by not making use of the same quizzes repeatedly. Edmentum also provides additional CTE courses for students that are not available in the regular seat-time program.

Students also have a wide range of options available to them in order to meet their specific educational needs. The Independent I program, the primary option for students attending The PAL Academy, allows students to complete course material in a classroom setting, providing students that prefer a traditional model or who may require more support from a teacher through direct instruction, the assistance they require in order to reach their educational objectives. The Independent II program is designed for students to meet with teachers one-on-one, twice a week, in the afternoons. The Independent III program requires students to meet with their teacher once a week. The Independent IV program provides students with the opportunity to complete their educational requirements entirely online. The Independent V program is for those students in need of home study. Independent VI is for adult education and GED programs. These options also encourage students to accelerate their learning by taking classes in the mornings and afternoons simultaneously. Offering such a diverse program additionally allows PAL Academy students the opportunity to achieve their goals even if they are working, pregnant, or parenting.

The PAL Academy realizes that its graduates must also be prepared for post-secondary college and/or career goals in addition to fulfilling all academic requirements for graduation. To meet this demand, the school offers a variety of pathways to college and career readiness through Career Technical Education (CTE) courses. Students are encouraged to develop hands-on-training in any one of the following areas: building and construction trades, hospitality, tourism, recreation, health science and medical technology, information technology, arts, media, entertainment, energy, utilities, and transportation.

A. LEARNING PATHWAYS

PAL Academy's offers learning pathways that prepare students to be educated persons in the 21st century. It is our belief that an educated person in the 21st Century will be one who participates constructively in society. He or she will demonstrate knowledge of the arts, culture,

literature, history, and other social sciences, mathematics, science, oral & written communication, technology, and career ethics.

B. STANDARDS FOR SUCCESS

Educational and developmental goals that will ensure excellence in student achievement and enable students to become self-motivated, competent, life-long learners include the following:

- Performance-based learning programs with outcomes measured against performance standards that exceed statewide achievement levels.
- Effective and engaging instruction with instructional methods that reflect cultural sensitivity and match learners with appropriate learning styles.
- Encouragement of creative and collaborative teaching methods among teachers.
- Emphasis on continuing education and professional development for instructional and administrative staff.
- Involvement of parents and community in developing a positive and motivating learning environment.

C. CORE KNOWLEDGE CURRICULA AND EDUCATIONAL PROGRAM

PAL Academy developed its curricula model based on the Core Knowledge Sequence developed principally by E.D. Hirsch to create a student-centered community school environment. The central theme of Hirsch's work, and subsequently, of the school's curriculum is to help each student realize his or her talent as a born leader. The E.D. Hirsch pedagogy was selected as a basis for curricular building, and its theories adapted for high school students, because of its demonstrated ability to generate basic skill competencies and positive learning attitudes in students from minority, low-income communities. The curricula are performance-based and establish clearly defined competencies that must be accomplished by the student in each learning segment.

D. THE CORE KNOWLEDGE CURRICULUM IS FORMULATED IN SEVEN STRANDS:

- Language Arts (reading, grammar, writing)
- American Civilization (including African American and Chicano studies).
- World civilization.
- Geography (which is folded into the American and world civilization strands.
- Fine arts (music and visual arts).
- Mathematics (students will learn Algebra).

- Life and Physical sciences.

E. *METHOD OF INSTRUCTION*

- The quality of education which the PAL Center students receive is primarily due to the excellence of the faculty and staff. Faculty members are carefully selected for their knowledge and experience and their ability to stimulate and develop each student's potential.
- Classes are structured so that each student receives lectures and participates in "Hands-on" Lab, practice, problem reviews, and regular assessments as a part of each course segment. Audiovisual presentations are provided in lectures and seminars. Use of technology is a component of each program of study.
- Teaching and instructional materials are based on the California Standards for the Teaching Profession, and teachers indicate the Content Standards on the course syllabus and display it in their classrooms.
- Our online Edmentum curriculum uses the following instructional methods to help students learn constructivist learning; skills mastery focus; practice; real-world applications; rigor; relevance and complexity; multimodal learning; passion, perseverance, and grit.
- Classroom Teachers use various differentiated teaching strategies to meet the individualized needs of each student. Among the different styles of teaching are the following strategies: blended learning classrooms, whole, and small group Instruction; project-based learning, independent practice; peer learning; small groups led by paraprofessionals, labs and workshops; use of graphic organizers; cooperative learning, summarizing and note-taking.

F. *EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT*

PAL Academy's professional development plan focuses on three main goals;

- Providing ongoing educational Professional Development for our teachers to master and implement our technology-based Edmentum curriculum effectively.
- Create scheduled, structured professional learning opportunities for our teachers to learn about effective instructional strategies for low achieving students and EL Learners that will result in innovative teaching practices and lead to improvements in our student learning outcomes.
- Access resources and encourage teachers to engage in Professional Development for integrating Common Core Standards and instructional practices to help students become College and Career ready, as evidenced by improved student assessment scores on CAASPP.

3. COMMON CORE STATE STANDARDS PLAN

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

- Common Core State Standards Initiative

Common Core State Standards focus on the development of college- and career-readiness standards that address what PAL Academy students are expected to know and be able to do when they have graduated from high school. Our goal is that all subgroups of students at PAL Academy will be prepared for college and careers and reflect that readiness on the Common Core assessments.

A. COMMON CORE IMPLEMENTATION PLAN

Key Strategies of the Plan

- PAL Academy provides Professional Development opportunities for our teachers to develop classroom practices that focus on teaching the common core skills needed by our students to become independent thinkers, readers, and writers.
- PAL Academy utilizes CCSS-aligned instructional resources that complement or add to our current Edmentum CCSS aligned courses.
- Teachers align Common Core Instructional practices with any new CCSS based assessments.
- PAL administration annually develops and executes strategies to involve and educate key stakeholders in ways that help our students become college and career ready.
- PAL Academy CTE programming strategically increases the school’s Career Technical Education (CTE) courses and pathways. We also strengthen the College and Industry partnerships network as we empower our students to participate in dual enrollment, earn industry certifications, credentials, and learn workplace skills.

4. INDEPENDENT STUDY DESIGN

PAL Academy, as a school of choice, and in accordance with its charter with the San Bernardino City Unified School District, offers instructional services to students in grades 6-12th, using Independent Study. PAL Academy also provides supplemental classroom sessions, in a blended learning format, for each subject and customized flexible Independent study programs to fit each student’s needs.

A. FLEXIBLE SCHEDULES FOR PERSONALIZED LEARNING

PAL Charter offers flexible programs and many academic supports for our students. There are five types of programs for students to enroll in. Each program type is designed to address a barrier to our students' academic and personal success.

Our experience tells us that most students are failing because of their pattern of absences and lack of participation in academic work leading to below grade-level literacy skills.

Our flexible scheduling is designed to keep students enrolled in school and working on academic goals, no matter what challenges they are experiencing. Parents and Students are encouraged to choose a schedule that works for their situation. This schedule can be adjusted to address the changes in the family or student's personal, behavioral or academic circumstances.

B. HIGH SCHOOL SCHEDULES

1. High School - IND-I

Monday- Thursday 8:00am -12:45pm

Cyber Friday

This is a supplemental support program where students 6th-12th attend scheduled supplemental sessions in classrooms. Teachers use a blended learning model using technology and classroom instruction.

2. High School - IND-II

Tuesday & Thursday 2:00pm – 4:10pm

Cyber Friday

Students attend core academic afternoon sessions two days a week.

3. High School - IND-III

One Teacher Assignment

Mondays: 1 Hour

Between 2-4pm, Scheduled with Teacher

Students attend a traditional Independent Study Session. In addition to online courses.

4. High School - IND-IV

Online Only

One Teacher Assignment

Appointment by Teacher

Students do all their classes online monitored by an online teacher.

C. MIDDLE SCHOOL SCHEDULE

Monday – Thursday: 8:30am-12:21pm

Friday: Cyber Friday 8:00am – 12:00pm

D. INDEPENDENT STUDY AGREEMENT

Pursuant to applicable provisions of the California Education Code and Title 5, California Code of Regulations, every PAL Academy student in grades 6-12th served through independent study must have on file at the school, an Independent Study Agreement. The duration of this agreement shall not be less than five (5) school days, and not exceed one school year.

Each PAL Academy Independent Study Agreement contains all the following elements;

- Student Name
- Student Address (including city, state and zip code)
- Student/Parent Telephone number
- Student Grade Level
- Student Date of Birth
- Duration of Agreement
- Beginning Date
- Ending Date
- A Description of Objectives, Methods of Study, Methods of Evaluation and Resources
- Detail of Subjects/Courses Enrolled
- Detail of Manner, Time, Day, Frequency and Place Student Reports to Teacher
- Detail of Maximum Length of Time Allowed for Assignments
- Signatures and Dates for Student, Parent/Guardian/Caregiver, and Supervising Teacher

E. INDEPENDENT STUDY DOCUMENTATION

PAL Academy maintains a file for each student receiving instruction through independent study, which contains:

- Work Samples Providing Evidence of Academic Rigor.
- Contemporaneous Records of Daily Student Activity, and
- Evidence of Teacher Grading Based Upon the Time Value of Student Effort.

F. STUDENT SUPPORT

High School /Middle School Guidance

- a. The Guidance Office helps students plan their high school /middle school course schedule to best meet their future goals, whether college or straight to a career.
- b. Our school Guidance Technicians help Supervising Teachers, parents, and students determine which classes should be taken and where those classes are offered.

- c. The guidance office assists students in understanding career exploration and college readiness. The Guidance Technicians also help students access other educational options such as Regional Occupation Program (ROP) classes, Community College classes for dual enrollment, work experience courses, apprenticeships, and work permits.

G. INDIVIDUAL STUDENT LEARNING PLANS

These plans allow a creative opportunity to plan academic and personal outcomes based on individual student aptitudes and talents. During initial meetings with the Supervising Teacher, this plan takes shape. The guidance tech, parent/student, and Supervising Teacher (ST) develop a Master Agreement and discuss the following:

- The course of study defined in the Master Agreement
- Appropriate courses/classes
- How academic progress will be measured
- Discussion of appropriate textbooks, instructional materials, and resources.
- Discussion about procedures and parent/student responsibilities.
- Discussion of required Student Learning Logs and explanation of the procedure for documenting work.
- Discussion of school resources, including the school calendar and website
- Discussion of regular Learning Period meeting times and locations
- Determining coursework and classes, determine the course of study that will best meet your student(s)' needs

5. CURRICULUM OVERVIEW

PAL Academy adopted courses are aligned with that of the California State Department of Education and the San Bernardino City Unified School District. The educational program is designed to increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for all our students and subgroups who are identified as academically low achieving.

Currently, the school uses the online curricular Edmentum Program, which meets or exceeds the A-G Requirements for CSU & UC acceptance and provides a seamless transition of grade-level work in math and English under the prescription activities.

Students who fully master the courses have the potential to transition to the college level with minimal or no remedial curricular practice and build study skills needed for post-secondary education. Our expectations are for our students to be proficient in Math and English prior to exiting high school and applying to college.

A. MIDDLE SCHOOL CURRICULUM AND INSTRUCTION

PAL Academy's middle school instructional philosophy is based on a rigorous course of study: We hold middle school students to a standard of high academic and behavioral expectations as we provide PAL Academy's multiple supports of:

- Dedicated, caring staff.
- A rich learning environment that includes grade-level standards-based instruction.
- Academic interventions.
- Supplemental Learning resources.
- Leadership development opportunities.
- Sports, clubs, and enrichment activities.

For each grade level, in addition to teaching the ELA and MATH standards, our goal is to remediate any student that is not grade-level proficient in order to prepare each student for the yearly California Assessment of Student Performance and Progress (CAASPP) System.

B. ACADEMIC INTERVENTIONS

- ENGLISH LANGUAGE ARTS

Upon enrollment, each student takes the Accucess Assessment to determine their grade level in ELA. Once assessed, an individualized plan is determined for each student in order to raise their level in the various components of English, including reading comprehension, grammar, spelling, and writing. ELA skill-based, supplemental material like Daily Language warmups, spelling/vocabulary review and proofreading and correcting sentence structure targets instruction for below grade level students and is assigned in addition to coursework. Students are then reassessed two more times (November and March) throughout the school year to monitor improvement.

- MATHEMATICS

Upon enrollment, each student takes the Accucess Assessment to determine their grade level in Math. Once assessed, an individualized plan is determined for each student in order to raise their level in the various components of Math including basic number sense, multiplication/division fact knowledge, operations with fractions, and real-world word problems. Math skill-based, supplemental material like Daily Math warmups, math vocabulary interactive notebooks, word problems, and multiplication facts review targets instruction for below grade level students and is assigned in addition to coursework. Students are then reassessed two more times (November and March) throughout the school year to monitor improvement.

- *NEXT GENERATION SCIENCE STANDARD (NGSS)*

Because the California Science Test (CAST) taken by all 8th-grade students are based on the Next Generation Science Standards (NGSS) for California Public Schools, our science courses are also based on the NGSS. The traditional core science disciplines of Earth &

Space Science, Life Science and Physical Science are arranged in a coherent manner across grades 6-8th and adhere to the Integrated Learning Progression model developed by the California Science Expert Panel to provide consistent science education through all grades.

Our courses provide unit activities at the end of lessons that illustrate the lesson from a real-world scenario and emphasize engineering and technology. In addition, students are introduced to lab experiments and demonstrations that allow students to experience scientific study hands-on. To address the need for 8th graders to be prepared for the CAST taken at the end of their school year, practice questions from the CAST test are interwoven into the instruction schedule to give students experience with reading, interpreting and answering questions that they will see on the test. Leading up to the test, students are familiarized with the online testing experience by doing practice questions from the CAASPP website.

- *CAASPP*

To address the need for student preparedness for the CAASPP, practice questions from the Smarter Balanced Assessment Consortium (SBAC) test are interwoven into the instruction schedule to give students experience with reading, interpreting and answering questions that they will see on the test. Leading up to the test, students are familiarized with the online testing experience by doing practice questions from the CAASPP website. Smarter Balanced Interim Assessments Blocks and Focused Interim Assessment Blocks for the various “Items” students are being tested on are conducted through the CAASPP website to identify and target individual students needs for improvement in specific areas.

1. COMPREHENSIVE INSTRUCTIONAL PHILOSOPHY

This three-pronged approach of providing grade-level instruction, addressing areas of educational deficiencies and targeted SBAC test preparation is our comprehensive instructional philosophy for creating an educated person for the 21st century.

A. MIDDLE SCHOOL COURSES

- ENGLISH-LANGUAGE ARTS (6/7/8) Courses

English 6 A/B – This course follows the Common Core State Standards for 6th grade English and provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

English 7 A/B- English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tool.

English 8 A/B – This course extends the skills developed in English 7 through the detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

- MATHEMATICS (6/7/8) Courses

Math 6 A/B- This course provides students with a deeper understanding and mastery of mathematics. Students learn to analyze proportional relationships, and determine the ratios that describe them; use their own words to describe the relationship with ratios; divide fractions by fractions; work fluently with fractions and decimals, converting fractions to decimals and vice versa; visualize numbers and ordered pairs by using number lines and the coordinate plane; determine solutions to inequalities on number lines; evaluate expressions using absolute values.

Math 7 A/B- This course builds on material learned in earlier grades, including fractions, decimals, and percentages and introduces students to concepts they will continue to use throughout their study of mathematics. Among these are surface area, volume, and probability. Real-world applications facilitate understanding, and students are provided multiple opportunities to master these skills through practice problems within lessons, homework drills, and graded assignments.

Math 8 A/B - This course is designed to enable all students at the middle school level to develop a deep understanding of math objectives and leaves students ready for Algebra. The course covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability. The course is based on the Common Core State Standards and on a modern understanding of student learning in mathematics.

- SCIENCE (6/7/8) Courses

Science 6 A/B- This course covers various science curriculum content topics such as Earth and space systems and interactions, cells, the history of the Earth, the Earth's systems,

weather and climate, climate change, human impacts on Earth, structure, and properties of matter, and forces and motion.

Science 7 A/B- This course focuses on various topics including cells, the life cycle, nutrition, chemical reactions, force fields, and energy, human body systems, the life cycle, nutrition and energy, chemical reactions, force fields, and energy.

Science 8 A/B- This course focuses on various topics including genes and adaptations, natural selection and evolution, energy and the Earth, the Earth's changing climate, waves, and technology ecosystems, force/motion, collision, structure and properties of matter, chemical reactions, forces, and force fields.

- SOCIAL STUDIES/HISTORY (6/7/8) Courses

California World History and Geography: Ancient Civilizations 6A/B- In Ancient Civilization learners will study major historical world events from early human societies through to the present day. Multimedia tools, including custom videos as well as videos from the BBC, custom maps, and interactive timelines, will help engage learners as they complete this year-long course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Historical thinking and geography skills will be taught and utilized throughout the course.

California World History and Geography: Medieval and Early Modern Times 7 A/B- In Medieval and Modern Times students study major historical events from the end of the classical empires through the Mongol invasions. They will study such as the collapse of the classical empires and the importance of the Byzantine Empire, the development of western Europe in the early Middle Ages, analyze the rise of Islam, the importance of trade in China and the development of civilization in Japan and Korea and the development of civilizations in the Middle Ages and the Mongol invasions. Historical thinking and geography skills will be taught and utilized throughout the course.

Middle School U.S. History A/B - In Middle School U.S. History, 8th-grade learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War. Historical thinking and geography skills will be taught and utilized throughout the course.

- HEALTH

Middle School Health aids students in creating a foundation for personal health. Beginning with properly defining health, this course then builds upon basic health practices to emphasize the importance of balance.

PE (6th, 7th, 8th Grades)
Courses

Fitness Basics 1 and 2- This course provides students with a basic understanding of fitness and nutrition. Students will learn about exercise safety, team, and individual sports, nutrition, and the importance of staying active throughout their lifetime.

- ELECTIVES

Courses

Middle School Career Explorations
Middle School Journalism
Middle School Arts and Multimedia

- ENRICHMENTS

Today's Achievers and Creators of Tomorrow (TACT) Afterschool Program.

Our Afterschool Enrichment program provides literacy sessions, Intramural Sports, Fine Arts, Tutoring, field trips, and other enrichment activities for our Middle School students. Students also attend a Friday BOOT CAMP where they participate in mentoring and skill-building activities.

B. HIGH SCHOOL REQUIREMENTS

Requirements for earning a high school diploma are those established by the California State Department of Education and followed by the San Bernardino City Unified School District.

Successful completion of the PAL Academy curriculum will assure competence enough to meet and become college and career ready. The PAL Academy, high school courses, meet the San Bernardino City Unified School District (SBCUSD) standards. High school students are enrolled in a minimum of 30 credits per Trimester (6 classes) or 90 credits for the school year (three trimesters). Students may receive permission to carry more courses based on academic performance or graduation needs.

1. Required Core Courses for all High School Grade Levels:

- English-Language Arts

- Mathematics
- Science
- Social Studies/History
- PE
- Language and Fine Arts
- Technology

NOTE: *Four-year plans are adjusted to meet the changing needs of the student. However, to ensure the student is meeting graduation and college entrance requirements, this plan is reviewed annually.*

2.The Four-Year Plan will include:

- Courses the student intends on taking.
- Courses completed.
- A course of study that leads to meeting graduation requirements.
- A career path as determined by a student's college and career interests.

C. PROFICIENCY AND GRADUATION STANDARDS

Students at PAL Academy for grades 9-12 (High -School) will meet a 215-credit requirement for graduation:

- English/Language arts

Standards for High School English/Language Arts (4 years, 40 credits) (Policy No. 611, require students to complete two (2) semesters of English 1,2,3,4 or a sheltered equivalent, with at least a 'D' grade.

For Reading competence, students must comprehend, respond, and demonstrate competent skills in the areas of vocabulary, comprehension, literary analysis, listening, and speaking.

Writing competency is demonstrated through conventional mediums, i.e. performance of correct English grammar and complete sentences. Additionally, students must communicate thoughts and ideas in a variety of styles.

Applied Study Skills is demonstrated through organizational skills; sequencing details and utilization of resources from the library.

- Mathematics

Standards (3 years, 30 credits), (Policy No. 6119g) require students to demonstrate proficiency in Math A and B, Algebra I, Geometry, Algebra II, and advanced students may be required to take Trigonometry, with at least a 'D' grade.

Students study math commensurate with their skill levels and progress through increasingly more exacting classes.

Twelfth graders may take accounting, business math to meet one year of the math requirement. These courses will provide vocational skill training and practical application of academic training.

- Science

(3 years, 30 credits), (Policy No. 6120a) includes two years of integrated physical and biological science. The third-year may include courses in agricultural and/or environmental science.

- Social studies

(3 years, 30 credits), includes overall view of one (1) year Modern World History, Culture, and Geography; one (1) year United States History and Geography: Continuity and Change in the Twentieth Century including contributions of ethnic and cultural groups; and one (1) semester of Economics which includes civics, political and cultural influences on democracy, and Economics for Business Ownership and (1) semester of Government. The Social Science/History curriculum is patterned after and includes the “Academic Content Standards” adopted by the California Board of Education.

- Physical education

9th (1 year, 10 credits) – 12th, Levels 1 & 2 (1 year, 10 credits) 9th Grade Level Physical Education focuses on individual fitness, team sport, i.e. volleyball, basketball. The 10th – 12th Grade, Physical Education Level II, includes individual and dual sports, outdoor education, personal defense, and analysis of movement.

- Skills development

(2 years, 20 credits) – Students complete a minimum of 20 credits in career-related courses.

Fine arts or foreign language

(1 year, 10 credits).

- Electives

(4 years, 30 credits) –Electives include subjects from areas of English, math, home economics, science, physical education, technical arts, visual and/or performing arts, social studies, driver education, childcare, and agriculture.

- Computer Literacy/Competency

(1 semester, 5 credits) – The required curriculum covers general computer knowledge, computer components, terminology, computer operation, word processing, database management, spreadsheets, graphics, desktop publishing, multimedia applications, telecommunications, ethics, internet basics, and the impact of computers on society.

D. CAREER AND COLLEGE READINESS STANDARDS

The grades 6–12 standards define what students should understand and be able to do by the end of each grade.

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

1. College and Career Readiness Anchor Standards for Reading
 - a. Key Ideas and Details
 - b. Craft and Structure
 - c. Integration of Knowledge and Ideas
 - d. Range of Reading and Level of Text Complexity
2. *College and Career Readiness Anchor Standards for Writing*
 - a. Text Types and Purposes
 - b. Production and Distribution of Writing
 - c. Research to Build and Present Knowledge
 - d. Range of Writing
3. *College and Career Readiness Anchor Standards for Speaking and Listening*
 - a. Comprehension and Collaboration
 - b. Presentation of Knowledge and Ideas
4. *College and Career Readiness Anchor Standards for Language*
 - a. Conventions of Standard English
 - b. Knowledge of Language
 - c. Vocabulary Acquisition and Use

E. TRANSFERABILITY OF COURSES

PAL Academy will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by PAL Academy that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

2. ENRICHMENT AND STUDENT INTERVENTIONS

- A. *SUPPORT CLASSES*
 - Small-Group Instruction (SGI)

SIGI is provided for students in all core and elective classes. SIGI classes are organized for currently enrolled students and held daily. Classes are small (usually 10–15 students). A strong focus is placed on core academic subjects and college prep; however, electives, music, and art enrichment courses are also available.

B. FOCUSED LEARNING CENTER (FLC)

PAL Academy's Focus Learning Center (FLC) provides student management and early intervention mentoring activities to help students stay on track. As well as on-campus interaction with students, FLC provides daily phone calls home, for students with undocumented absences and schedules student-parent-teacher conferences. FLC also does home visits when necessary.

C. FLC MANAGED STUDENT INTERVENTIONS

Our Student Intervention activities are for students who, for a variety of reasons, are struggling to make progress at PAL Academy. The FLC staff assists students to be better organized, demonstrate improved study habits, practice the school's 3 D's motto (Discipline, Determination, and Dedication), and deal with the stress of adolescent life.

Our Enrichment program targets students who are struggling to succeed because of:

- Poor Attendance (through lack of work product, quality, or frequency):
Under the direction of the Supervising Teacher, students get help by staff to complete missing work assignments and to catch up with any work on which they have fallen behind.
- Excessive Tardiness, Absences:
Tardy students and students who have been identified as chronically absent for support classes are assigned to the Enrichment classroom and are mentored to bring about change in attendance and participation patterns.
- Academic Failure/Literacy Issues:
Students who are identified as at risk of failing assigned courses are enrolled in tutoring sessions where academic gaps are addressed. The goal is for all students to:
 - Develop and demonstrate self-responsibility.
 - Apply academic study skills.
 - Stay Persistent and become motivated students.
 - Graduate ready for College/Career.
 - Struggling students are referred to participate in FLC upon enrollment or during the school year.
 - FLC students meet weekly with FLC staff one-on-one or in small groups.

D. ELECTIVES

A Supervising Teacher (ST) will also oversee and support electives, enrichment experiences (as appropriate), and career preparation opportunities. The ST will also provide regular, individualized follow up with the student and parent/guardian.

E. INSTRUCTIONAL SUPPORT OPPORTUNITIES

Students access instructional support through a variety of modalities, including:

- Tutoring within the student's identified weak academic areas
- CAASPP Boot camps/workshops
- Foundational Math Skills and Writing Literacy classes/Boot camps.
- Boot camps are open to all students regardless of their current academic performance.
- One on One or instruction from the teachers, by appointment.
- Extra time to complete assignments

F. THE GOALS OF THE INSTRUCTIONAL SUPPORTS

- The additional instructional support opportunities' main goal is to increase student mastery of the curriculum and to help the student get to grade level. It provides extra support for students who are struggling with necessary concepts.
- Provide the student with additional Supervising Teacher time and support
- Provide direct, explicit, systematic instruction (teach directly to the student's need in a very organized way.
- Provide instruction by a tutor or staff
- Provide small group or individualized instruction based on the student's need
- Keep track of student progress
- Provide extra resources for parents/students
- Improve testing scores and/or pass State Assessments
- Help with test-taking

3. STUDENT SCHOLAR ATHLETICS (SSA)

- PAL Academy SSA Overview:

Connecting student-athletes with the best possible combinations of academic support, athletic training, and mentoring, PAL's Student Scholar Athletic (SSA) initiative is an individualized approach designed to support the ongoing development of students with expressed interest in athletics.

Our coaching staff is comprised of experts in each athletic sport we offer as well as academic coaches who provide individualized support for academic maintenance. Our

primary goal is to ensure athletes are prepared for life, so academic excellence and integrity are at the forefront of our program.

It is our belief that these components working in tangent create optimal circumstances for student success in athletics, academics, and life.

- Academic Philosophy:

Our program consists of A-G, NCAA, & NAIA approved curriculum where student-athletes are required to maintain a 2.5 GPA, and the expectation is a 2.8 collective team GPA. Student-athletes are mandated to a minimum of 3hrs of Study Hall each week. Additionally, they are subject to 3-grade checks each season and random grade checks year-round to ensure they are adhering to our Academic Code of Excellence both in and out of season. Our team regularly reminds our athletes, to ensure an opportunity for next-level competition; they must compete in the classroom first.

- Sports Offered:

PAL has competed in an independent athletic league, IESAL for the past decade in the following sports: Basketball, Softball, Soccer, & Volleyball. We anticipate offering the following Varsity sports during the school year:

Fall: 8-Man Tackle Football & Girls Volleyball

Winter: Boys & Girls Basketball

Spring: Boys Volleyball, & Softball

We are considering the addition of Cross Country, Track & Field, and Golf for the 2020 - 2021 school year and competition in JV, Varsity, and both genders where applicable for the current sports offering.

4. EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)

The PAL vision and mission is achieved by students attaining the goals and proficiency as set forth in the California Department of Education Content Standards, Common Core State Standards, and the PAL Academy Expected Schoolwide Learning Results (ESLRS).

Provisional Accelerated Learning Academy has established the following Expected Schoolwide

Learning Results that provide accountability for each student to have **P.R.I.D.E.**

- **P**lan and follow a career and college education plan for high school years and beyond.
- **R**espect yourself, others and your community
- **I**ntegrate skills of reading, writing, math, and technology.
- **D**emonstrate the higher order of thinking skills of application, analysis, synthesis, and evaluation.
- **E**ffectively communicate.

A. To enable students to meet our P.R.I.D.E. results, PAL leaders ensure that:

- Students are supported by a coordinated and accessible array of educational and support services.
- Co-curricular activities promote **PRIDE** within the school community and provide opportunities for faculty and staff to become involved in the lives of youth outside of the classroom environment.
- Attainment of the Vision and Mission is periodically revisited by the Board of Trustees, the School Site Council, parents, and community advisors.

B. PAL EDUCATIONAL GOALS - STANDARD BASED -ESLRs

- The goal of PAL Academy is to equip our students with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community.
- PAL Academy will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.
- To attain the goals, the PAL Academy established Standard Based Expected Schoolwide Learning Results (ESLRs).

ESLR #1

Students will be able to read, write, communicate, think critically, and utilize math skills at an acceptable level upon graduation from high school by engaging in the following:

Write and speak with a command of Standard English conventions that are appropriate to each grade level. (CA English/Language Arts Standard, Written and Oral Language Conventions)

1.0) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage

1.1) Read and respond to historically or culturally significant works of literature, particularly American and British literature, with additional emphasis on African/American and Latino Culture. (CA English/Language Arts Standard, Literary Response and Analysis)

2.0) Use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements. (CA Math Standards Algebra 25.0)

3.0) Combine rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words. (CA English/Language Arts Standard Writing)

Applications

ESLR #2

Students will have developed the skills and information necessary to learn effectively by themselves and to solve practical problems through individual and group applications.

Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning (CA English/Language Arts Standard, Listening and Speaking Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. (CA History/Social Science Standards, Historical Research, Evidence and Point of View 4.0) Analyze situations and solve problems that require combining concepts from more than one topic area in science and applying these concepts. (CA Science Standards, Investigation and Experimentation 1.1)

ESLR #3

Students will understand the relationship between technology and society and will be able to use technology to achieve their educational and vocational goals by:

Use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (CA English/Language Arts Standard Research and Technology 1.3) Design and publish multi-page documents using advanced publishing software and graphic programs. (CA English/Language Arts Standard, Research and Technology 1.8) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. (Science Standard, Investigation and Experimentation, 1a)

ESLR #4

Students will be aware of the social skills and appropriate behavior that is necessary to live with other members of society.

Identify bias and prejudice in historical interpretations. (CA History/Social Science Standards, Historical Research, Evidence and Point of View, 2.0)

ESLR #5

Students will maintain academic performance levels consistent with the district standards and goals, as well as state frameworks and standards.

(CA State Standards for English/Language Arts, Mathematics, History/Social Sciences, and Science)

5. HELPING ALL STUDENTS SUBGROUPS ACHIEVE THE EDUCATIONAL GOALS

PAL uses remedial and acceleration instructional practices or techniques to assist under-achieving students.

PAL Academy is also committed to meeting the educational needs of culturally and academically diverse students and uses explicit systematic, meaningful instruction in basic skills and comprehension strategies to meet the needs of English language learners and special education students.

To address the needs of all students, the teachers make instructional decisions that represent informed applications of relevant theories and research.

A. ENGLISH LANGUAGE LEARNERS PROGRAM

- As classrooms become more diverse, teacher responsibilities include teaching both academic content and language skills to English Language Learners. Teachers must deal with English Language Learners from a wide variety of backgrounds. PAL Academy has many English Language Learners and has an English Learner Development (ELD) program to address the needs of these students. PAL Academy is cognizant of this population and realizes it is our responsibility to deliver instruction in a way that is understandable for the students. English as a second language is the method used at the PAL Academy. English Language Learners are prepared to function in the "mainstream" English language classroom.
- PAL Academy recognizes the rich cultural diversity of its students, staff, and community. A philosophy of inclusiveness welcomes all students and assures them of the opportunity to excel academically in order to become successful citizens in a multi-ethnic society. Parents of English learners are a valuable resource, and their involvement contributes to student success. Respect and dignity for linguistic and cultural differences are highly valued. The purpose of a plan for English learners is to provide a common understanding of goals and procedures to ensure that English Learners receive consistently implemented programs and services to meet their cultural, linguistic and academic needs.

B. TEACHING METHODOLOGY

- The teaching methodologies are designed to meet the needs of English Language Learners, including English Language development. Students acquire a knowledge of linguistic development, first and second language acquisition, and how first-language literacy connects to second language development. The Academy's instructional design for emergent readers is based upon research and educational understanding of language processes, and practices that support those processes.

- Students are assessed using a variety of diagnostic strategies that include home literacy practices, anecdotal notations, writing samples, and observational checklists to determine students' instructional reading levels and knowledge about reading and writing and to plan appropriate instruction based upon those assessments and evaluations.
- PAL Academy teachers critically analyze the components of classroom life and provide qualitative, differentiated instructional support to facilitate learning for ELL students. The school will provide to the district a list of all ELL students. Classrooms will reflect ELL standards and student work on bulletin boards and the teacher lesson plans. Student work will be collected in a portfolio maintained by the teacher to provide documentation for reclassification and re-designation of ELL students.
- PAL will provide copies of the portfolios to the District upon request. We will prepare students to communicate in written work using appropriate conventions of language (i.e., spelling, grammar, punctuation). A variety of instructional materials and techniques will be used to support English Language Learners (ELLs) to enable them to attain State Standards in English Language Development.
- PAL Charter's English Language Learner Program addresses the needs and provides intervention strategies for ELL students. **The Plan is found in Appendix H.**

12. 504 PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS

Overview

Students with disabilities.

The PAL Academy fully supports the Individual Disabilities Education Act (I.D.E.A.). Free and Appropriate Education (FAPE) services are provided to any student with a disability who needs and requests accommodations. For students who qualify under the definition of Section 504, PAL Academy ensures access to programs and activities, and access to physical structures available to nondisabled students. All facilities are handicapped accessible, and faculty and staff are committed to providing more individualized instruction and attention to students in need. The PAL Academy Student Success Team determines what, if any, accommodations are needed to address the disability.

A. Procedures for 504 students are:

- Develop a Section 504 Plan in order to ensure a free appropriate public education for the student.
- The student who meets the criteria for Section 504 accommodations is placed in the general education program, with the use of appropriate accommodation as identified in the plan. Periodic monitoring of the plan takes place. Modifications are made based upon the student's progress.
- A student whose disability is determined to require specialized instruction, services, or both, which cannot be provided with accommodations in the regular program, should be referred for special education assessment.
- Any student eligible for services under the Individuals with Disabilities Education Act (IDEA) is also protected from discrimination based on the disability under Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).
- A student is considered disabled within the definition of Section 504 if he or she:
 - Has a mental or physical disability which substantially limits one or more of the student's life activities; Has a record of such a disability; or Is regarded as having such a disability.

B. How services will be provided to students with or requiring a 504 plan

At PAL Academy the 504 plans will be created or implemented by a team that includes, the student and their parents, the school counselor, the student's teacher/s, and the school principal/delegate. The 504 plans will include the following:

- Specific accommodations, supports or services for the student
- Names of who will provide each service
- Name of the person responsible for ensuring the plan is implemented
- The evaluation procedures and timelines for review.

C. Student Support:

PAL recognizes the importance of providing qualitative, differentiated instructional support to facilitate learning for a variety of special needs students. Our teachers understand the social/cultural/academic and other differences in the classroom and practice an understanding of instructional practices that provide support for all students.

Several options are available to students who are not meeting their goals:

- Flexible Scheduling
- Triannual evaluations

- Speech and language evaluations
- Individual tutoring
- Reviewing the original goals that were set to ensure they remain appropriate (have circumstances changed that would affect the achievement of specific goals)
- Reviewing history and current performance to detect an undiagnosed learning disability
- Reviewing the teaching style and changing the teaching team to which the student is assigned accordingly

13. SPECIAL EDUCATION SERVICES

Students with IEP's

The following provisions govern the application of Special Education Services:

- It is understood that all children will have access to the Charter School, and no student shall be denied admission based solely on disability status. Furthermore, no student and/or parent will be encouraged not to enroll or to leave the Charter School because the Charter School does not provide special education services or is not a good fit for the student.
- PAL Academy has a Memorandum of Understanding related to Special Education Services with the San Bernardino City Unified School District (SBCUSD), and in accordance with Education Code Section 47646 (b), for purposes of Special Education, is deemed a public school of the district, and special education students will be provided 504/Special Education Services by PAL Academy according to the terms of the MOU. (Ref Education Code Section 47641).
- All 504/Special Education Services or request for assessment of same on behalf of PAL Academy students shall be governed by the above referenced MOU. A copy of the Memorandum of Understanding (MOU) is attached herein as **(Appendix J)**.

14. ASSURANCES:

Requirements for earning a high school diploma are those established by the California State Department of Education. Successful completion of the PAL Academy curriculum will assure competence enough to meet and be College and Career ready.

The Independent Study program at the PAL Academy complies with state laws as set forth in Education Code 47612.

ELEMENT 2

Measurable STUDENT OUTCOMES

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes. The measurable goals of the educational program will be addressed each school year by the school’s LCAP.

PUPIL OUTCOMES ALIGNED TO STATE PRIORITIES ALIGNMENT OF OUTCOMES TO THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), Provisional Accelerated Learning Academy’s school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by PAL, and methods for measuring progress, can be found in PAL’s LCAP.

STANDARDIZED TESTING

- The learning objectives and growth goals identified in the High School Graduation Plan, adopted by each pupil in cooperation with the school, will be the basis from which all outcomes are judged.
- High School students are required to successfully complete all courses mandated by Education Codes 51225.3 and 51224.5, earn 215 credits and achieve college

and career readiness to be eligible for high school graduation. Students have access to a variety of services to assist them in meeting this goal.

- Repeat classes are offered for students below the 20th percentile. Math intervention courses (2-year algebra program, informal geometry, and basic math) are offered to assist students who struggle with passing math courses and to help students meet other graduation requirements. Assessment of all core competencies will be based on the state adopted Content Standards.

FOSTER YOUTH

PAL Academy will follow AB167 guidelines for all eligible foster youth. Assembly Bill 167 (AB 167) refers to California legislation that amended section 51225.3 of the California Education Code (E.C.) to exempt pupils in foster care from school district graduation requirements that exceed state graduation requirements. They are exempt if the pupil transfers to the district, or transfers from one high school to another within a district in the 11th or 12th grade, or if the pupil would not be reasonably able to complete the additional district requirements. **(E.C. 60851)**

STATE ASSESSMENTS- SMARTER BALANCED

- PAL Academy Students will participate in Summative assessments at the end of the year as given by the California Department of Education (CDE). The Academy will also access the Interim Assessments which provide guidance to teachers to determine student progress throughout the year toward mastery of the skills measured by the Summative Assessments.

“The Summative Assessments are comprehensive year-end assessments of grade-level learning that measure progress toward college and career readiness. Each test, English–language arts (ELA) and mathematics is comprised of two parts: (1) a computer adaptive test and (2) a performance task, administered within a 12-week window beginning at 66 percent of the instructional year for grades 3 through 8, or within in a 7-week window beginning at 80 percent of the instructional year for grade 11. The Summative Assessments are aligned with the CCSS for ELA and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.”

<http://www.cde.ca.gov/ta/tq/sa/sbacsummative.asp>

- The PAL Academy Administration will set student performance objectives, which are consistent with state accountability targets such as the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced assessments in ELA and mathematics (grades three through eight, and eleven and California Alternate Performance Assessment (CAPA) in science (grades five, eight, and ten).
- Our charter will also be responsible for Federal accountability targets as defined in the No Child Left Behind Act (NCLB), and as well as Provisional Accelerated Learning Academy's yearly LCAP goals related to the Eight State Priorities.
- Performance standards and assessments for students with special needs will be adapted as appropriate to their Individualized Education Plans.
- Performance standards and assessments for English language learner students will be in accordance with the state-adopted English Language Development standards and test (ELPAC).

CURRICULUM MAPPING AND DESIRED OUTCOMES

- At the beginning of the school year, a departmental teaching team in Mathematics, Language Arts, and Social Studies develop common year-long syllabi, to guide weekly lesson plans for each subject area in order to align with school academic outcomes.
- The teams meet periodically to review data, to collaborate, and to assess short- and long-term goals around curriculum implementation and academic outcomes.
- Students meet with their assigned Advisory teacher to review their attendance, academic progress, and intervention or needed supports.

STUDENT ASSESSMENTS

- In order to provide a more complete, accurate picture of student performance over time, and attainment of goals, the PAL Academy utilizes multiple assessments. These include alternative assessment tools, such as portfolios, scoring rubrics, demonstration projects, and other tools as determined by each teacher.
- The formative and summative assessment tools are utilized to assess student performance, and structure curriculum and teaching methodology to meet the needs of an individual student.

- Formative assessments and progress toward individual goals are reviewed monthly, and/or quarterly by the teacher, parent/guardian, and student. Summative assessments are made annually.
- Students are required to demonstrate competence in both academic, citizenship, and college and career skills as they progress toward graduation.

LIFE-LONG LEARNING SKILLS

- Students will develop skills, which will enable them to pursue their own path of learning and achieving throughout their adult lives, including Study skills and habits, e.g., note-taking, library research skills, studying strategies.
- Ability to plan, initiate, and complete a project
- Ability to reflect on and evaluate one's own and others' learning

LIFE SKILLS

- Students will develop the skills necessary for a healthy adult life.
- Personal financial management skills (e.g., budget development, balancing checkbooks)
- Job readiness and career development skills (e.g., developing resumes, job internship skills)
- Higher education continuance skills (e.g., college applications, financial aid forms)

The PAL Academy pupil outcomes have been developed to align with the state standards. Students at the PAL Academy will demonstrate, but are not limited to, attainment of the following skills and measurable goals for each content area.

CORE ACADEMIC SKILLS

- History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, and earth sciences.

Underlying and utilized throughout each of the above subject areas will be other core skills such as:

- Critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology
- Creative expression through various forms of the arts
- Knowledge of pertinent issues of health and the development of physical fitness

CLASSROOM-LEVEL SKILLS

- These student exit outcomes are further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards incorporate those included in the California state content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students also demonstrate their overall progress toward graduation readiness through a series of “benchmark” performances (e.g. Senior Portfolio) at various points throughout their experience at the PAL Academy.
- In order to best serve our students and community, the PAL Academy will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission.

CALPADS REPORTING

PAL Academy will accurately submit and meet all established timelines for CALPADS reporting or any other system required by CDE for student data and logistics. For all assessments and testing documentation. PAL Academy will be an

independently reporting charter school for State data submission and will annually submit the appropriate LEA Coordinator designation form.

ELEMENT 3

METHODS OF ASSESSING STUDENT PROGRESS

“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.” Ed. Code § 47605(b)(5)(C).

1. ASSESSING STUDENT PROGRESS

A. ASSESSMENTS

The school will administer any statewide assessment required by Education Code Section 60605. The school understands that formative and summative assessments are integral to the educational process and that using a variety of assessment systems gives the school important data for providing academic interventions for our students.

The following assessments will be used to determine student ability, readiness, success, and academic achievement:

- Diagnostic Testing: Incoming freshman and new and returning students are given Accucess adaptive assessments in order to determine their proficiency levels in core subjects.
- Comparable tests are given at the end of the year to measure progress.
- State Required Tests: All state-required tests are given and analyzed closely (CAASPP, EAP, ELPAC, etc.)
- Traditional Classroom Assessments: Quizzes, essays, projects and exams are done regularly in classes.
- In order to provide a more complete, accurate picture of student performance over time, and attainment of goals, the PAL Academy will also utilize multiple

assessments, including alternative assessment tools, such as portfolios, scoring rubrics, demonstration projects, and other tools. Formative assessments and progress toward individual goals are reviewed monthly, and/or quarterly by the teacher, parent, family advocate, and student. Summative assessments are made annually. Students are to demonstrate competence in both academic, college and career readiness and citizenship skills as they progress toward graduation.

B. ENGLISH LEARNERS

- At the opening of each school year, the ELPAC test is required for every student with an English Learners designation. The result of the test is used to determine placement and services that are appropriate for this student population.
- Student achievement of defined competencies in the performance-based curricula is evaluated and/or tested at the end of each learning segment. Such testing is used as a basis for evaluating the need for augmented learning that will ensure each student realizing his or her academic potential.
- Testing results are part of a teacher-parent consultation process, enabling the parents to be members of the "learning team" in the education of their children. Performance Based testing results, in consolidated reporting form, is used in curricula and educational performance evaluations by "the PAL Academy Charter Family".

C. CURRICULA AND EDUCATIONAL PERFORMANCE EVALUATION

The Board of Directors and the Executive Director of the Academy/Delegated person work in concert with a parent's council, and an advisory board of educators, to accomplish an on-going evaluation process. That process will include:

- Comparison of School student's testing performance against state averages in state (federal) skill testing mechanisms
- Parent quarterly survey evaluations of the learning experiences of their children.
- Teacher and administrative evaluations of curricular efficacy.
- Dialogue with students regarding their learning experiences.
- Periodical evaluation of specific curriculum by outside educational evaluators.

- Evaluations are translated by "the PAL Academy Family" into activities which promote curricular enhancement.
- To support the curriculum, a variety of methods, materials, procedures, and experiences are provided to meet individual student needs and learning styles. Project-based learning is highly encouraged. Students may choose course content projects, and many textbooks have specific suggestions.
- Staff members also sponsor interactive projects. This means that a staff member conducts meetings on campus where students participate in activities that augment the learning experience. These projects must cover state standards. Students are encouraged to participate in business solutions projects. In these projects, students are providing a service to business and solving real-world problems. Computer-based projects are encouraged.
- A computer course is required for graduation as these skills are mandatory in today's world. Students need opportunities for meaningful experiences, and to achieve these goals, they must be able to gather, retrieve, store, analyze, synthesize, and present information by applying computer technology skills.

D. EXPECTATIONS FOR STUDENTS

The staff of the PAL Academy expects that each student will expand their knowledge, skills, and abilities in the academic areas and that by acquiring this knowledge, developing these skills and abilities, these students will become:

- Productive, collaborative workers
- Responsible citizens
- Critical, creative thinkers
- Self-directed, life-long learners
- Emotionally healthy, secure individual
- Aware of the value of diverse cultures.

2. BUILDING COMMON, FORMATIVE, AND SUMMATIVE ASSESSMENTS

Board Policy ensures that the PAL Academy administers all statewide assessments as required by California Education Code 60605. Further, all PAL Academy students will be measured using periodic assessments to determine whether the student is meeting or exceeding national averages of grade-level growth for the subject area assessed.

A. PERFORMANCE BASED TESTING

- The Director ensures that evaluation of student achievement of defined competencies in the performance-based curricula is performed at the end of each learning segment. The results of this testing are used to evaluate the need for augmented learning.
- In conformance with Board Policy, 2000(2), the progress of all PAL Academy students shall be measured using the learning objectives and growth goals as identified in each student's Individualized Learning Plan.

B. GRADUATION COMPETENCY

- Consistent with Board Policy 2100(2), at the completion of the high school course of study, all PAL Academy students shall be assessed as to achievement of minimum graduation requirements using the following criteria: Passage of Competency Exams including the disciplines of reading, oral communication, written communication and math, in accordance with each student's Individualized Learning Plan and adopted California State Content Standards, and Common Core State Standards.
- PAL Academy students will demonstrate "academic mastery" in all the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a score of "basic" or above on the California State Assessments and grades of C or better on all year-end academic portfolios and exhibitions. Portfolios and exhibitions will be assessed according to school-wide rubrics, with input from teachers across all content areas and outside community members.
- "Mastery" for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

C. ASSESSMENT TOOLS

A. PAL Academy will assess student performance using several appropriate, valid, and reliable assessment tools. These are illustrated in the following table:

Methods to Assess Student Progress Toward Outcomes		
Outcome	Curriculum	Assessment
Proficiency in English/language arts	<ul style="list-style-type: none"> · Skill-building classes · Creative and expository writing exercises · Reading comprehension passages · Cooperative group work 	<ul style="list-style-type: none"> · California state tests (CST, CAT-6 (when reactivated), CAASPP, ELPAC), Smarter Balanced Assessments mandated test dates · Classroom-based tests, quizzes, and homework assignments. Graded upon completion · Portfolios of written work graded pursuant to school-developed rubrics · Presentations of projects graded pursuant to school-developed rubrics; daily, weekly, quarterly - per length of project
Proficiency in history- social science	<ul style="list-style-type: none"> · Interdisciplinary projects · Skill-building classes · Research paper · Field trips to local and state historical sites 	<ul style="list-style-type: none"> · California state tests · Classroom-based tests, quizzes, and homework assignments · Portfolios of written work graded pursuant to school-developed rubrics · Presentation of research papers or projects graded pursuant to school-developed rubrics
Proficiency in mathematics	<ul style="list-style-type: none"> · Skill-building classes · Integrated Math Program exercises · Cooperative group work 	<ul style="list-style-type: none"> Any mandated State assessments such as Smarter Balanced Assessments · Classroom-based tests, quizzes, and homework assignments · Portfolios of written work graded pursuant to school-developed rubrics
Proficiency in science	<ul style="list-style-type: none"> · Interdisciplinary projects · Skill-building classes · Science labs 	<ul style="list-style-type: none"> · Any mandated California state tests · Classroom-based tests, quizzes, and homework assignments

	<ul style="list-style-type: none"> · Research paper · Cooperative group work 	<ul style="list-style-type: none"> · Portfolios of written work graded pursuant to school-developed rubrics
Community service	<ul style="list-style-type: none"> Interdisciplinary community service projects Skill-building class Cooperative group work 	<ul style="list-style-type: none"> Presentation of written reports or portfolios documenting the successful identification, implementation, and completion of community service projects · Teacher observations/narratives · Student self-evaluations

B. PROGRESS MEASUREMENT FOR STUDENTS WITH DISABILITIES:

Every three (3) years, we administer the Woodcock-Johnson Test to determine the academic and age level of all special education students. We also monitor grades monthly and as warranted through communication between the Special Ed and General Ed teacher.

C. PROCEDURES FOR EVALUATION OF PROFESSIONAL INSTRUCTIONAL STAFF

The Head of Schools/Administrator has the right to observe and evaluate staff using a performance appraisal framework and system. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment procedures include the following:

Section 1—General- The Head of Schools retains sole responsibility for the evaluation and assessment of the performance of each unit member, subject only to the procedural requirements set forth in this Article.

Section 2--Notice and Orientation

Teachers designated for evaluation shall receive notice of evaluation. During the first semester of the school year, the evaluator shall schedule an orientation meeting with the teacher. The evaluator shall provide the teacher with an overview of the evaluation criteria

Section 3--Evaluation Criteria

Teachers shall be evaluated based upon the following;

1. Engaging and supporting all students in learning
2. Creating and maintaining an effective environment for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students

5. Assessing student learning; including an analysis of student achievement based on student performance on standardized and other specific assessments
6. The accurate and timely distribution of graded sample work to the File Compliance Officer
7. The accurate and timely maintenance of student records and files;
8. Developing as a professional educator
9. Establishing a rapport and maintaining timely communication with students, parents' staff and administrators on the status of assigned students
10. Attendance and punctuality
11. Observation by the Principal in professional settings
12. A self-assessment

Section 4--Assistance Plan

At any time during the evaluation process, if the evaluator believes that the teacher is not making satisfactory progress, the evaluator shall meet with the instructor to develop an assistance plan. The plan will include:

- A. Identification of the specific area(s) for improvement
- B. Specific recommendations as to how and what the unit member needs to do to improve.
- C. A specific time for improvement.

Section 5—Evaluation

A written evaluation shall be presented to the teacher within thirty (30) days after the date of the observation. The results of the evaluation shall be in narrative form depicting a critique of the teacher observation as well as additional teacher-related concerns or commendations outside of the observed lesson. The teacher shall sign the evaluation form signifying that he/she has read the evaluation and shall be provided the opportunity to prepare a written response. The written response, if any, shall become a part of the unit member's evaluation.

Section 6--Unsatisfactory Performance

Teachers receiving an overall rating of "Unsatisfactory" meet with the Director concerning the deficits and required changes to be made.

ELEMENT 4

THE GOVERNANCE STRUCTURE OF THE SCHOOL

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

1. GOVERNING BOARDS

- The Governing Board of the San Bernardino City Unified School District, by approving the charter, is the exclusive body capable of effecting amendments to the charter. The SBCUSD Governing Board and the State Board of Education shall have the exclusive authority to revoke, or otherwise terminate the charter within the limitations of those reasons specified in the Education Code authorizing such action.
- PAL Academy shall be operated by Provisional Educational Services, Incorporated (PESI). PESI is a California Nonprofit Public Benefit Corporation with 501(c) (3) status. PESI was incorporated in 1984 and has been in continuous existence providing services in the San Bernardino area for 35 years and is the legal entity that governs the PAL Center and the PAL Academy. This body initiated the effort to establish an independent charter school. Provisional Accelerated Learning (PAL) Center is a dba of PESI. Provisional Accelerated Learning (PAL) Center, administers multiple public service programs and other community support programs. The current PESI bylaws and articles of incorporation are attached in **APPENDIX C**.
- PESI maintains a 5-member corporate board. The PESI Board of Directors meets bi-quarterly on the fourth Thursday of the month. The PESI Board holds the Charter granted by the District and has oversight of the PAL Academy. Meetings for the PESI Board of Directors shall be held at the principal office of PESI or as may be fixed by the Board of Directors, so long as it is within the City of San Bernardino. All actions and meetings of the PESI Board will be conducted in compliance with the Ralph M. Brown Act.

2. GOVERNING BOARD RESPONSIBILITIES

The PESI Board is responsible for:

- Creation and implementation of the general policies of the Academy, but not the day-to-day operations of the Academy.
- Reviewing and monitoring of the school's annual budget.
- Approving the school's personnel policies and monitoring their implementation; and assisting in the selection of individuals/entities for operational oversight and audit.
- Hiring, oversight, and evaluating the Executive Director of PAL Academy.

3. CORPORATE BOARD POLICIES

- The PESI Corporate Board shall be subject to California Government Code section 1090 et seq., the Political Reform Act of 1974 (Gov. Code section 87100, et seq., the “PRA”) and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California nonprofit corporations and/or California charter schools. The Academy adopted a comprehensive set of policies meeting these requirements and periodically revisits and updates these policies based on current legislation. These policies are based on model Board Policies adopted by the California School Boards Association, the Charter Schools Development Center and the District. A copy of these Policies is available in **APPENDIX K**.
- These policies support the achievement of schoolwide learning results and academic standards based on data-driven instructional decisions. The policies specifically delegate responsibility for implementation of these policies to professional staff and require periodic reporting regarding results and their relationship to the school's local plan.
- As required PESI and PAL Advisory Committee adopted the Fair Political Practices Commission’s Model Conflict of Interest Code, pursuant to California Code of Regulations, Title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and reviews, revises and maintains that Code as current throughout the term of the Charter, and provides a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and requires all affected PESI and PAL Advisory Committee officers, employees, representatives and governing board members to comply therewith.

- All officers, employees, and members of the governing board of PESI and PAL Advisory Committee shall comply with the requirements of each and all those conflict of interest laws and regulations.

4. LEGAL PROVISIONS

- The PAL Academy is a public charter school within the San Bernardino City Unified School District, operating under the jurisdiction of the District's Board of Education. Its operational management is the responsibility of Provisional Educational Services, Inc., a nonprofit organization operating within the terms and conditions specified in this petition.
- The PAL Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The Academy does not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code.
- The PAL Academy complies with all applicable federal, state and local laws. The Academy provides general liability, workers compensation, unemployment insurance, and its contract payroll system.
- The PAL Academy and the Board of Education shall continue to implement the Charter Schools Act of 1992, and any other applicable laws in a good-faith manner, and to cooperatively pursue any waivers necessary to implement the charter.
- PAL Academy shall always comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, in all aspects of the PAL Academy program.
- The Charter may be amended by action of the San Bernardino City Unified School District Board of Education in accordance with the provisions of Education Code Sections 47605 and 47607.

5. NONLIABILITY OF DISTRICT

- The District shall not be responsible or liable for the operations of PAL Academy. The School will be governed pursuant to this Charter and the PESI Articles of Incorporation and adopted bylaws. PESI may not delegate any or all its governance or management duties for PAL Academy to another person or entity, including but not limited to, a parent, subsidiary, or related corporation, except as specifically provided for in this Charter.
- Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail.
- PESI shall provide written notice to the District Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the PESI governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to PESI governance structure or Charter, PESI may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should PESI adopt revision(s) to its Articles of Incorporation the Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).
- PESI and PAL Academy shall provide to the District Superintendent copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

6. PARENTAL INVOLVEMENT

- PAL Academy also supports parent involvement through our English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC). These parent and stakeholder committees provide volunteer service to the school and advise on key policies affecting student engagement and achievement based on our goals for our student subgroups and meeting our state priority LCAP goals. The goal of the Academy is to empower parents/guardians as educational partners. Parents should feel that their voice and participation at the school influences the development of the total school and its components. Parents/guardians can participate in a variety of meaningful ways at the

school site, such as Teacher Aides, Classroom volunteers, committee members, etc. Parents/guardians are also encouraged to become active in developing their children's learning plan and the school's curriculum, evaluation process, and other programs.

- Outreach efforts include visits to family homes, newsletters, Internet and e-mail communications and town hall meetings at the Academy. In past years, a Senator Nell Soto Grant was secured to forge stronger ties between home and school. Academy teachers formed teams and visited the homes of students to elicit the support of parents and students, and thereby the school could better provide for the educational needs of the students. This practice is still in place today.
- Meaningful engagement of parents, students, and other stakeholders, including those representing students qualifying for free and reduced-price meals, English learners, and foster youth, is a state priority and key component of the Local Control Accountability Plan (LCAP) development process. Some parent involvement activities are:
 1. Advising the principal, school staff, and school site council of the needs of English Learners, including support of their instructional needs.
 2. Advising the principal, school staff, and school site council on the development of the school plan and budget.
 3. Advising and assist the Director in conducting the school's needs assessment.
 4. Advising the Director on ways to make parents aware of the importance of regular school attendance.

ELEMENT 5

EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

PAL acknowledges and agrees that all persons are entitled to equal employment opportunity. PAL shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

ADMINISTRATOR'S QUALIFICATIONS

The Executive Director and any other administrator at the PAL Academy should possess leadership abilities and a comprehensive educational vision consistent with the school’s mission and educational program. In addition, the Head of Schools should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving a high-risk population, including minority children in the inner city, is required.

TEACHER QUALIFICATIONS /LEGAL REQUIREMENTS/ PAL

Employees hired to act in the capacity of "teacher" shall be subject to the credential requirements of the California Commission on Teacher Credentialing as outlined in the Education Code. Further, these employees must meet Highly Qualified Teacher criteria as defined by federal NCLB (No Child Left Behind) legislation and must hold, or be eligible for CLAD/BCLAD certification.

Any employee serving or identifying the special needs of students in compliance with any Federal or State Special Education law shall hold certification in the area as prescribed by such applicable law.

PAL required Characteristics. The most important qualifications for our teachers are:

- 1) Caring about our students.
- 2) Familiarity with or willingness to be trained in the school's curriculum sequence and learning styles.
- 3) A demonstrable effectiveness in teaching, preferably in a charter school serving "opportunity "students.
- 4) A willingness to work hard and to take responsibility and exercise leadership for the school.

Specific qualifications include:

- Dedication to putting in the time, energy, and effort in developing the school's program.
- Commitment to working with parents as educational partners.
- Willingness to become a learner as well as a teacher/coach in the school.
- Knowledgeable, or willing to become knowledgeable, about the developmental needs of all students.
- Sensitivity to social and cultural needs and norms
- Willingness and ability to plan cooperatively
- Willingness to be trained in the use of different curriculums and learning styles in the classroom.
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development.
- Willingness to be an active participant in monthly staff meetings
- Willingness to work closely with the Guidance Techs by providing any information regarding a student's behavior change, attitude, and/or school performance.
- Willingness to take a leadership role in some aspect of the school's development.

QUALIFICATIONS FOR NON-CREDENTIALLED STAFF

Office Personnel /non-credentialed staff will be selected by the Executive Director on an application and interview basis in consultation with other staff members, as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

MINIMUM QUALIFICATIONS BASED ON POSITION

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

MANDATED HIRING REQUIREMENTS FOR ALL STAFF

A. CRIMINAL BACKGROUND CHECKS

- Employees and contractors of PAL Academy will be required to submit to a Live Scan criminal background check as required by Education Code Sections 44237 and 45125.
- The Human Resources Director shall monitor compliance with this policy and report to the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. MANDATED REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

C. TB TEST

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

ELEMENT 6

HEALTH AND SAFETY

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

STAFF REQUIREMENTS

Provisional Accelerated Learning Academy(PAL) ensures that all staff members receive annual training on health, safety, and emergency procedures, including but not limited to CPR training, child abuse awareness and reporting, and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Staff shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon SBCUSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Charter School, including its employees and officers, shall always comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq.

HEALTH, SAFETY AND EMERGENCY PLAN

PAL Academy will comply with Education Code Section 44237 and 44830.1. All employees, contractors and worksite participants hired or otherwise utilized by the school must undergo a criminal background screening by submission of fingerprints for FBI and DOJ clearance. Moreover, volunteers who will be providing services or assistance in situations where they will have one on one contact with pupils without the supervision of a credentialed employee will be subject to the same requirements.

The school has comprehensive emergency and disaster response plans developed in cooperation with school staff. The school safety plan is guided by Education Code Section 32280 et seq. **(See APPENDIX E)**

The School shall require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

The School shall provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

The school has adopted policies relating to the administration of prescription drugs and other medications.

All employees are required to submit Tuberculosis clearance certifications pursuant to Education Code requirements.

PAL Academy conducts periodic fire, earthquake, active shooter and lockdown drills throughout the school year

All PAL Academy staff are mandated child abuse reporters and follow all applicable reporting laws, in the same manner as District employees.

ELEMENT 7

RACIAL AND ETHNIC BALANCE

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

2018-19 Enrollment by Ethnicity

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Provisional Accelerated Learning Academy	273	13.6%	0.4%	0.0%	0.0%	72.5%	0.4%	2.2%	0.0%	11.0%
San Bernardino City Unified	52,773	11.5%	0.4%	1.4%	0.4%	77.0%	0.4%	5.3%	1.5%	2.2%
San Bernardino County	406,069	8.2%	0.4%	3.8%	1.3%	65.5%	0.4%	17.2%	2.2%	0.9%
Statewide	6,186,278	5.4%	0.5%	9.3%	2.4%	54.6%	0.5%	22.9%	3.6%	0.9%

Data Reporting Office
 California Department of Education
 1430 N Street

RECRUITMENT OF STUDENTS

- A. Provisional Accelerated Learning Academy maintains an accurate ethnic and racial balance of enrolled students that is” ***reflective of the general population residing within the territorial jurisdiction of the school district (SBCUSD) to which the charter petition is submitted***” as the above comparison data shows.

- B. The PAL Center and Academy has frequent media exposure through the community/daily newspapers and posting banners in and around our target areas. Information generated is produced in English and Spanish. Marketing materials (brochures, flyers, postcards) is also disseminated to churches and at community events or directly to homes.

- C. District schools also refer students who can benefit from our educational program. PAL Academy will continue to make a committed effort through its admissions process, to ensure that ethnic and racial balance is maintained. Our efforts to keep the ethnic and racial balance we presently have include:
- Advertising in ethnic and culturally appropriate newspapers.
 - Use Online/ social media advertising.
 - Increase the number of presentations at neighborhood community meetings.
 - Attend Education forums, School expos, Health and Wellness forums, Back to school events.
 - Encourage word of mouth reviews through the diversity of our parent outreach.
 - Utilize Spanish speaking staff for parent tours/school information.
 - Host culturally diverse community and student events.
- D. PAL Academy's students come mainly from referrals from interested parties in the local educational, social service, parental, and neighborhood communities. PAL Academy leadership cultivates and maintains relationships with these communities to make sure that we offer needed academic services to a population reflective of our diverse community.
- E. PAL Academy receives ongoing feedback regarding the demographics of its population through analysis of student achievement subgroup data, and thorough analysis of required student enrollment reporting.

ELEMENT 8 ADMISSION REQUIREMENTS

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

Provisional Accelerated Learning Academy (PAL) is an open enrollment, tuition-free public school. Enrollment to the school is open to any resident of the State of California who lives in the County of San Bernardino and any adjoining contiguous counties. Enrollment is on a first-come, first-served basis. PAL enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A)

PARENT/STUDENT INTERVIEWS

During enrollment periods, informational meetings/Tours are conducted for interested parents and students. The meetings are conducted in English and Spanish at the school site and at times that are most convenient for parents.

During the meetings, parents and students receive information about the school’s programs, the application process, meet staff, tour the school and get bilingual assistance to complete forms if needed. Intake staff reviews the student’s application documents, discipline records, transcripts, school history and find out how PAL can best serve each student.

Upon submission of a completed application packet as part of the enrollment procedure students and parents meet with a PAL Academy Guidance Technician and their Supervising Teacher to create a Four-Year Plan, select trimester courses and complete Master Agreements as required for Independent stud

ADMISSION REQUIREMENTS

The following laws pertain to admission to California Charter Schools and to PAL Academy:

- Students must be residents of California.
- Students cannot enroll concurrently in a private school and a public charter school.
- Students must meet minimum and maximum age requirements pursuant to Education Code 47612 (if aged 19, or over, student must be continuously enrolled and making satisfactory progress towards a high school diploma).
- Charter Schools cannot charge tuition pursuant to Education Code 47605.
- Charter Schools shall not discriminate against any pupil based on ethnicity, nationality, race, gender, disability, religion, sexual orientation, perceived sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.5, and/or association with individuals with one or more of the above characteristics.

PAL ACADEMY ENROLLMENT APPLICATION DOCUMENTS

Students shall be enrolled in PAL Academy upon proof of California residency, provision of application materials including:

1. Immunization Record
2. PAL Academy Rules and Regulations signed by student and parent/guardian
3. Independent Study Master Agreement signed and dated by a parent/guardian, student, and credentialed PAL Academy staff member.
4. Completion of placement testing
5. Academic records/transcripts

Homeless student or Foster youth will have the requirements to provide certain documentation waived based on Education Code requirements.

ADMISSION PROCESS WHEN ENROLLMENT CAPACITY IS REACHED

1. Once grade-level enrollment capacities have been reached, students seeking admission are placed on waiting lists. If more students that can be admitted apply, the following admission processes are utilized.
2. As a charter school, PAL is a school of choice and may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing (Lottery) in accordance with Education Code §47605(d)(2) and all federal requirements.
3. When needed, this lottery will take place at the board meeting of the Charter School. A deadline for registering for the lottery will be determined. Pursuant to Education Code Section 47605(d)(2) priority is given to students who reside in the SBCUSD. In accordance with applicable law and federal guidance, the following groups of students will not have to participate in the lottery:
 - a. Currently enrolled students
 - b. Siblings of admitted students
 - c. Children of teachers and staff, not to exceed 10% of total enrollment
 - d. District students

SCHOOL OF CHOICE

“47605(b) In addition to any other requirements imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the state.”

PAL Academy admits all students in conformance with Education Code 47605. The Academy is accessible to academically low achievers and economically disadvantaged students. PAL Academy enrolls students who may function below the cut-off achievement level established by other schools. Parents/guardians will be notified that attending PAL Academy does not give a student the right to attend other schools within the District unless it is their school of residence. **(Ref. California CCR Title 5 .11967.5.1(f)(2).**

ELEMENT 9

FINANCIAL AND PROGRAMMATIC AUDIT

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

- PAL Academy acknowledges and agrees that it will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that PAL Academy shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the San Bernardino County Superintendent of Schools on or before July 1.
- In accordance with Ed. Code sections 47604.33 and 47606.5, PAL Academy shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. PAL Academy shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that PAL Academy “shall consult with teachers, principal, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e)

ANNUAL AUDIT

- An annual independent fiscal audit of the books and records of PAL Academy will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(I) and 47605(m). The books and records of PAL Academy will be kept in accordance with generally accepted accounting principles, and as required by law, and the audit will employ generally accepted accounting procedures. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the California State Controller’s published Audit Guide.

- PAL Academy will separately contract with and cooperate with the independent audit. The name of the auditor and contract fee will be submitted to the Director of Accounting Services by April 1st of each year. The auditor will be a CPA listed in the State Controller's published list of approved providers of educational agency audit providers: The Certified Public Accountants Directory Service for K-12 Local Education Agency audits.
- PAL Academy will provide required information regarding the selected auditor to the San Bernardino County Superintendent of Schools by April 1st of each year and will maintain said information as a public record and provide it to the public upon request.
- The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and to review the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.
- The PESI Board will be responsible for contracting and overseeing the independent audit.
- PAL Academy will ensure that its auditor provides completed reports for each fiscal year, by December 15 of the succeeding fiscal year, to the District, the San Bernardino County Superintendent, the California Department of Education, and the State Controller's Office.
- The PAL Academy Board of Trustees may appoint an audit committee to review any deficiencies identified in the report. Recommendations for resolution of deficiencies would be reported to the full board and to the District. Audit deficiencies shall be resolved to the satisfaction of the District.

SUBMISSION OF REPORTS TO THE DISTRICT

In addition to the audit, PAL Academy will provide to the District the following, either by the dates listed or by dates specified by the District, whichever are sooner:

- On or before July 1st of each year, a preliminary budget and An Updated Local Control Accountability Plan (LCAP).
- On or before September 15th, an Unaudited Actual report for the prior year.
- On or before December 15th, a First Interim report detailing actual activity through October 31st, and projected activity through the remainder of the fiscal year and two subsequent years.

- On or before March 15, a Second Interim report detailing actual activity through January 31, and projected activity through the remainder of the fiscal year and two subsequent years.
- On or before the 5th day of each month, a report of prior month Average Daily Attendance.
- On or before December 15th, a P-1 report of ADA for the period beginning with the start of the school year and ending with the last full school month ending prior to December 15th.
- On or before April 15th, a P-2 report of ADA for the period beginning with the start of the school year and ending with the last full school month ending prior to April 15th.

PAL Academy shall submit to SBCUSD, at times specified by the District the following:

A. ACCOUNTABILITY REPORTS (CBEDS, SARC)

- California Basic Educational Data System (CBEDS) enrollment information
- A School Accountability Report Card (SARC), in a format determined by PAL Academy
- If placed on the “Financial Watch List”, a monthly statement of accounts
- All recent state-mandated assessments.

B. OTHER DISTRICT MANDATED REPORTING

PAL shall provide and submit, on time, the following documents to support the District in ascertaining the financial status of the charter. Failure to meet established deadlines, provide inaccurate or incomplete records, failure to respond to concerns or requests by SBCUSD shall be documented and used as a basis for recommendation for non-renewal or revocation by the District Staff to the SBCUSD Board. The following reports include, but are not limited to, the following:

- Calendar and Bell Schedule
- PENSEC
- Monthly Attendance Reports
- Unaudited Actuals
- First Interim Report, Second Interim Reports
- Annual Budget and LCAP

SBCUSD will provide the charter school with an annual calendar for submission dates and a list of all required documents.

BACK OFFICE OPERATIONS

Charter School Management Corporation (CSMC)

PAL Academy contracts with CSMC for back-office financial services/operations. CSMC provides the Academy with experienced staff and company expertise developing and monitoring our school budget, our financial data systems, our fiscal operations, and our financial management and reporting.

ELEMENT 10**STUDENT DISCIPLINE**

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

1. SUSPENSION AND EXPULSION PROCEDURES

- The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Any student who endangers the life, health or physical well-being of another or him or herself will be subject to expulsion.
- Compliance with the procedures set forth in this Charter shall be the only processes for PAL to involuntarily dismiss, remove, or otherwise exclude a student who attends PAL from further attendance at PAL for any reason, including but not limited to, disciplinary and academic causes. Expulsion, as described in this Element 10 of this Charter, shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends PAL from further attendance at PAL for disciplinary reasons.
- PAL hereby adopts the provisions of Education Code Section 48900 et seq. as PAL’s student discipline policy and procedure. Because certain terms used in Education Code Section 48900 et seq. are not directly applicable to PAL, the following definitions and modifications are made to these provisions to make them applicable to PAL.
 - a. The term “superintendent” as used in those provisions shall mean the PAL Executive Director.
 - b. The terms “school” and/or “district” as used in those provisions shall mean PAL.
 - c. The terms “governing board” as used in those provisions shall mean the governing board of the PAL.
- Should the Charter School use an administrative hearing panel, that panel shall be made up of an impartial panel of three school administrators comprised of three school district administrators, all holding valid California Administrative Services Credentials and selected by PAL administrative staff. Of these three administrators, one administrator will be invited from the student's home district. No school district may have more than one representative on the panel.
- It is PAL’s understanding that the Board of the San Bernardino County Department of Education will hear appeals of expulsions from charter schools operating within San Bernardino County, including PAL. If the Board of the San Bernardino County Department

of Education will not hear such appeals, PAL shall develop an appeal process that affords students due process.

- In the event of a decision to expel a student, PAL shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves PAL without graduating or completing the school year for any reason, PAL shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

3. SUSPENSION AND EXPULSION PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

- A student identified as an individual with disabilities or for whom PAL has a basis of knowledge of a suspected disability pursuant to the IDEIA 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 regular education students except when federal and state law mandates additional or different procedures.
- PAL will follow Section 504, the IDEIA, and all applicable federal and state laws including, but not limited to, the California Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom PAL 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.
- PAL shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

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

1. Notification of District - PAL shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom PAL or District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.
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, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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, rule, or policy, PAL Academy staff, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, 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.
 - c. If PAL Academy staff, the parent, and relevant members of the IEP 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.
 - d. If PAL Academy staff, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall: Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the District had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement. If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except in the case of a student removed to an interim alternative educational setting, PAL Academy shall return the child to the placement from which the child was removed,

unless the parent and PAL Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

e. If PAL Academy staff , the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the PAL Academy 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.

ELEMENT 11

RETIREMENT SYSTEM

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

A. ELIGIBILITY

1. To the extent allowed by law, and subject to majority decisions of Provisional Accelerated Learning Academy's Governing Board regarding retirement funds, employees of the PAL Academy will be able to participate in any and all teacher and employee retirement funds that they would be eligible for if they were teaching in a non-charter public school in SBCUSD.
2. Certified, classified, and other staff members of the Academy will retain all previously vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and Social Security System.
3. Faculty and staff of the Academy will have access to State Teachers Retirement System (STRS), Public Employee Retirement System (PERS) and other school-sponsored retirement plans according to the policies established by the Governing Board.
4. PAL Academy will allow eligible district school faculty and staff who transfer from the Unified School District or other districts to participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), and make contributions to the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS).

B. OTHER STAFF MEMBERS

1. Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.
2. Non-certificated employees will participate in the PERS retirement system.

ELEMENT 12

ATTENDANCE ALTERNATIVES

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

ATTENDANCE ALTERNATIVES

- No student will be mandated to enroll in Provisional Accelerated Learning Academy (PAL). Students who choose not to attend Provisional Accelerated Learning Academy and reside within San Bernardino City Unified School District (SBCUSD) attendance boundaries may choose to attend a SBCUSD public school or another Charter School in their residence area.
- All parents and students will be informed of their school attendance alternatives during the enrollment process.

NO RIGHT TO ADMISSION

Parents and guardians of each student enrolled in PAL Academy, *but not residing* in our Chartering School District (SBCUSD) or County of San Bernardino, will be informed, by our intake staff and/or guidance techs, that the student *has no right to admission* to any of the schools of our chartering District (SBCUSD) as a consequence of enrollment in PAL Academy, except to the extent that such a right may be extended by the District (SBCUSD) through requesting inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13

EMPLOYEE RIGHTS

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

RIGHTS OF RETURN

- Permanent certificated employees of the San Bernardino City Unified School District who leave their positions to work for PAL Academy shall have the right to return to a comparable position within the district only to the extent dictated by provisions of the current Collective Bargaining Agreements.
- Persons employed to work at the PAL Academy are employed **“AT WILL”** and will be so designated on any hiring contracts. Other conditions of employment, including wages and benefits, will be specified in the employment contract and with the employee.

SALARY

- Teachers and other employees will be placed on the charter school salary schedule according to the responsibilities which they assume.
- Scheduled salaries will include compensation if the charter school has a longer workday and year.
- Teachers will receive a stipend for all training days that extend beyond their normal charter contract year.
- Revenues and expenditures will be reviewed annually, and a recommendation will be made for cost of living increases.

PERSONNEL POLICIES

Further personnel guidelines, i.e. hiring and firing, policies will be addressed in the PAL Academy, Concepts and Roles of Personnel staff manual.

ELEMENT 14

DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N)

1. DISPUTE RESOLUTION PROCEDURES

- B. The staff and governing board members of Provisional Accelerated Learning (PAL) Academy agree to resolve any claim, controversy or dispute arising out of or relating to the charter agreement between the District (SBCUSD) and Charter School, (PAL Academy) pursuant to the terms of this Element 14.

Any Dispute between the San Bernardino City Unified School District and Provisional Accelerated Learning Academy shall be resolved in accordance with the procedures set forth below:

All Written Notifications to the District and Charter School will be addressed respectively as follows:

Director
SBCUSD Charter Schools Division
777 North F Street,
San Bernardino, CA 92410

Dwaine Radden Sr.,
Chief Executive Officer
Provisional Educational Services, Inc
2450 Blake Street
San Bernardino, CA 92407

- C. Disputes between PAL Academy and District:
 - 1. If the District determines that a violation of the Charter or law may have occurred, or a problem has arisen related to the operation of PAL Academy or the District’s oversight obligations, or a dispute arises between the District and PAL Academy relating to the provisions of the charter, the following procedures shall be followed to resolve the dispute:

2. Should District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
3. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, participation in the dispute resolution procedures outlined in this element shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, the District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the PAL Academy representative will be the Principal or the Principal's designee. If the dispute is not resolved at this meeting, the parties will proceed to step 4.
4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 and its implementing regulations or applicable law.

The parties shall exchange information, as necessary, to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

2. INTERNAL DISPUTE RESOLUTION PROCEDURE

1. PAL Academy shall have an internal dispute resolution process to be used for all internal disputes related to the PAL's operations. Parents, students, board members, volunteers, and staff at PAL Academy will be provided with a copy of the Charter School's policies and dispute resolution process.
2. The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process.

3. Should the District receive a complaint regarding PAL that is referred to PAL for investigation and /or resolution, PAL Academy shall provide the District with updates regarding PAL's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue.

ELEMENT 15

LABOR RELATIONS

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

EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Provisional Accelerated Learning Academy (PAL) is deemed the exclusive ***public school employer of all employees of the charter school. As such, PAL Academy shall comply with all provisions of the Educational Employment Relations Act (EERA.) The school will accept all responsibilities associated with recruitment, hiring, and dismissal of employees and the determination of all salary and benefit schedules.

*** Persons employed to work at the Provisional Accelerated Learning Academy are employed “At Will”.

ELEMENT 16

CHARTER SCHOOL CLOSING

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

1. REVOCATION OF THE CHARTER

- B. The District may revoke the Charter if PAL Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of PAL Academy if the District finds, through a showing of substantial evidence, that PAL Academy did any of the following:
1. PAL Academy committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
 2. PAL Academy failed to meet or pursue any of the pupil outcomes identified in the Charter.
 3. PAL Academy failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
 4. PAL Academy violated any provision of law.
- C. Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the San Bernardino City Unified School District (SBCUSD) will notify PAL Academy, in writing, of the specific violation, and give PAL Academy a reasonable opportunity to cure the violation, unless SBCUSD determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

2. CLOSURE ACTION

The following procedures shall constitute the “Closure Protocol” and shall apply in the event PAL Academy ceases to be a charter school or likewise for any reason:

- A. *Any decision to close PAL Academy as a charter school pursuant to this Charter shall be documented by official action of the PAL Academy Governing Body (“Closure Action”)*

The action will identify the reason for closure (e.g., decision not to renew as a charter school) and the entity or persons responsible for the closure related activities. The Closure Action will be deemed to have been automatically made if any of the following occur;

1. The Charter is revoked or non-renewed
2. The PAL Academy Governing Board votes to close PAL Academy
3. The Charter lapses

- B. *In the event of a Closure Action, the following steps shall be implemented.*

1. The PAL Academy Governing Body will notify the authorizer of the determination of the Closure action and of the effective date of closure as a charter school within 72 hours of the determination of the Closure Action.
2. Written notification will be sent to the home districts of the list of returning students within 72 hours of the Closure Action.
3. Written Notification of the Closure Action and the effective date of closure of PAL Academy shall be made by PAL Academy to the California Department of Education by registered mail within 72 hours of the Closure Action.
4. On closure, PAL Academy shall remain solely responsible for all liabilities arising from the operation of the Charter School.
5. The PAL Academy’s Governing Body will ensure notifications to the parents and students of PAL Academy of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action.
6. The written notification will provide information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/Guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

7. PAL Academy will provide notice to the Special Education Local Plan SELPA in which the school participates. PAL Academy shall send written notification of the Closure Action to the SELPA in which the Academy participates by registered mail within 72 hours of the Closure action. The Academy shall simultaneously provide a copy of the notification to the CSD.
8. PAL Academy will provide notice to the retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, PAL Academy shall notify as applicable, the State Teacher's Retirement System (STRS), Public Employees Retirement System (PERS), The Social Security Administration and the San Bernardino County Office Of Education of the Closure Action and follow their respective procedures for dissolving contracts and reporting. PAL Academy shall provide a copy of this notification and correspondence to the CSD;
9. PAL Academy will provide notice to all school employees and vendors within 72 hours of the Closure Action. PAL Academy shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
10. PAL Academy will provide parents, students and the receiving school districts with copies of all appropriate student records within seven(7) days from the determination of the Closure Action or within seven(7) days of the last student attendance at PAL Academy, if PAL is to remain open as a charter school beyond that date, that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC. Section 123g PAL Academy will ask the District to store original records of the Charter school students.
11. As soon as is reasonably practical, PAL Academy will prepare financial records. PAL Academy will also have an independent audit completed, at PAL Academy's expense, by an independent auditor, approved in advance by the District State Trustee and included on the States Controller list of independent auditors as soon as is reasonably practical but in no case later than six (6) months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by PAL Academy shall be the responsibility of PAL Academy and not the District. PAL Academy understands and acknowledges that PAL Academy will cover the outstanding debts or liabilities of PAL Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. PAL Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

12. For six (6) calendar months from the letter of Closure Action or effective date of the Closure, whichever comes first, enough staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.
13. The PAL Academy Governing Board shall adopt a plan for wind-up of the School and if necessary, the corporation, in accordance with the requirements of the Corporation Code. In addition to the final audit, PAL Academy shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and time frame required.

3. CORPORATE STATUS

As PAL Academy is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of PAL Academy, The Corporation will be dissolved according to its bylaws. The corporation bylaws will address how assets are to be distributed at the closure of the corporation.

4. EQUITABLE RELIEF

- a. The Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other event that would end PAL Academy's right to operate as a charter school pursuant to this Charter or cause PAL Academy to cease operations.
- b. PAL Academy and the District agree that due to the nature of the property and activities that are the subject of this petition, The District and public will suffer irreparable harm should PAL Academy breach any obligation under this Closure Protocol, the District therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken without any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, seeking of a temporary or permanent injunction restraining order or order for specific performance and may be sought in any appropriate court.

5. LIQUIDATION OF ASSETS

- a. All remaining assets will be liquidated, and all creditors will be paid first. Upon winding up and dissolution of the corporation, after paying or adequately providing

for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state-organized for educational purposes at the discretion of the corporation's governing board.

- b. Any remaining assets of the corporation shall be distributed to either(i) such an organization organized and operated exclusively for educational purposes which has established its tax-exempt status under Section 501© 3 of the Internal Revenue Code of 1986, as amended (or corresponding provision of any future United States Internal Revenue Law) or(ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

MISCELLANEOUS PROVISIONS

INSURANCE REQUIREMENTS

PAL/PESI shall always purchase and maintain in full force and effect during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager and as specified below.

PAL/PESI's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end PAL/PESI's right to operate as a charter school pursuant to this Charter or cause PAL/PESI to cease operations until PAL/PESI has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of PAL/PESI, throughout the life of the Charter, PAL/PESI shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or AVII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,00 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$20,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all-risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all

furniture, equipment and supplies of PAL/PESI. If any San Bernardino City Unified School District property is leased, rented or borrowed, it shall also be insured by PAL/PESI in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$20,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the San Bernardino City Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "San Bernardino City Unified School District, the San Bernardino City Unified School District Personnel, and the Southern California School Risk Management-JPA") as additional insureds; (b) shall insure San Bernardino City Unified School District and San Bernardino City Unified School District Personnel to the same extent as PAL/PESI; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the San Bernardino City Unified School District and/or by the San Bernardino City Unified School District Personnel shall be in excess of PAL/PESI's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by PAL/PESI; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the San Bernardino City Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the San Bernardino City Unified School District by the insurer, PAL/PESI shall also provide the San Bernardino City Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded,

voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, PAL Academy shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the San Bernardino City Unified School District's option.

The acceptance by the San Bernardino City Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of PAL/PESI or of any insurer or joint powers authority to the San Bernardino City Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the San Bernardino City Unified School District and/or the San Bernardino City Unified School District Personnel are waived.

PAL/PESI shall provide to the San Bernardino City Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Bernardino City Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed, and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of PAL/PESI to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of PAL/PESI to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the San Bernardino City Unified School District.

PAL/PESI shall promptly respond to all inquiries from the San Bernardino City Unified School District regarding any claims against PAL/PESI and/or any obligation of PAL/PESI under the foregoing provisions of this Charter. Additionally, PAL/PESI shall, always, maintain a fund balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

TERM OF CHARTER

The term of this Charter shall be for five (5) academic years, July 1, 2020 through and including June 30, 2025.

PAL Academy's Governing Board may request that the District renew the Charter and submit the necessary documentation for such renewal request any time between September 1st and December 31st, of the term's final year of operations approved hereunder. This timing provides PAL and District an adequate opportunity to focus on the renewal request while considering all years of performance. Such renewal request shall include, but is not limited to, a complete Charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at PAL Academy, including a redline indicating all revisions made from the current Charter and an electronic (Microsoft Word) version of the revised Charter and attachments thereto.

SUBMITTAL OF DOCUMENTS, REPORTS, AND INFORMATION

PAL Academy shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.

On or before May 1 of each year, PAL Academy shall submit to the District an approved school calendar establishing that PAL Academy is complying with the required minimum number of school days and an approved bell schedule to establish the number of instructional minutes being offered.

No less than one (1) month before the commencement of each new semester, PAL Academy shall provide the District with a list of classes to evidence class offerings for the semester.

On or before June 30, PAL Academy shall provide the District with a teacher roster by resident/nonresident to determine tracking of students between the District and PAL Academy. PAL Academy shall track students who leave PAL Academy to return to the District.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves PAL Academy without graduating or completing the school year for any reason, PAL Academy shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

INSPECTIONS

PAL Academy agrees to permit the District to inspect and receive copies of all records relating to the operation of PAL Academy, including financial, personnel, attendance accounting, and pupil records. PAL Academy shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. PAL Academy shall be subject to the California Public Records Act.

OVERSIGHT COSTS

The District shall charge PAL Academy or supervisory oversight of PAL Academy, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. PAL Academy acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

GOVERNING LAW AND CONSTRUCTION

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed to require the commission of any act contrary to law.

DEBTS AND OBLIGATIONS

PAL Academy and PESI shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff, and operations.

PAL Academy and PESI shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Superintendent or designee as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be PAL Academy and PESI's sole responsibility.

PAL Academy and PESI shall require that the following language is included in any and all contracts entered by those entities: PAL Academy and/or PESI shall have no authority to enter contracts for or on behalf of the San Bernardino City Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the San Bernardino City Unified School District Superintendent or designee as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the San Bernardino City Unified School District and shall be PAL Academy and/or PESI's sole responsibility.

INDEPENDENT ENTITY

PAL Academy, PESI, and their respective officers, board members, employees, and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. San Bernardino Unified School District and PAL Academy /PESI shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. The District shall not be liable for the actions or liabilities of PAL Academy and/or PESI.

USE OF FUNDS

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Superintendent of Education.

COMPLIANCE WITH LAW

PAL Academy shall follow any and all other federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

PAL Academy shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

PAL Academy shall comply with any jurisdictional limitations to locations of its facilities.

PAL Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.

PAL Academy shall comply with all applicable portions of the No Child Left Behind Act.

PAL Academy shall comply with the Public Records Act.

PAL Academy shall comply with the Family Educational Rights and Privacy Act.

AMENDMENTS AND SEVERABILITY

Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect, unless removal of the unenforceable or invalid portion renders the Charter or any portion thereof non-compliant with applicable law, renders the Charter or any portion thereof unintelligible or incomplete, or unless mutually agreed otherwise by San Bernardino City School District and PAL Academy. To the extent the Charter or any portion thereof is rendered non-compliant with applicable law or untellable. PAL Academy must obtain approval of proposed revisions to the unenforceable or invalid provision, as this constitutes a material revision to the Charter. [Ref. Cal. Educ. Code 47607(a)1 San Bernardino City School District and PAL Academy agree to address issues or differences relating to invalidated provisions in accordance with the dispute resolution procedures set forth in the charter.

SATELLITE LOCATIONS

Should PAL Academy desire to locate additional satellite learning centers, PAL Academy shall provide the District Thirty (30) days' written notice of such intent, as well as notification of the proposed location of the satellite learning center. Concurrently with the notification, PAL Academy will submit financial information evidencing the viability of

the proposed satellite-learning center. The District shall then have Thirty (30) days to respond to PAL Academy with compelling reasons why such satellite learning center should not be relocated, and if the District fails to do so, the Charter school may continue with the relocation. A “compelling reason” shall be defined for purposes of this section as the District’s reasonable belief that the Charter School is not financially able to open the relocated satellite learning center, or the District’s reasonable belief that it will be unable to provide adequate oversight to the relocated learning center without appropriate payment of costs by PAL Academy. If the District provides compelling reasons as to why the satellite learning center should not be relocated, PAL Academy shall not move forward with the relocation of the satellite learning center until the concerns of the District are satisfied. Should PAL Academy desire to open additional satellite learning centers, PAL Academy will seek and obtain District Board approval prior to opening such additional centers in accordance with Education Code section 47605(d)(C).

ATTACHMENTS

All the following attachments to this Charter are hereby incorporated herein and made a part hereof by this reference:

APPENDICES

APPENDIX A: EMPLOYEE HANDBOOK

APPENDIX B: STUDENT HANDBOOK

APPENDIX C: CORPORATE BYLAWS & ARTICLES OF INCORPORATION

APPENDIX D: HEALTH & SAFETY PLAN

APPENDIX E: STUDENT ACHIEVEMENT DATA

APPENDIX F: FISCAL DOCUMENTS

APPENDIX G: ENGLISH LEARNER PROGRAM

APPENDIX H: WASC LETTER

APPENDIX I: MEMORANDUM OF UNDERSTANDING RE SPECIAL EDUCATION SERVICES

APPENDIX J: POLICIES & PROCEDURES OF THE PAL ADVISORY COMMITTEE

APPENDIX K: LCAP

To the extent any attachments conflict with the terms of this Charter, the Charter will take precedence.