



Provisional Accelerated Learning (PAL) Academy

Charter Renewal Petition

Presented to

San Bernardino City Unified School District

(SBCUSD)



Submitted October 2019

Term of Charter

July 1, 2020 to June 30, 2025

“Education with an Individualized Approach”

Dr. Mildred Dalton-Henry (Founder)

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 Nothing in this provision shall serve to reduce or excuse PAL Academy/PESI’s obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity. 94

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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, and 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 department 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 also fostered through the 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 a 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. PAL's program offering includes access to 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, 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 such as dual enrollment in Community College and as well as providing ACT/SAT test prep to develop a pipeline of students prepared and excited to transition to a four-year University.
- Expand Career Technical Education 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 and/or post-secondary courses leading up to vocational certification and/or state board testing preparation for licensure.
- Increase of 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 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 Schools

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 school staff and direct the day to day activities of each site.

CEO's Message

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, "At Promise 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 accountability model makes every student, and team member equally responsible to fulfil 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 students that attend the charter school.

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, a not-for-profit, 501(3)(c), public benefit educational organization, proposes renewal of its Charter School Petition for Provisional Accelerated Learning Academy by the San Bernardino City Unified School District (hereinafter "SBCUSD").

The State of California enacted the Charter School Act of 1992 and subsequent amendments 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 2000, the District granted PESI's request to operate Provisional Accelerated Learning Academy from 2000 until June 30, 2005. After submitting for renewal, PAL was given its first 5-year Charter renewal from July 1, 2005 until June 30, 2010. Subsequently, the District granted PESI a second petition renewal to operate the charter for an additional 5 years from July 2010 to June 2015. During the third renewal cycle, PAL was again granted a five-year renewal from July 2015-June 2020. At the end of the 2019-2020 school year PAL will celebrate a twenty (20) school year history as SBCUSD's first and longest operating Charter school.

As Lead Petitioner, I, Dwaine Radden, Sr. hereby petition the Governing Board of the San Bernardino City Unified School District 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 _____

Dwaine Radden Sr., Chief Executive Officer.
Provisional Educational Services Inc.

Affirmations and Declaration

As the authorized lead petitioner, I, Dwaine Radden, Sr. hereby certify that the information submitted in this petition for the renewal of the charter for Provisional Accelerated Learning Academy (“PAL” or the “Charter School”), operated by Provisional Educational Services, Incorporated (“PESI”), and to be located within the boundaries of San Bernardino City Unified School District (“SBCUSD” or the “District”) is true to the best of my knowledge and belief. I also certify that this Renewal Petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal of this charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- *The Charter School shall be non-sectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)].*
- *The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]*
- *The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).. [Ref. Education Code Section 47605(d)(1)]*
- *The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]*
- *The Charter School shall meet all statewide standards and conduct student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]*
- *The Charter School 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 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.*
- *PESI declares that it shall be deemed the exclusive public-school employer of the*

employees of PAL for the purposes of the Educational Employment Relations Act
[Ref. Education Code Section 47605(b)(6)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. By July 1, 2020, all teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341. However, teachers employed by charter schools during the 2019-2020 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment. By September 1 of each year, the Charter School shall submit a document identifying its teachers and provide copies of each teachers Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Thereafter, the Charter School shall notify the District of any new teacher hires and provide any corresponding Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment by February 1 of each year. **[Ref. Education Code Section 47605(1); 47605.4]**
- *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)(C)*
- *The Charter School shall always maintain all necessary and appropriate insurance coverage.*
- *The Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. **[Ref. Education Code Section 47605(d)(3).***
- *The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. **[Ref. Education Code Section 47605(n)]***
- *Shall create a Local Control and Accountability Plan ("LCAP") In accordance with California Education Code Sections 47604.33 and 47606.5, the governing board of a Charter School shall annually hold a public hearing to adopt an LCAP using a template adopted by the State Board. The governing board shall update the goals and annual actions to achieve those goals identified in the charter pursuant to Education Code Section **47605(b) (5) (A).***
- *The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and*

inspection. [Ref. Education Code Section 47612(a) (12).]

- *The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]*
- *The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]*
- *The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]*
- *The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by Every Student Succeeds Act ("ESSA").*
- *The Charter School shall comply with the Public Records Act.*
- *The Charter School shall comply with the Family Educational Rights and Privacy Act.*
- *The Charter School shall comply with and the Ralph M. Brown Act.*
- *The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.*
- *The Charter School shall comply with the Political Reform Act.*
- *The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]*

Throughout this charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Provisional Educational Services, Incorporated and/or PESI and/or Provisional Accelerated Learning Academy and/or PAL Academy and/or PAL and/or the Charter School and/or the School shall apply with full force and effect to the Provisional Accelerated Learning Academy ("PAL") and to Provisional Educational Services, Incorporated. For all purposes related to this charter or the operations of Provisional Educational Services Inc., ("PESI") both the Charter 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 _____

Dwaine Radden Sr., Chief Executive Officer
Provisional Educational Services, Inc.

School Information

Official name of the charter school	Provisional Accelerated Learning 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 6th -12th
The 2020-2025 opening date will be:	August 10th, 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 Alternative School Status. (“DASS”)
Instructional:	PAL uses an independent study, blended learning instructional model, with students attending support classes for core subjects.
Accreditation:	PAL has been awarded a six (6) year, (through 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

Renewal Term of Charter

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

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. Throughout its almost twenty (20) year history, the school has continually operated at the same site in Muscoy. In 2016-2017, PAL added grades 6th -8th.

Then in the same school year, by request and approval of the District, PAL Academy also opened a second location in downtown San Bernardino. PAL Academy now serves grades 6th - 12th on two campuses.

For the new Charter term, the charter school will begin the school year on August 10th,2020.

Site 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.

Description of 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, Focused Learning Center (“FLC”), the Student Life Success Center and other staff offices. 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’s San Bernardino campus is in the city of San Bernardino on the facility of the First Church of the 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 houses 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 District Police Department. The school site Leadership Teams on both campuses work closely with the school police to provide additional safety and security measures to ensure that both campuses meet all school policy requirements and are safe, secure school environments.

Adequate Resources

PAL Academy provides core and elective support classes for our students. Each campus has a computer lab. All classrooms are 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 internet access and our teachers each have a desktop/laptop 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 and have 24/7 access to online course texts and resources.

Provisional Educational Services Incorporated and the PAL Center

Provisional Educational Services, Incorporated, 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 Academy 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, submitted to San Bernardino City Unified School District in school year, 2000.

Dr. Henry, whose motto is “*Dare to do the Impossible*”, is also the founder of Provisional Educational Services, Incorporated. 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, as she still sits on the PESI Board as a founding member. Dr. Henry also contributes her time to worthwhile causes in the San Bernardino Community.

Provisional Educational Services Inc. Corporate Board

Name	Role	E-mail
Dr. Mildred Henry	Board Secretary	mmdhenry@aol.com
Ms. Linda Wilson-Gomez	Board Member	mrslingomez@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

Chief Executive Officer (CEO)

In 2014 Provisional Educational Services Inc., passed the legacy torch to Dwaine Radden Sr., to be the Chief Executive Officer for the organization.

Dwaine Radden Sr., Chief Executive Officer of Provisional Educational Services, Incorporated and the Provisional Accelerated Learning 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. Mr. Radden is committed to using technology and a 21st-century approach to education at the PAL Charter Academy. He also 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, grades 6th-12th on two campuses, 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.

Currently, Mr. Radden serves on the San Bernardino County Sheriff's Volunteer Forces ("VTF"), is Commissioner on the Juvenile Justice Delinquency Prevention Commission ("JJDC"), sits on the Brandman College Advisory Board, and is 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. He 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 practices the tenets of "Discipline, Determination, and Dedication Equals Winner," and encourages the students and staff of PAL Academy to do the same as they continue to build on the legacy of the Founding group.

Provisional Accelerated Learning 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 of “Making Hope Happen”.
- 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 continued 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 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 a high-quality education is achieved by our students attaining the goals and proficiency as set forth in the Common Core State Standards (“CCSS”), the Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development (“ELD”) Standards and remaining State Content Standards (collectively “State Standards”) and the PAL Academy Schoolwide Learner Outcomes. Our Board of Directors, Parent Advisory Committees, and community advisors periodically assess, reflect on and create educational improvement strategies based on how well the school is fulfilling that 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.

Community Support for PAL Academy

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 currently 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. PAL 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 refer students to PAL Academy to receive the individualized academic support that 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 300 plus students enrolled in grades 6th-12th, throughout each 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 or attending Adult school. Many graduate at PAL Academy, having learned the habits of Discipline, Determination and Dedication, our 3D's school code.

PAL Academy students enroll and exit out based on a structured plan for making up credits. They 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 who choose to enroll their students at Pal Academy are looking for solutions to their students' challenges and barriers. Over the years parents have enrolled their students for various academic and personal reasons, including wanting them to be in a smaller school environment and trusting PAL Academy as that school. Many parents refer family and friends to our school.

Each year, actual or potential 5th year seniors (behind in credits) choose to enroll at PAL to complete a 5th year rather than drop out or give up. Twelfth graders and /or "super" seniors can

be as much as one half of our enrolled students. At PAL Academy our teachers motivate and help our students improve their learning, graduate and go on to postsecondary success.

Students are sometimes 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 their comprehensive high school. PAL Academy's goal is to continue to collaborate with the District to help our students improve their learning and accomplish their "impossible" goals, which is usually a better future for themselves, their families and their communities.

Community 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 the School District and the community at large.

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

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.

WASC Accreditation

PAL Charter Academy began the full WASC Self-Study process in April 2017 and in 2018 was awarded a six-year Accreditation status based on that 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. 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. Documentation regarding our current WASC status can be found in **APPENDIX I**

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**.

Renewal Criteria

Pursuant to Education Code Section 47607(b)(5), a chartering authority may renew the charter of any charter school that qualifies for an alternative accountability system (i.e. DASS) based on the standards and criteria of Section 47605 without finding the charter school meets assessment thresholds required by other charter schools. PAL qualifies as a DASS school. Therefore, the District is authorized to renew this petition solely on its merit.

ELEMENT 1

The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served 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)

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter schools 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 credible under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

School-Wide Learner Outcomes

The PAL vision and mission is achieved by students attaining the goals and proficiency as set forth in the State Standards, and the PAL Academy School-Wide Learner Outcomes (“SLOs”).

Provisional Accelerated Learning Academy has established the following School-Wide Learner outcomes 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.

Educational Philosophy

PAL Academy provides a rigorous program of academic study based on the adopted California State Frameworks, and the integration of State 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 each teacher's instructional delivery and to ensure the use of effective learning strategies to motivate each student to learn and achieve grade-level outcomes.

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.

Those Whom the Charter School Will Educate

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 adjacent counties in accord with the provisions of the Charter School Act.

Dashboard Alternative School Status

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 is for schools that serve high-risk students.

High Risk, Highly Mobile Student Population***High-Risk Indicators:***

- Suspended more than 10 days in a school year
- Pregnant and/or Parenting
- Recovered Dropouts –Habitually Truant or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer
- 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
- Homeless Youth

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 support beyond what a traditional school or 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 “At Promise” 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.

An Educated Person in the 21st Century

An educated person will be enabled to cope with the transition from a material product-oriented society of the past to our information-oriented society. She/he will have enough concentrated technical competency, with a broad range of technical familiarity, to address life's increasing personal, business and technological challenges.

The educated person must also be able to integrate social concerns and be knowledgeable of what it means to live 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 needs to develop a broad knowledge base and have acquired skills which allow him or her to enter the economic mainstream. He or she will need to 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 (individualized learning) necessary to maximize his/her opportunity to achieve the level of learning necessary for lifelong success.

PAL Academy Educational Program

Adaptive Curriculum resources

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 as a 21st Century citizen. 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.

Blended Learning Environment

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.

Academic Rigor

Edmentum provides students with a wide variety of educational options, while promoting rigor through 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.

Individualized Learning

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.

Career Pathways

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 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. Edmentum also provides additional CTE courses for students that are not available in the regular seat-time program.

Guided Learning Pathways

PAL Academy offers guided learning pathways that prepare students to be educated persons in the 21st century. Students can choose a career path and create a learning path to achieve it by aligning high school courses with college and career readiness activities, such as dual enrollment and work skills acquisition.

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.

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 establishes clearly defined competencies that must be accomplished by the student in each learning segment. The core knowledge theme created in 1986 is now in use in 1000 schools across forty-seven states.

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.

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 State 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.

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 State Standards and instructional practices to help students become College and Career ready as evidenced by improved student assessment scores on CAASPP.

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/careers and reflect that readiness on the Common Core assessments.

State Standards Continuous Improvement 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.

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.

Flexible schedules for personalized learning

PAL 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. 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.

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.

Supplemental Class Schedules

1. High School - IND-I

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

Cyber Friday

This is a seat-based program where students 6th -12th are in classrooms around a Bell schedule for Core classes. Teachers use a blended learning model using technology and classroom instruction to support our students individualized, Independent Study, Learning Plans.

2. High School - IND-II

Tuesday & Thursday 2:00pm – 4:10pm

Cyber Friday

Students attend core academic afternoon classes 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. Classes are also scheduled online.

4. High School - IND-IV

Online Only

One Teacher Assignment

Appointment by Teacher

Must-Attend Twice in Period - Approval Required-

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

5. High School - IND-V

Home Study

One Teacher Assignment

Appointment by Teacher

Must Attend Once Within Period

Approval Required-

Students participate in our Home Study program with parents/guardian's involvement and support and are monitored and guided by a Supervising teacher.

Middle School Schedule for Supplemental Classes

Monday – Thursday: 8:30am-12:45pm

Friday: Cyber Friday 8:00am – 12:00pm

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

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.

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.

Individual Student Learning Plans

These plans allow 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 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

Curriculum Overview

PAL Academy adopted courses are aligned with the California Department of Education graduation requirements as well as those of 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.

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.

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 warm-ups, 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 warm-ups, 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 STANDARDS*

Because the California Science Test (“CAST”) taken by all 8th-grade students are based on the Next Generation Science Standards, 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 adheres 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 student needs for improvement in specific areas. This three-pronged approach of providing grade-level instruction, addressing areas of educational deficiencies and targeted test preparation is our comprehensive instructional philosophy for creating an educated person for the 21st century.

Curriculum/Course List

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 of 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.

High School Requirements

Requirements for earning a high school diploma are 215 credits as established by the Provisional Educational Services, Incorporated School Board.

Successful completion of the PAL Academy curriculum will assure competent enough to meet and become college and career ready. PAL Academy high school courses are transferable to San Bernardino City Unified School District schools. 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.
- Career path as determined by a student's college and career interests.

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) (School policy 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), (School policy 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), (School policy 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 sports, i.e. volleyball, basketball.

10th – 12th Grade PE Level II includes individual and dual sports, outdoor education, personal defense, and analysis of movement.

- Skills

(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.

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

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 during student orientation meetings, by posting in our student handbook and on our website. 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.

Enrichment and Student Interventions

A. *SUPPORT CLASSES*

Small-Group Instruction (“SGI”)

SGI is provided for students in all core and elective classes. SGI 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 Focused Learning Center 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 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

Student Scholar Athletics

- 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 which 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.

Schoolwide Learner Outcomes

The PAL vision and mission is achieved by students attaining the goals and proficiency as set forth in the State Standards, and the PAL Academy Schoolwide Learner Outcomes. Provisional Accelerated Learning Academy has established the following Schoolwide Learner Outcomes 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.

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

PAL Educational Goals – State Standards Based -SLO’s

- 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 State Standard Based Schoolwide Learner Outcomes.

SLO #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.

SLO #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)

SLO #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)

SLO #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)

SLO #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)

Helping All Students Subgroups Achieve 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 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.

English Learners Program

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

Home Language Survey

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

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- ***Initial Assessment (“IA”)***

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

- *Summative Assessment (“SA”)*

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

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

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

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

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

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the

participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

As classrooms become more diverse, teacher responsibilities include teaching both academic content and language skills to English Learners. Teachers must teach English Learners from a wide variety of backgrounds. PAL Academy has many English Learners and has an English Learner Development 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 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 is 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.

Teaching Methodology

- The teaching methodologies are designed to meet the needs of English 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 analyzes the components of classroom life and provides qualitative, differentiated instructional support to facilitate learning for EL students. The school will provide to the district a list of all EL students. Classrooms will reflect EL 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 EL 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 Learners to enable them to attain State Standards in English Language Development.
- PAL Charter’s English Learner Program addresses the needs and provides intervention strategies for ELL students. **The Plan is found in Appendix H.**

504 Plans and Individualized Education Programs

Overview

Students with disabilities.

The PAL Academy fully supports the Individuals with Disabilities Education Improvement Act (“IDEA”). Free Appropriate Public 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 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 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. 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
- Triennial 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 accordingly altering the teaching team to which the student is assigned

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 47641(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)**.

Assurances

Requirements for earning a high school diploma align with 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 47612.5 and 51745, et seq.

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

ELEMENT 2

MEASUREABLE 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with state priorities, as described in paragraphs (2) to (8)), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served 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, Goals, and Actions Aligned To State Priorities Alignment of Outcomes to the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Provisional Accelerated Learning Academy’s school-wide and pupil outcome goals and performance targets aligned to the State Priorities that apply for the grade levels served 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 as required by PAL Academy list of required graduation courses and earn 215 credits while pursuing 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 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.

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 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/tg/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 ,Smarter Balanced assessments in ELA and mathematics (grades three through eight, and eleven and California Science Test (“CAST”) in science (grades five, eight, and ten).

- Our charter will also be responsible for Federal accountability targets as defined in Every Student Succeeds Act, and as well as Provisional Accelerated Learning Academy's yearly LCAP goals related to the 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 English Language Proficiency Assessments for California ("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.

Data Analysis and assessment data of student performance data is used to inform and improve PAL's development as a learning community. Formal and systematic data collection, and analysis occurs in the following ways:

- A. Annual CAASPP and ELPAC reports are analyzed by the Heads of Schools, Teachers and Administrators at the start of the school year to identify areas of instructional strength and weakness. This analysis is used to:

- 1) Inform professional development plans for the teachers for the coming year, and
- 2) Guide instructional planning for the teachers.

B. Ongoing performance assessments in grade-level Math and English are administered to students three times a year. Their results are reported to parents, and used by teachers to:

1. Inform instruction for re-teaching, tracking student progress, and referring students for intervention.
2. Assess overall trends and identify areas for improvement and professional development.

C. The results of these assessments also inform the Charter School's academic strategic plan and budgetary decisions regarding staffing, support services, and educational materials or programs.

Additional Data Analysis include teacher reports, student and parental satisfaction surveys, Special Education program assessments, analysis of the mentoring (Life Skills) program and periodic reviews of our LCAP academic strategic goals. The accumulation of Charter School assessment data is also used to:

1. Inform Stakeholders of Charter School Performance.
2. Parents are informed of their child's progress as measured by our assessments through both informal and formal communications such as through notes, progress reports, access to student grades through Aeries Parent Portal, phone calls, and meetings.
3. To communicate with all students about their academic performance and the available supportive services that PAL offers.

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 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 to 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).

ASSESSING STUDENT PROGRESS

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 Accuaccess 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 (e.g. CAASPP, CAST, PFT, 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.

English Learners

- Annually, 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 realize his or her academic potential.
- Testing results is 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".

Curricula and Educational Performance Evaluation

The Board of Directors and the Executive Director of PAL/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 and 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 the 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.

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.

Building Common, Formative, and Summative Assessments

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

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.
- 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.

Graduation Competency

All students - including low achieving, gifted, low socio-economic, English learners, and those who qualify for special education shall have the opportunity and right to participate in an academic program that meets their individual learning needs and provides quality instruction that prepares them to enter and succeed in college and/or the workplace. It is the Charter School’s goal that its students demonstrate the following competencies as evidence of readiness for success in college and careers:

- All students demonstrate “Standard Met” or “Standard Exceeded” as measured by the CAASPP and through analysis of student work portfolios in core academic subjects.
- High school students earn 215 credits in the required core and elective subjects in order to graduate from PAL.

Overall Pupil achievement will be measured by all the following, as applicable:

- Results of the CAASPP.
- The Percentage of PAL students who have successfully completed courses that satisfy UC/CSU (A-G) entrance requirements, or career technical education (“CTE”)courses.
- The Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC.
- EL reclassification rate.

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.

Diplomas and Transcripts

At the end of each school year, PAL Academy shall provide the District with electronic copies of diplomas and transcripts of PAL Academy’s graduates for record-keeping.

Assessment Tools

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 (CAST, 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

		<ul style="list-style-type: none"> 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 · Research paper · Cooperative group work 	<ul style="list-style-type: none"> · Any mandated California state tests · Classroom-based tests, quizzes, and homework assignments · 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

Progress Measurement for Students with Disabilities:

Individual student progress is measured through the goals and sub goals in each students IEP. Every three (3) years, we administer the Woodcock-Johnson Test and/or any other assessments necessary for the individual student 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.

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

Governing Boards

- The Governing Board of the San Bernardino City Unified School District, by approving the charter, is the exclusive body capable of effecting material revisions 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 Center is a DBA of PESI. Provisional Accelerated Learning (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. Commencing in January of each year the PESI Board of Directors meets every other month, 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 and in accordance with Education Code Section 47604.1(c). All actions and meetings of the PESI Board will be conducted in compliance with the Ralph M. Brown Act.

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.

CORPORATE BOARD POLICIES

- The PESI Corporate Board shall be subject to California Government Code section 1090 et seq., as set forth in Education Code Section 47604.1, the Political Reform Act of 1974 and any applicable 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. A copy of these Policies are available at the school site and upon request.
- These policies support achievement of the 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 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 shall comply with the requirements of each and all those conflict of interest laws and regulations.

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, including immigration status.

- 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 materially revised 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.

Nonliability of District

- The District shall not be responsible or liable for the operations of PAL Academy, provided it meets its statutory oversight responsibilities. 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 a related corporation, except as specifically provided for in this Charter.
- Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, those documents shall be amended to reflect the Charter. Should the provisions of this Charter conflict with the 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 and/or 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 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.

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 advises 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 aide, 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 email 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 a key component of the Local Control and 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 assisting 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 charter 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 based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

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. In addition to the qualifications listed in the charter, the Heads of School shall have a bachelor’s degree and teaching experience, with an administrative credential and/or a graduate degree preferred.

Teacher Qualifications

Employees hired to act in the capacity of "teacher" shall be subject to the credential requirements of Education Code Section 47605(1) and must hold or be eligible for CLAD/BCLAD certification.

Any employee serving or identifying 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 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 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-Credentialed 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 multitask.

Mandated Hiring Requirements For All Staff

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 45125.1.

- 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.

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.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

ELEMENT 6

HEALTH AND SAFETY

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

- (i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Ed. Code § 47605(b) (5) (F).*

Staff Requirements

Provisional Accelerated Learning Academy 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

The Charter School, including its employees and officers, shall always comply with the Family Educational Rights and Privacy Act 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 a 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. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. The School will contract with an independent Nurse to monitor any medicine procedures and logs, medication storage, answer basic medical questions as needed, and otherwise support Pal Academy and its students.

All employees are required to submit Tuberculosis clearance requirements 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.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a) (2) (A)-(H):

- Child abuse reporting procedures.
- Routine and emergency disaster procedures.
Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- Procedures for conducting tactical responses to criminal incidents.

Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT 7

RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” 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%

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 to which the charter petition is submitted”*, as the above comparison data shows.
- B. 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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Ed. Code § 47605(b) (5) (H)

Provisional Accelerated Learning Academy 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 adjacent counties. PAL enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d) (2) (A)

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d) (2) (B) (IV), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d) (4) (C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d) (2) (B) (iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

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 review 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 study.

Admission Requirements

The following laws pertaining to admission to California charter schools and to PAL Academy:

- Students must be residents of San Bernardino or an adjacent county.
- 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 age 19, or over, students must be continuously enrolled and making satisfactory progress towards a high school diploma and can be enrolled through age 22).
- Charter Schools cannot charge tuition pursuant to Education Code 47605.
- Charter Schools shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

PAL Academy Enrollment Application Documents

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

1. Immunization Record
2. Proof of age requirements
3. PAL Academy Rules and Regulations signed by student and parent/guardian
4. Independent Study Master Agreement (if applicable) signed and dated by parent, student, and credentialed PAL Academy staff member.
5. Completion of placement testing
6. Academic records/transcripts¹

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

Admission Process When Capacity Is Reached

1. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. 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).
2. Applications received after the close of the open enrollment period will be held in abeyance for a subsequent lottery to be held when space becomes available.
3. When needed, this lottery will take place at a public 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, currently enrolled students will not have to participate in the lottery.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- a. Siblings of students admitted to or attending the Charter School
- b. Children of teachers and staff, not to exceed 10% of total enrollment
- c. District residents

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Head of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in the fall of that year.

School of Choice

PAL Academy admits all students in conformance with Education Code Section 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.

ELEMENT 9

FINANCIAL 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

Local Control and Accountability Plan

- PAL Academy acknowledges and agrees that it will comply with all applicable laws and regulations related to AB 97, 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 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, principals, 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 and the County, as required, 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 and Accountability Plan.
- 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:

Accountability Reports (CBEDS, SARC)

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

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

PAL Academy contracts with Charter School Management Corporation (“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

SUSPENSION AND EXPULSION PROCEDURES

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)..” Ed. Code § 47605(b) (5) (J)*

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.
- In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School separate from or in addition to the Charter School’s procedures for suspension and expulsion, or administrative withdrawal.
 - 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 PESI Board. 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.
 - PAL shall notify the District within three (3) calendar days each time a student disenrolls from the school.
 - No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If

the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension and Expulsion Procedures For Special Needs Students

- A student identified as an individual with disabilities or for whom PAL has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.
- PAL will follow Section 504, the IDEA, 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 IDEA (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 student.

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 SYSTEMS

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

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, non-certificated, and other staff members of the Academy will retain all previously vested rights in their respective retirement systems, including, but not limited to, State Teachers’ Retirement System (“STRS”), Public Employees’ Retirement System (“PERS”), and Social Security System.
3. Faculty and staff of the Academy will have access to State Teachers’ Retirement System, Public Employees’ Retirement System and other school-sponsored retirement plans according to STRS and PERS eligibility requirements and 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 or the Public Employees’ Retirement System and make contributions to the State Teachers Retirement System or the Public Employees Retirement System.
5. Pursuant to Education Code Section 47611(b), the Charter School shall inform all applicants for positions within the charter school of the retirement system options for employees of the charter school, including whether the charter school makes available to employees coverage under the State System, or both systems, and that accepting employment in the charter school may exclude the applicant from further coverage in the applicant’s current retirement system, depending on the retirement options offered by the charter of the charter school.

Other Staff Members

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

Business Manager will be responsible for administering the Charter School's retirement systems.

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. Students who choose not to attend Provisional Accelerated Learning Academy and reside within San Bernardino City Unified School District 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 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 as a consequence of enrollment in PAL Academy, except to the extent that such a right may be extended by the District through requesting inter-district transfers in accordance with existing enrollment and transfer policies of the District. This policy will also be placed in our student handbook.

ELEMENT 13

EMPLOYEE RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” 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 the provisions of the current Collective Bargaining Agreements and as permitted by SBCUSD.
- Persons employed to work at 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 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 chartering authority to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N)

1. DISPUTES BETWEEN PAL ACADEMY AND DISTRICT

The staff and governing board of Provisional Accelerated Learning Academy agrees to resolve any claim, controversy or dispute arising out of or relating to the charter agreement between the District and Charter School, pursuant to the terms of this Section.

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.

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:

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees.

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

A. Disputes Related to an Issue That Could Lead to Revocation of the Charter

1. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.
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. 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 EXECUTIVE DIRECTOR or the EXECUTIVE DIRECTOR'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.

B. Disputes Not Related to an Issue That Could Lead to Revocation of the Charter

1. The Superintendent and EXECUTIVE DIRECTOR, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and EXECUTIVE DIRECTOR, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.
2. If this joint meeting fails to resolve the dispute, the Superintendent and EXECUTIVE DIRECTOR, or their respective designees, may, by mutual agreement, meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The

format of the mediation session shall be developed jointly by the Superintendent and EXECUTIVE DIRECTOR, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days from the date the parties jointly identified a mediator. The costs of the mediator shall be split equally between the District and the Charter School. The finding or recommendation of any mediator shall be non-binding, unless the governing authorities of PAL Academy and the District jointly agree to bind themselves. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

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

CHARTER SCHOOL CLOSING

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)

Revocation of the Charter

- A. 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.
- B. 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.

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 District.

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 Teachers Retirement System, Public Employees' Retirement System, 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 District;
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 District.
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 yearend financial reports to the California Department of Education and the District, in the form and time frame required.

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 Articles of Incorporation. The corporation Articles of Incorporation will address how assets are to be distributed at the closure of the corporation.

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.

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(c) 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. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, a political subdivision of a State, or an agency or instrumentality thereof.

MISCELLANEOUS PROVISIONS

Indemnification

To the fullest extent permitted by law, PAL Academy/PESI agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of PAL Academy/PESI, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other PAL Academy/PESI appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of PAL Academy/PESI in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of PAL Academy/PESI or of any other facility, program, or activity of PAL Academy/PESI.

The obligations of PAL Academy/PESI to defend the District and the other Indemnitees identified herein is not contingent upon any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty nor shall be contingent upon there being an acknowledgement or a determination of the merit of any claim, demand, action, cause of action, or suit; and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this section. However, nothing in this paragraph shall be constructed to obligate PAL Academy/PESI to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence or willful misconduct, where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of PAL Academy/PESI shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

PAL Academy/PESI further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter and any MOU between the parties extend to indemnify,

defend, and hold the Indemnitees harmless from all financial obligations in the event of an unbalanced budget.

PAL Academy/PESI's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter and any MOU between the parties, shall survive the revocation, expiration, termination, or cancellation of this Charter and or any other act or event that would end the PAL Academy/PESI's right to operate as a charter school pursuant to its Charter or cause PAL to cease operations.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. PAL Academy/PESI shall at all times be operated by or as a nonprofit public benefit corporation.

Additionally, to the fullest extent permitted by law, PAL Academy/PESI agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the Indemnitees from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to attorney's fees and litigation costs and interest, that in any way arise out of or relate to claims and/or allegations that PAL Academy/PESI has violated Education Code section 47605 or 47605.1 with respect to the location of any resource center operated by PAL Academy/PESI.

Nothing in this provision shall serve to reduce or excuse PAL Academy/PESI's obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

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 MOU or any other agreement between the parties 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/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of PAL/PESI, throughout the life of

the Charter, and any MOU or other agreement between the parties, 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 A-VII” 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, or as otherwise required by the District’s Risk Manager:

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 for educators legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, 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.”

CYBER LIABILITY insurance and/or coverage for the Charter School and for the Charter School to require Tech or IT Liability from its third party vendors, which shall include coverage for Security, Privacy, Business Interruption, Cyber Extortion, and Denial of Service, in an amount not less than \$5,000,000 or in an amount sufficient to cover the full replacement value of damage to, alteration of, loss of, or destruction of electronic data and/or information “property” of the Charter that will be in the care, custody, or control of the Vendor.. Additionally, the Charter would have vicarious liability for the work performed by the vendor/consultant.

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 insured; (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, cancelled, 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 a 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 to 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 coverage 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 during 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.

The renewal process shall be governed by the provisions of Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

The District Governing Board delegates to the Superintendent or designee and the PESI Board delegates to the CEO or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of this Charter.

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 report cards or a transcript of grades, 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.

Amendments

This Petition may only be amended through a material revision pursuant to Education Code section 47607, unless the superintendent or designee determines in writing that the proposed change does not rise to a level of materiality requiring a material revision pursuant to the procedures set forth in Education Code section 47607.

Revocation

This charter may be revoked as provided by law. Before revoking the charter, the San Bernardino City Unified School District shall comply with Education Code Section 47607 and any applicable implementing regulations.

Pursuant to Education Code Section 47607(c), the foregoing requirements do not apply when the District determines, in accordance with Title 5 of the California Code of Regulations Section 11968.5.3, that the violation constitutes a severe and imminent threat to the health or safety of pupils. In the event that San Bernardino City Unified School District shall undertake proceedings for revocation of the Charter, PAL Academy shall be entitled to all rights and remedies provided for under Education Code 47607 and Title 5, California Code of Regulations Sections 11965 and 11968.5.2-11968.5.5.

Banking Arrangements

Pal Academy will reconcile the ledger(s) with its bank accounts or accounts on a monthly basis and prepare a balance sheet. A cash flow statement shall be submitted to the District. Pal Academy will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars (\$500), may be established with an appropriate ledger to be reconciled quarterly in accordance with procedures adopted by the PESI Board.

Satellite Locations

Should PAL Academy desire to locate additional satellite learning centers within the jurisdictional boundaries of the District, 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).

Performance Assessments

PAL Academy shall forward results, excepting individual student results, from all statewide assessments, to the District promptly upon receipt by PAL Academy, but in no event later than thirty (30) days after such receipt, except that results of the English Language Proficiency Assessments for California ("ELPAC") shall be submitted to the District no later than two (2) weeks after receipt of test results.

Property Inventory

PAL Academy or designee shall establish and maintain an inventory of all PAL Academy's non-consumable goods and equipment according to a policy established by PAL Academy's governing board that shall comport with all relevant statutory requirements.

Litigation

PAL Academy shall notify the District of any pending litigation or legal action taken by any party against the Charter School or any employee (in his or her capacity as a PAL Academy employee) within 30 calendar days of the Charter School receiving said notice.

School Name

The Charter School shall be known as Provisional Accelerated Learning Academy. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the Superintendent or Designee.

Compliance with Laws

The Charter School agrees to comply at all times with federal or state laws (which may be amended from time to time), as applicable to charter schools, including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 et seq.);
- The Public Records Act (Cal. Gov. Code, § 6250 et seq.);
- State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100 et seq.; Gov. Code, § 1090 et seq.);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 et seq.);
- The Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 et seq.);
- The Americans with Disabilities Acts (42 U.S.C. § 12101 et seq.);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act (“FEHA”) Cal. Gov. Code, § 12900 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 et seq.);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 et seq.);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g et seq.); and
- The Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

ATTACHMENTS

All the following attachments to this Charter are hereby incorporated herein:

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: LCAP

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