

CERTIFICATION OF COMPLETE CHARTER PETITION

Palmdale Academy Charter

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Raul Maldonado

Signature:



Date: 12/9/2020

School Name: Palmdale Academy

Palmdale Academy
Charter Petition

For the term of July 1, 2021 through June 30, 2026

Submitted to the

Palmdale School District
Board of Trustees

on:

January 19, 2021

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Affirmations and Assurances

The Palmdale Academy will follow any and all federal, state, and local laws and regulations that apply to the charter school, including but not limited to:

1. The Palmdale Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Educations Code Section 47605(de)(1)].
2. The Palmdale Academy declares that it shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)].
3. The Palmdale Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)].
4. The Palmdale Academy does not charge tuition. [Ref. California Education Code Section 47605(d)(1)].
5. The Palmdale Academy admits all students who wish to attend Palmdale Academy, and who submit a timely application, unless Palmdale Academy receives a greater number of applications than there are spaces for students, in which case each application is given an equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to Palmdale Academy 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). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Palmdale Academy in accordance with Education Code Section 47605(d)(2) (C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)].
6. The Palmdale Academy 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code 47605(d)(1)].

7. The Palmdale Academy adheres to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
8. The Palmdale Academy meets 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 1967.5.1(f)(5)].
9. The Palmdale Academy ensures that teachers in Palmdale Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility is given to non core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)].
10. The Palmdale Academy at all times shall maintain all necessary and appropriate insurance coverage.
11. The Palmdale Academy, for each fiscal year, offers at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves Palmdale Academy without graduating or completing the school year for any reason, The Palmdale Academy 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. [Ref. California Education Code Section 47605(d)(3)].
13. The Palmdale Academy maintains accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)].
14. The Palmdale Academy on a regular basis consults with its parents and teachers regarding Palmdale Academy's education programs [Ref. California Education Code Section 47605(c)].
15. The Palmdale Academy complies with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1].

16. The Palmdale Academy complies with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610].
17. The Palmdale Academy complies with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
18. The Palmdale Academy shall comply with the Public Records Act.
19. The Palmdale Academy complies with the Family Educational Rights and Privacy Act.
20. The Palmdale Academy shall comply with the Ralph M. Brown Act.
21. The Palmdale Academy meets or exceeds the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].
22. The Palmdale Academy complies with Education Code Section 51745 et seq. related to independent study.



Raul Maldonado, Superintendent

Date

Introduction

Charter schools allow local educators and parents to develop innovative programs and schools of choice based on local student, family and community needs. The Charter School Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate in a structure that promotes improving student learning and providing learning opportunities so students leave with necessary skills for the 21st century. In addition to developing the outcomes for students, the charter school is to develop assessments which authentically measure those outcomes. To accomplish this, Palmdale Academy will develop a shared educational vision, establish clear and meaningful student outcomes, design and implement engaging curricula and instructional strategies, as well as, use valid, reliable and purposeful measurement strategies.

This petition for a charter school, Palmdale Academy, is composed of grades TK through 12th grade. The Palmdale Academy is located at 3838 East Avenue R Palmdale, CA 93550, within the boundaries of the Palmdale School District. Academy will open in Fall 2021 as a dependent charter, with a site-based school program, and a projected enrollment of 300 students in the 9th grade, opening subsequent grade levels yearly.

The Palmdale Academy (aka “The Academy”) will offer a challenging and unique program for students who are interested in continuing key programs that have been offered to students through the Palmdale School District, such as the Dual Immersion program, the International Baccalaureate program, Visual and Performing Arts programs. The Academy will provide students with additional opportunities that develop students’ multilingual, multicultural, creative, and intellectual skills and capacities in ways that make them optimally prepared as global citizens of the world, ready to use these skills and capacities in college, career, and life journeys.

THE PROMISE OPPORTUNITY

This school will be an active tangible representation of the Palmdale PROMISE and will embody PROMISE’s vision, values, principles, and strategic goals. The Palmdale PROMISE is a part of the Palmdale School District’s strategic plan, it is our PROMISE to our students and the community we serve. This PROMISE shows our commitment to providing resources and support in order to build students’ capacities, and that our commitment will yield positive outcomes, and demonstrate our desire to be honorable and to have integrity in dealing with our community. From the start, the PROMISE has maintained that our students need a 21st century education, and was designed to guide our efforts to prepare Palmdale students to become global citizens. The Palmdale PROMISE acknowledges that our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages and global interactions, in order to be able to navigate it with ease and to develop a deeper understanding of the world’s economic, social, and cultural issues.

PROMISE underscores this commitment in its very name: Pursuing Remarkable Opportunities to Marshall Innovation, Inspiration, and Imagination for Success and Engagement. As a community, we commit to designing and operating the Palmdale Academy to successfully model the PROMISE's core values:

- HIGH INTELLECTUAL PERFORMANCE that prepares every student to graduate ready for college, career, and the global 21st century world.
- EQUITY for our students, school, community as reflected in outcomes and opportunities.
- Facilitating and supporting every student's achievement by BUILDING ON THEIR STRENGTHS, CULTURES, LANGUAGES, and experiences to create new successes.
- MULTILINGUALISM and MULTICULTURALISM as individual, community, national, and global assets in the 21st century.
- INTEGRITY AND COMMUNITY based on trust and common purpose that empower individuals and communities.

In that spirit, we PROMISE that the Palmdale Academy will be designed and operated to:

- Dramatically improve student engagement and achievement through access to powerful learning opportunities.
- Create and sustain globally-competitive learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for all students, including the opportunity for development of high levels of multilingual and global competencies.
- Provide strategic direction and support for staff, focused on improving the quality of classroom instruction and interaction in every classroom in the school.
- Create and support a safe, affirming, equitable, and enriched globally-competitive school environment for participatory, restorative, inclusive, and culturally and linguistically responsive learning and interaction for students.
- Engage diverse families and communities in powerful learning and collaboration.

The Palmdale Academy is an answer to community requests to continue to advance the work of the Palmdale PROMISE and provide our students with opportunities from TK through 12th grade to explore their strengths, interests, values, and the world around them. We continue to seek to grow individuals that are knowledgeable, skillful, and empathetic to the global world we live in. Whether students are moving on to college, laying a foundation for a future career, or making the world around them a better place the Palmdale Academy is here to help them on their path.

Element 1: Education Program

The Palmdale Academy is located in the Antelope Valley, northeast of Los Angeles, in one of the fastest growing areas in Southern California. The Antelope Valley consists of the nation's largest aerospace corporations, and is home to Edwards Air Force Base. The Antelope Valley continues

to grow with expanding economic opportunities, especially within the aerospace and medical fields. It is a community of diverse socioeconomic and ethnic backgrounds.

During the 2019-2020 school year, district demographics consisted of a total enrollment of 18,229 students. The hispanic student population accounted for 13,890 or 76.2%. The African American student population was the second largest group with 2,766 (15.2%) students. White, students with 2 or more ethnicities, Filipino and Asian students followed with 4.7%, 1.7%, 0.75% and 0.57% respectively.

In 2019-2020, the homeless student population consisted of approximately 162 students. The unduplicated number of Foster Youth hovered consistently at approximately 848 students, but due to transiency, 1,110 foster youth attended Palmdale School District schools throughout the 2019-2020 school year. The number of students eligible for the Free or Reduced Meal Plan (FRMP) was 16,407 or 90% of the student population. With a socio-economically disadvantaged count of 16,786 students or 92% of the district. Students with Disabilities made up approximately 15% of the district population representing 2,682 students. In addition, the district consists of 599 identified Gifted and Talented students or 3% of the district's 18,299 students. As of 10/30/2020, PSD has approximately 3,980 or 22% ELL students with approximately 1,740 R-FEP students currently being monitored. There are an additional, 406 fully exited R-FEP students. This is a drop from the 2019-2020 school year, when the EL population was 24%, consisting of 4,324 students.

These demographics are important to the Palmdale Academy as these are the student groups we will most likely be serving in our school. However, overall Antelope Valley student statistics and demographics are similar to that of the Palmdale School District. Understanding the demographics of our student population will help us design programs that address their unique needs and support their academic development and social-emotional well-being.

A build out model:

	Year	# of Students	Grades	# of Teachers	Total # of Staff
Year 1	2021-2022	300	9	13	10
Year 2	2022-2023	600	9-10	24	20
Year 3	2023-2024	800	9-11	40	26
Year 4	2024-2025	1000	9-12	52	30
Year 5	2025-2026	1200	6-12	65	30

Note: It is planned that by Year 8, the Palmdale Academy will be complete TK - 12.

The Palmdale School District has supported a strong, thriving dual immersion program spanning kindergarten through eighth grade. The program consists of 50/50 English and Spanish language instruction in core academic areas. Over the past few years additional dual language academies

or “plazas” were opened at four of its TK-5 schools. Each of the “plazas” will be including additional grade levels as the students move up. The Palmdale School District continues to build this program across the district. Parents within this community want students to be able to continue this program throughout their education with the goal of achieving the Seal of Biliteracy upon graduation. In addition to the State Seal of Biliteracy, students may be able to earn a second diploma, the DELE Diploma. DELE Spanish Diplomas are official titles certifying degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport. At the high school level, we could further enhance the program by adding the opportunity for students to learn a third language. Stakeholder groups have suggested adding Mandarin and American Sign Language in addition to Spanish. As such, continuing the elements of the Dual Immersion program in grades 9-12 is a priority for the Palmdale Academy. As students prepare for high school and beyond, growing the skill of multiliteracy and providing diverse options for students is at the essence of the Palmdale Academy academic program.

Another unique program within the Palmdale School District is the International Baccalaureate program at the Palmdale Learning Plaza, which is a K-8 School that boasts an International Baccalaureate Program with both an authorized Primary Years Program (PYP) and a Middle Years Program (MYP). The Palmdale Academy will continue to provide rigorous academic learning through Advanced Placement (AP) classes. The Academy will provide AP classes and a rigorous program at all grade levels. It is the intention of the Palmdale Academy to have an International Baccalaureate program during the 11th and 12th grade years allowing students to participate in the Diploma Program or the Career Program.

The Palmdale School District is the only district in the valley to support five magnet academies with very distinct academies including aerospace, law and government, biomedical, fine arts, science, technology, and engineering and design. Students across these academies are developing highly skilled abilities as they advance on to college and careers. Another goal of the Palmdale Academy is to advance these skills into high school by partnering with local trade and CTE affiliates. Our students will have the opportunity to explore various technical and trade careers that meet their backgrounds in academies and STEM pathways along with the interests of our incoming students. Additionally, the students at Palmdale Academy will have the opportunity to enroll in trade interest classes within an apprenticeship program.

The Palmdale community has a rich history in the entertainment industry. The Palmdale Academy is conveniently located near several entertainment centers (i.e. Burbank, Hollywood). Many community members commute from the Antelope Valley to a variety of careers (engineers, programmers, entertainers, set design, etc.) within this industry. The Palmdale School District has partnered with Latino Film Project to bring the Youth Cinema Project to two of our schools. The animation lab, Storymaker, will also be extended to additional elementary schools that feed into Desert Willow. It is a goal to continue this partnership within the Palmdale Academy, in order to provide a pathway for students to explore this creative and lucrative industry that would prove beneficial for the student and our growing community. Currently, the Palmdale School District as well as districts across the valley have invested in the arts including traditional concert

band, Mariachi, Folklorical, and choir. Expanding the music program into the Palmdale Academy is a critical piece of exploring the multilingual and multicultural heritage of the area.

The Palmdale Academy values the wide variety of backgrounds, experiences, languages and cultures of our students and community. Rooted in the Palmdale PROMISE, The Palmdale Academy can certainly provide an exceptional and unique educational opportunity for all students.

As well as focusing on the academic goals for our students, Palmdale Academy is determined to meet their unique social and emotional learning needs. The Palmdale School District, as of the 2020-2021 school year, has a 91% poverty rate based on the Free and Reduced Meal Program. Issues surrounding poverty have a significant impact on student learning and must be addressed along with meeting academic needs. As a dependent charter for the Palmdale School District, Palmdale Academy will continue to support our students through the work of our Social Emotional Learning Specialists (SEL) and Counselors. SELs and Counselors will provide professional development training for staff to ensure a culture of respect and support for low income students. SELs will provide group sessions that teach students coping and de-escalation skills, as well as, small groups for foster parents and/or parent support. Teachers will be able to participate in training sessions on “Teaching with Poverty in Mind” and Trauma informed practices to ensure they have a foundation and strategies to better assist our students of trauma with compassion and understanding.

Currently, the Palmdale School District supports 848 Foster youth, the second largest group of Foster youth in Los Angeles County. On average, 1100 foster youth enroll in the Palmdale School district in a given year. Within the Palmdale School District, the homeless student population during the 2020-2021 school year currently stands at 162 students. While these numbers reflect the Palmdale School District, we believe that these numbers reflect the Palmdale community and therefore represent the needs of the students we will serve.

What it Means to Be an Educated Person in the 21st Century

The Palmdale Academy believes an educated person in the 21st Century must possess the following skills and attributes to support student learning so students are able to achieve at high levels. Students will need to have a strong academic understanding of concepts that include the scope of state and national standards in the major content areas. All courses will be written to these standards and seek a-g approval.

Students need to have the opportunity to strengthen their ability to analyze information critically, the resourcefulness to creatively solve problems, and the depth of understanding to form interdisciplinary connections. Students will have the aptitude to access, process, manage, interpret, question, validate, and act upon information found from a variety of resources.

No matter what path a student chooses to travel, most if not all industries value communication skills as a top priority whether it is to communicate within teams or within the community it serves. Students will be able to effectively communicate their thoughts and ideas through reading, writing, and speaking, in more than one language, using a variety of mediums. Communication skills are incredibly important as technology advances. The ability to research and navigate necessary information at the rate it is produced is impossible. Teaching strategies to navigate, question, produce meaningful understanding, and communicate effectively to others is a key goal in communication. To positively progress professionally, personally, and compassionately, students will have the interpersonal skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team through purposeful projects that build community service and further proactive endeavors. Students will apply their learning of historical perspectives to contribute to current social issues and global markets. Based on the tenets of the Palmdale PROMISE, all students will have understanding and respect of cultural differences in perspectives, beliefs, values and traditions, and will be able to communicate them effectively. In order to accomplish this, students will have the opportunity to learn multiple languages and explore other cultures.

Students will be able to recognize their own sense of curiosity, have the skills to look deeper into those areas through research, exploration, and investigations, as well as, to set learning goals based on these interests, and analyze in order to acknowledge achievement and to reform goals. Then utilizing self-motivation and analytical discussion around their learning, students participate in assessing those goals. Students will develop the ability to be aware of their own learning, be reflective of their own strengths and weaknesses, identify and execute the necessary steps to achieve personal growth goals.

How Learning Best Occurs

The Palmdale Academy's educational design is aligned to the mission and vision of the Palmdale Promise. Students will be provided access to powerful learning opportunities. The administrative and teaching teams will work through PLCs to develop project based learning opportunities for all students where they are able to conceptually learn and be given opportunities to practice procedures, apply learned knowledge and develop content specific skills. Students will receive quality instruction that is focused on improving student learning through an enriched globally competitive environment. In order to deliver quality instruction, it is key that we will develop teachers through professional development based on content learning, positive school wide practices, and building positive relationships that are aligned with the Palmdale PROMISE.

The Palmdale Academy will provide rigorous instruction and will seek a-g approval with applicable coursework. It is an expectation that all students can graduate with a transcript that meets a-g requirements for admission into the University of California and California State University systems in all core areas of instruction. Maintaining high academic standards for all

students is key for producing high achieving students. Additionally, Advanced Placement courses will be offered as the academy grows.

The curriculum used at the Palmdale Academy will be adopted by the staff based on student and community feedback. As the Academy grows, a robust menu of electives outside of the core areas will be offered, ranging from languages other than English, various arts, music, and career technical education courses.

Students will be able to access technology in classes throughout the campus. In light of the COVID-19 pandemic, students have become proficient in using google classroom and other platforms for learning. As we open schools using technology for research, producing projects, and communicating with staff and each other is crucial for timely feedback and the organization of learning. Ample professional development will be provided to teachers in order to provide quality instruction with strong technology skills.

The California Standards for the Teaching Profession include involving all students in self-assessment, goal setting, and monitoring their progress. Ensuring that students have clear understanding of academic expectations, support in developing a plan for how they will show their depth of knowledge, and understanding of how data provides information as to which areas they need continued focus in order to improve learning; we are teaching students to use self-efficacy to deepen their understand and determine their pathway to excellence. This process also provides students with the ability to manage their own learning experience. Fostering conversations with students surrounding these goals empower them to share their needs, self-assess where they are in meeting academic expectations, devise a plan with teacher support for areas needing improvement, and then to monitor which strategies work best for them and how best to utilize those strategies.

Learning needs to start with teachers setting clear expectations, but for students to have the ability to self-assess, as well as, build subject area competency; students will need to be able to set their own clear expectations for the way they work best and how they expect to meet the academic requirements.

Framework for Instructional Design

The instructional design for Palmdale Academy requires several considerations including student population, student background, course sequence, selection of text and resources, and the structure of daily class time. The courses taught are developed by teaching staff and peer reviewed with appropriate board and a-g approval. The courses are designed with clear learning objectives that are measured with assessments aligned to the learning objectives. Assessments include but are not limited to formative and summative assessments, authentic assessments, portfolio review, observation, performances, and local and state formal assessments. Research based effective instructional strategies will be used in the classroom in order to foster learning toward achieving mastery of the objective.

In order to support positive learning environments, The Palmdale Academy's staff will collectively develop a clear multi-tier system of support (MTSS). Through this process both student's academic and behavioral progress are monitored and evaluated throughout the school year. In the development of the MTSS plan, all staff will decide on appropriate interventions, understand the purpose and limitations of the interventions, and utilize specific interventions (both academic and behavioral) to support students.

Basic Learning Environment

The Palmdale Academy will provide a site-based program where students will meet daily for in-class instruction. Teachers and staff will be trained with project based learning to design lessons and units cross curricularly. Substantial Professional Learning Community (PLC) time will be used to create these lessons. Beginning a charter in this new time creates opportunities to change ineffective instructional practices and incorporate and experiment with more collaborative and innovative practices.

The Palmdale Academy plans to conduct in class daily instruction. In light of the COVID-19 pandemic, students and staff will be proficient in distance and hybrid learning technology tools, in order to transition as seamlessly as possible. Additionally, the Palmdale Academy will have the capacity to provide short term independent instruction, as well as, any required home school instruction, as needed.

Instructional Approaches

In order to provide optimal instruction for teaching and learning, students will have the opportunity to select high quality A-G approved courses that clearly address the California Common Core Standards. In addition, students will be able to select coursework that is aligned with their own personal career and college readiness goals. Students will be able to work collaboratively with each other between courses by self selecting courses related to thematic cohorts; including, but not limited to, dual immersion, VAPA, STEM coursework. By creating cohort based schedules, teachers and staff will be able to work collaboratively in a project based setting where cross curricular courses are aligned to provide real world problem solving.

Teachers will also have the opportunity to participate in the professional learning community on a regular basis working both with departments and grade levels. Professional Learning Communities are data driven, and focused on alignment of content to four core areas of Common Core State Standards, Next Generation Science Standards, and the History-Social Science Framework. What do we want kids to learn? How will we know they are learning it? How will we respond if they do learn it? How will we respond if they already know it? Teachers will also be supported by Learning Support Teachers and Instructional Coaches.

Teaching Methods

The staff at Palmdale Academy will consist of highly qualified teachers, counselors, and specialists that will use a variety of data and measurements in order to identify and place students accurately. Measurements of performance include progress and attendance reports, grades, observations, placement tests, benchmark assessments, and state assessments. Additionally, students will receive additional instructional supports through enrichment tutoring, academic based after school activities, and instructional labs. All students will have access to a variety of supports based upon their social, emotional, physical, and academic needs.

The Palmdale Academy will focus on California Core standards through project based instruction. The core competencies defined in the California Core Standard are not assigned to specific content but rather across all curricular areas giving students multiple experiences in order to demonstrate mastery. By connecting the standards to real world experiences, students are able to make learning meaningful.

The GATE Program

The GATE Program in the Palmdale Academy exists to meet the unique needs of identified students in academic and social areas. Classroom teachers, administration, and other school personnel address these needs. Their job is to evaluate, prescribe, and administer proper placement in academic subjects such that the classes/activities are challenging in pace, depth and complexity, and novelty. They also see to the social/emotional needs of GATE students through leadership skills and social awareness. The goals of the GATE program focus on content, process, personal growth, social skills, and leadership skills. In the elementary grade levels the GATE program exists within the context of the regular classroom and students will be clustered or participate in part-time grouping. Students will receive a differentiated curriculum using depth, complexity, acceleration, or novelty in the content area. Students are not removed from the class and do not receive additional work. Their class work is modified to meet their special needs. Teachers work with GATE personnel and are invited to participate in on-going professional development opportunities to better understand, work with, and create opportunities for GATE students. In the middle schools, students are assigned to classes where the GATE students may be clustered for specific academic disciplines. The class composition of students may include students not identified as gifted. In this case, the teacher provides a differentiated program for the gifted students or expects the entire class to meet the differentiated goals. In the instances where GATE students are not clustered, the teacher provides differentiated curriculum.

Foster and Homeless Youth

For foster and homeless youth enrolling in Palmdale Academy, staff will ensure that they are respected and supported through an enrollment process that aligns to AB490, ESSA and McKinney-Vento requirements ensuring students are enrolled immediately into school with no barriers to their admission. During distance learning this process is streamlined through an

on-line process where families can upload documents in order to allow for touch-free immediate enrollment.

In addressing the unique needs of the Foster and Homeless population at the Palmdale Academy, administrators and staff will support the whole child through consistent review of academic requirements and progress, attendance patterns, suspension and expulsion rates, physical and emotional needs, as well as, their mental health.

The Palmdale Academy will support the academic needs of our foster and homeless youth through a multi-tiered support system. The multi-tiered support system includes meeting student needs within the classroom by utilizing specific pedagogical practices that provide assistance and understanding, clinic is a pull out program that utilizes small group instruction focused on particular skills that students needs, and the last tier utilized is looking at the need for students to have an intensified program of support which may suggest special education supports. Before and after school extensive support and tutoring opportunities for students performing below grade level are available. In addition, we will provide opportunities for credit recovery as needed to ensure our students are able to graduate. For students who need acceleration activities these will be provided through access to AP classes and through support from teachers in individual class settings.

Palmdale Academy staff will review attendance to determine if supports are needed. If students are chronically absent families will be contacted to obtain root cause for absences. Community resources will be utilized to eliminate obstacles to attending school. Suspension and expulsion rates will be looked at as a component of attendance issues. The Antelope Valley has a wide range of available services from counseling to food banks, clothing, and shelters. Palmdale Academy will utilize programs such as Hop, Skip, and Drive to meet the school of origin transportation requirements.

Homeless and Foster youth will be provided with personal care items, school supplies, and technology needed to enable access to content curriculum. In addition, site counselors, social-emotional learning specialists, and administration with support from the PSD Foster/Homeless Youth liaison will maintain contact with County agencies such as Department of Child and Family Services personnel to better support student needs. Small groups with a focus on the needs of foster and homeless students will meet regularly to learn coping skills to build resiliency, communication and behavior management skills.

Special Education Plan

Our Special Education program includes individualized programs for students with IEPs. For students in need of academically rigorous support and have an IEP indicating the need for intensive small-group instruction, the self-contained SAI (Strategic Academic Instruction) class works with students during their core academic class periods. The class follows the Common Core standards, but works toward mastering core standards at a pace deemed appropriate by the IEP team, with individualized and targeted instruction. Federal regulations define the class as,

“Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children” (Code of Federal Regulations, Title 34, Section 300.39(b)(3)). Students in classes designed to meet the needs of students with disabilities attend core classes with a teacher, and then attend specialty classes with the general education population when deemed appropriate by the IEP team. In addition, we will offer a Resource Specialist Program (RSP) to support students whose IEPs indicate the need for RSP. RSP is extra, individualized support in core curriculum and provides students time to work on their individual goals within the Individualized Education Plan. It can be an inclusive, pull out, or push-in service.

Additionally, our services to students with disabilities will consist of Designated Instructional and/or Related Services consisting of Speech and Language, Occupational Therapy, Adaptive Physical Education, Physical Therapy, Psychologist, Educationally Related Intensive Counseling, and Deaf and Hard of Hearing Itinerant services

PSD’s entire Special Education Department is considered a support team and will be used for Palmdale Academy on-site support, PSD’s Special Education Program Specialist will be available for consultation and advising of Palmdale Academy’s administrative staff and all other general and special education staff as needed. The Palmdale Academy site Principal is responsible for overseeing the identification, legal timelines, compliance, assessment, monitoring, servicing of Special Education students, and staff accountability with the assistance of the Special Education Support Services Department.

Identifying Students with Special Needs

Palmdale Academy will take the steps below for students who are referred for Special Education Assessment by the MTSS team or verified parent/Educational Rights Holder (ERH) requested assessment.

Referral for Assessment - Palmdale Academy will adopt a formal referral process that is an ongoing review of information related to students who are suspected of having disabilities and exhibit potential signs of needing special education services. Parents/(ERH) and staff may refer their child for an assessment to determine if special education services are appropriate. Within fifteen days (not counting school vacations greater than five days) of the receipt of a request for assessment, the parent/(ERH) will receive a written response from Palmdale Academy. The parent/(ERH) must consent to an Assessment Plan (AP) provided by Palmdale Academy, and verified consent must happen before the assessment can take place. Palmdale Academy has 60 days (not counting school vacations greater than five days) from the receipt of the parent’s signed Assessment Plan to complete the assessment and hold an IEP meeting. If the parent/(ERH) does not consent to the AP, Palmdale Academy may take steps to protect the student if it is believed that the student is in need of special education services. Palmdale Academy may request a parent/(ERH) meeting to address differences of opinion, or failing that, initiate a due process hearing that may override the parent/(ERH)’s refusal to consent.

PSD's guidelines for assessment:

- Students will be assessed only after parent consents to the Assessment Plan.
- Students will be assessed in all areas related to his or her suspected disability.
- Assessment will be administered in the student's primary language in instances wherein the primary language is the dominant language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs.
- The person administering the tests will be qualified proctor.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team, including at least one teacher or other related service specialists with knowledge of the student's suspected disability, will assess the student.

Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory. Consequently, Palmdale Academy shall conduct assessments and standardized tests of students with disabilities using state guidelines for modifications and adaptations. Should parents disagree with Palmdale Academy's assessment of their child, the parents may obtain an independent educational assessment and have the right to obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, Palmdale Academy will provide information about how to obtain this independent assessment by a qualified examiner.

Service Delivery Planning and Implementation

Development and Implementation of the Individualized Education Program (IEP) will occur after a student has been assessed and during/after the IEP meeting. The IEP meeting will be held at a time and place convenient for the parent or ERH, the charter school, district of residence representative, and anyone invited, as applicable. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria.

The IEP team will include:

The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, Palmdale Academy will ensure the parent's participation using other methods, such as conferencing by telephone or virtual platforms. Palmdale Academy will ensure procedural rights and safeguards are conveyed to assist parent/(ERH)'s understanding of what is going on at the meeting. If necessary, the Palmdale Academy will provide an interpreter, if the parent has a hearing disability or their primary language is not English.

At the conclusion of this meeting a team decision will determine placement, services, and all components of a Free and Appropriate Public Education. Services will look different for every child; therefore, services may consist of, but are not limited to instruction designed for an individual student, transportation, speech-language services, psychological services, physical

therapy, occupational therapy, therapeutic recreation, assistive technology, intensive counseling services, and school nurse services. Additionally, the IEP team will determine the frequency, duration, and location the agreed upon services will ensue.

As an added measure of support and accountability, once a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. In addition, every three years, the student's progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEA regulations. Should a parent or teacher have concerns that educational benefit is lacking or special education goals are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the Palmdale Academy. Upon receipt of request, Palmdale Academy will convene an IEP meeting within 30 days in response to a parent's written request.

Compliance of Education Code 47641

Palmdale Academy proposes to be directly funded and will operate as a dependent charter school of the Palmdale School District that 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 in Education Improvement Act of 2004

The Special Education department of Palmdale Academy will develop and monitor IEPs, coordinate with parents of students with disabilities, ensure compliance of special education programs, support teachers' implementation of IEP goals and provide services to students with disabilities. Report of Progress made toward students' goals will be sent home with every report card. Our progress reports will convey whether the student has met, is making progress towards or is not progressing towards meeting each of the developed goals.

Meeting the Needs of EL Students

In Kindergarten to 5th grade students receive 30 minutes of Designated ELD instruction daily. In 6th-8th grade, students receive one class period of Designated ELD daily. English Language Learners are monitored through ELLevation to monitor and assess progress. At each progress reporting period, teachers of ELLs receive an EL Progress Monitoring Form. Teachers report on a students progress in all core content areas and provide information about interventions and supports being offered to students that may need additional time and support. This may include but is not limited to; RTI, Peer Tutoring, Before/After School Tutoring, Preferred Seating, Scaffolding/Chunking, Targeted Small Group Instruction, Extended Grammar Instruction or ELD support, Increased Opportunities for vocabulary and academic language development, accommodations for assignments, study guides, graphic organizers, support with instructional assistant, and/or use of Imagine Learning/Rosetta Stone license. For semester grades, students also receive an ELD Report that aligns with ELD standards and language domains. Teachers review the students' English Language Development progress with parents. ELLs are further

monitored via Local Progress Monitoring Assessments, Common Formative Assessments (CFAs), STAR 360, and the Annual ELPAC assessment. Data is used to plan strong first instruction and small group instruction. Teachers are provided with many opportunities for professional development and collaboration with our EL Coaches. EL Coaches provide additional support and assistance to all classroom teachers in the full and skillful implementation of the district's adopted designated ELD curriculum and instructional strategies, as well as supporting staff in the integration of ELD in all content areas. Additionally, they provide enhanced support to ensure effective use of instructional time for EL students by supporting teachers in organizational and management strategies. Conducting demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials provided to maximize EL student achievement. Co-planning instructional lessons with an emphasis on sheltered instruction techniques for EL students. Assisting teachers in building interactive classroom environments focused on the content and learning strategies conducive to maximizing EL student growth. Coaches support teachers in connecting the tasks of the English Language Proficiency Assessment of California to classroom instruction in order to advance English proficiency through classroom practices. Organizing and facilitating informational parent meetings concerning ELL topics - Reclassification/ELPAC/Imagine Learning/Footsteps 2 Brilliance/Newcomers/LTEs.

Elementary School Program (TK - 5th grade)

TK-5th grade students will receive an education that is rich in experience with strong language and math foundations. English Language Arts curriculum will also support ELD needs. Guides will be developed for teachers to plan with their team. The guides will include focus standards that will help support lesson designing and collaboration. Mastery guides and scope and sequence guidelines will be created to support English Language Arts, Mathematics and ELD instruction along with embedded Social Studies, in order to master grade-level content. Science instruction that follows the Next Generation Science Standards will be implemented. All students will receive physical education, art, and music instruction in K-5.

Middle School (grades 6-8) Program

Middle school students will be required to enroll in the core academics courses including math, ELA, science and social studies. Students will also enroll in physical education. Students will be allowed at least one, possibly two elective courses depending on their needs. Based on identification and testing, students may need a special education class, an EL development class, or an reading or math intervention course. A main goal for middle school students though is to have the opportunity to select at least one elective class of their choice.

High School Program

The Academy will submit all courses for UC/CSU a-g approval, as well as the NCAA Clearinghouse in order to ensure all students who further their careers in a college or university setting will be prepared for admissions. The Academy will pursue WASC accreditation upon

approval. As new students register, a review of transcripts by a counselor will be conducted for proper placement. Any transfer student from another school will also have a thorough transcript review in order to verify a-g and WASC accreditation for valid courses.

The course sequence of the Palmdale Academy for high school will be designed in a manner to easily complete all a-g requirements:

- A -- History/Social Science: 2 years
- B -- English: 4 years
- C -- Mathematics: 3 years (4 recommended for UC)
- D -- Laboratory Science: 2 years (3 years recommended for UC)
- E -- Language Other Than English: 2 years (3 years recommended for UC)
- F -- Visual & Performing Arts: 1 year
- G -- College Preparatory Elective: 1 year

The Palmdale Academy will also provide a variety of rigorous AP courses as the school grows including Math, English, World Language, Arts, Science, and History.

Element 2: Measurable Student Outcomes

The Palmdale Academy believes there are nine principles that will serve as guidelines to support student success. These principles are modeled, practiced daily, and expected of all students as they make decisions, as to how they will deal with negative patterns of thought and behavior that are barriers and obstacles to a successful future. Transparent communication is developed through respect, listening, and purposeful communication. Students will acknowledge and honor diversity in each other's strengths, needs, culture and language. Students will demonstrate commitment to a priority goal, the ability to target resources to accomplish their goals, and to support each other in realizing the successful implementation of their goals. All Palmdale Academy stakeholders will work to create a positive environment that promotes an affirming and safe environment for all learners. Students will be active learners, constantly learning from our mistakes and successes; adjusting strategies and tactics in light of new data. Students will have the knowledge and skills to monitor their academic, social-emotional, and behavioral progress. Students will work collaboratively with each other, recognizing and appreciating the strengths of each person and how they can collaborate to reach their objectives. Student behavior reflects pride, motivation, and empowerment through involvement in class activities, school events, and community projects. Finally, learning requires risks. Taking risks means we make mistakes. However, mistakes can be used as an opportunity for learning and growth.

The frequency of objective means of measuring student outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. Objective measurement of the above principles can be measured through the increase and/or decrease of office referrals; attendance, chronic absenteeism, suspension and expulsion data; and use of self-monitoring tools. In addition, the

value of these principles on academic achievement, as well as, the level of academic achievement is reflected through state and local assessments. Objective means of measuring academic achievement through local progress monitoring on a regular basis allows for teachers to evaluate the effectiveness and modify instruction as necessary for individual students and specific student groups.

Anecdotal measurements that contribute to determining the success of these principles include: peer discussions and reflection of academic performance, student led conferences, levels of support provided to classmates, as well as, levels of engagement and collaboration in classroom, school and community initiatives. Students will use a wide range of methods for demonstrating growth including traditional assessments, authentic assessments, performance assessments, etc. In addition the use of project rubrics, journals, digital presentations, and student portfolios will all provide evidence of student learning.

Annual Goals for All Students and Subgroups

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Palmdale Academy shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education. The Palmdale Academy shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

To comply with LCAP requirements, Palmdale Academy will address the LCAP law changes with a preliminary LCAP that will be prepared as required by state law. It will include an initial scope of the details for each and every goal that will be fully developed and aligned with stated petition goals and outcomes in the LCAP. The LCAP will include a description of the annual goals to be achieved for each student group for each state priority. The LCAP will reflect the annual incremental actions, services, and expenditures towards the annual anticipated progress that the Academy expects to achieve for each student group. These annual benchmarks will assist Academy staff and the community to monitor the progress of the plan.

Annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code §52060(d) will align to priorities of the community, district, and state. ^P_{SEP}

Goal 1: High Level Academic Preparation and College and Career Readiness

At the Palmdale Academy, it is anticipated that all students will perform at grade level on local assessments and will meet the required state assessments of California State Standards. These assessments will be disaggregated to determine students' strengths and areas needing support. With a growth mindset and an assets-based approach, all individual students and student groups will receive the support required to attain success. Palmdale Academy students, including all subgroups, will attain at a minimum a yellow on the California Dashboard state indicators. Along with obtaining a yellow on state indicators in ELA and Math, students will be able to meet the minimum requirements for Next Generation Science Standards and pass the Physical Fitness Test at appropriate grade levels.

Student demographic data will be analyzed in order to ensure that all subgroups are meeting minimum standards, and are equally represented in rigorous coursework. Students at the high school level will be encouraged to enroll in AP classes, participate in AP exams, and score a 3 or better. Students will also have access to the SAT and score adequate results for college entrance. College bound students will demonstrate their readiness for college through successful completion of the EAP. Students who are focused on a career and participate in CTE courses will successfully complete the course requirements for CTE programs aligned to state board approved CTE schools. The Palmdale Academy will review graduation rates and drop out rates annually to determine steps needed to reduce dropout rates and increase student graduation rates.

English Language Arts: The focus will be on how well students are meeting grade-level standards on state and local English Language Arts progress assessments. This is measured based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11; as well as, local assessments. The Palmdale Academy will routinely review state and local indicators to ensure all student groups are meeting state standards in English Language Arts. Should a student perform below level, interventions will be in place to ensure students receive the support they need to show progress towards meeting the goals.

Mathematics: Professional Learning communities focussed on how well students are meeting grade-level standards on Mathematics assessments, with review state and local measures to determine both individually and collectively the level of progress made. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. The Palmdale Academy will routinely review state and local indicators to ensure all student groups are meeting state standards in mathematics. Should a student perform below level, interventions will be in place to ensure students receive the support they need to show progress towards meeting the goals.

English Learner Students

Palmdale Academy will monitor the percentage of EL students making progress towards English language proficiency or maintaining, if at the highest level. It is important to support students so that EL students are progressing at one level per year, or more. Ensuring supports or

interventions are in place to keep students from decreasing or just maintaining at a particular level, will guarantee students will not become Long Term English Learners (LTELs). It is also critical that we review data on ELs relating to proficiency in English Language Arts and Math state standards as these areas are used to determine if students are ready for reclassification. The ELPAC Assessment of English Language Development along with reclassification rates will be used to determine whether students are meeting language proficiency goals.

Implementation of Academic Standards

Palmdale Academy will annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the CA Dashboard and other state required documents which will be found on the site website.

Instructional Materials

Instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks will be available in all classrooms where the subject is taught. Documentation of curriculum and assurance that all students have access to curriculum materials will be submitted to the County Office of Education, as required by Williams Act.

Professional Development

The Palmdale Academy believes that professional learning for teachers is critical to maintain a rigorous learning environment and to ensure continuity to the standards of culture determined by the school personnel and community stakeholders. Teachers will receive necessary professional development related to any recently adopted academic standards, curriculum frameworks, instructional materials, and pedagogical best practices.

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction, align practices to recently adopted academic standards and/or curriculum frameworks, working in Professional Learning Communities, participating in focused classroom walkthroughs, or teacher partnering will remain a top priority. Stakeholder groups will have input in developing policies and programs where appropriate.

Engagement of School Leadership

School leadership and the site leadership team will develop activities to build a strong foundation for students during the summer prior to entering the Palmdale Academy. This bridge program will include workshops on organization, executive functioning skills, team building, academic review, or academic extension activities.

It is also important that teachers are able to have time prior to the opening of school, particularly in the first year of opening, to determine the culture of the school - what it looks like, what characteristics are non-negotiable, and how they will be reinforced across the campus in all classes. To determine how best to mentor students and provide staff mentors for new teachers.

Team building for teachers sets a tone of collaboration and support for each other among the staff.

This work is crucial to developing a culture of high academic preparation, collaboration, support, equality and respect.

Goal 2: Welcoming, Safe and Healthy Learning Environment

Chronic Absenteeism

The Palmdale Academy will seek to support students academically, social-emotionally, physically and behaviorally; as well as, to build relationships between students, families and staff as a method of creating an environment that encourages attendance and participation. Combating chronic absenteeism is essential to helping students to achieve high academic levels for college and career readiness. Staff at the Palmdale Academy will work to determine barriers to student attendance and work to combat these barriers for students and their families. This will require a commitment to the individual; as well as, the collective student population. In addition, teachers will be provided professional development on building relationships, understanding bias and how to safeguard the school community based on equity for all, and how to best provide lessons that are rigorous, engaging, and allow for creative expression.

Access to a Broad Course of Study

Palmdale Academy students will have access to, and be enrolled in broad courses of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. Students will have opportunities, and be encouraged, to take rigorous coursework, understanding that all students should be provided opportunities to stretch their talents, abilities, and intellectual and creative boundaries in a safe and accepting environment.

Conditions and Climate

Suspension Rate

The Palmdale Academy will regularly review suspension data to determine problematic trends and how to best respond to the reasons for suspensions. In particular it is important to determine any disproportionality in suspensions and to correct inequities. Policies and procedures that lead to systemic disproportionality will be reviewed and addressed.

Goal 3: Family and Community Partnership

Parent and Family Engagement

At the Palmdale Academy, parents, students, community members and staff will have many opportunities to participate in decision-making activities that promote student learning. Through

the School Site Council, English Learner Advisory Councils, open Board meetings, surveys, school website interaction, and additional advisory councils as needed; stakeholders will be encouraged to participate in two-way meaningful conversations surrounding the school's ability to best meet student needs. Student, parent, community and staff collaboration is fundamental to building a positive school culture.

Goal 4: Basic Services

The need to recruit, hire, train and retrain qualified staff to ensure delivery of quality instruction in the classroom, provide an equitable and engaging learning environment, and build relationships that allow students to find the freedom to stretch themselves academically, creatively and physically; is central to a strong school foundation. Teachers and staff set the tone for the school culture and ensure that there is a focus on the global community, respect for all languages, cultures and an asset-based perspective. As such, all teachers will be appropriately credentialed for the students they are assigned to teach.

Students will be provided with CDE approved standards-based curriculum and instructional materials to ensure proper delivery of California State Standards in all subject areas. Students struggling to meet academic standards will be provided with a three tiered system of interventions that are research and evidence-based, as well as, approved by the California Department of Education.

Facilities will be maintained in good repair to promote aesthetics and cleanliness in order to provide an environment conducive to learning.

Element 3: Methods of Measurement

Students will participate in all state mandated assessments consistent with State accountability targets defined by the California School Dashboard. These assessments include the Smarter Balanced Assessments for ELA and Math, the California Science Test, the California Alternate Assessment in ELA and Math, and the Physical Fitness Test. The Initial ELPAC will be administered to all new students to California indicating Spanish on the Home Language Survey or other state indicated criteria. The Summative ELPAC will be administered to all English Learners annually.

Local Progress Monitoring benchmark assessments will be used quarterly to measure growth toward standard proficiency on mandated assessments. The Initial ELPAC will be administered to all new students to California indicating Spanish on the Home Language Survey or other state indicated criteria. The Summative ELPAC will be administered to all English Learners annually.

The Palmdale Academy teaching staff will use a variety of informal assessments to inform progress to proficiency including but not limited to summative & formative, authentic, digital portfolio, observation, student conversation. The Palmdale Academy believes that consistent feedback that is goal-oriented, authentic, empathetic, and timely can increase students' progress

toward their academic proficiency. In addition to academic measurement, it is important to the Palmdale Academy to take into account student interest, ability, learning style, and language.

In order to collect and analyze assessment data, The Palmdale Academy will use the student information systems Illuminate and Educlimber to triangulate multiple pieces of student information. CAASPP California Educator Reporting System (CERS), as well as, multiple teaching tools shared by CAASPP and LACOE. All staff- teachers, administrators, support staff- will be knowledgeable of the systems in order to support learning. Information collected from these systems will be shared in multiple ways. Teachers will be able to use collaborative time to analyze student performance, reflect on practices, and plan accordingly. Parents will be given student progress information specific to their child in a timely manner. This information will be shared systematically through progress reports and parent-teacher conferences.

The Palmdale Academy will create a team of teachers and leaders to develop Local Progress Monitoring assessments based on grade level academic state standards to monitor student progress and growth toward meeting the standards. The LCFF state and local indicators in the California School Dashboard will be monitored and reported in accordance with state requirements. The professional learning community is founded on a cycle of inquiry focused on student growth both academically and emotionally.

Student outcome information from the state priorities will be reported on the school accountability report card (SARC), as well as the school plan for student achievement (SPSA). This information will be shared with all stakeholders through the district and site website.

Element 4: Governance Structure

General Provision

The Palmdale Academy will be a dependent charter of the Palmdale School District. As a dependent charter, ultimate control over the school will rest with the governing board of the Palmdale School District.

Legal and Policy Compliance

The Palmdale Academy and its School Site Council shall comply with all applicable federal and state laws, regulations, and District policies and procedures; including but not limited to the Ralph M. Brown Act, the California Public Records Act, the California Political Reform Act, Education Code section 7050 et seq, and all conflict of interest laws of general application to public agencies.

Palmdale Academy will be non-sectarian in its programs, admission policies, employment practices, and other operations. Palmdale Academy shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

Palmdale Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Palmdale Academy.

The Palmdale Academy shall comply with all terms of applicable District Collective Bargaining Agreements.

Local Governance Structure, Procedures, and Stakeholder Involvement

Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District will have control over key elements of the school's operations, including the following:

1. Approval of the school's annual budget;
2. Evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
3. Selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
4. Selection of student assessment practices mandated by applicable state law;
5. The review, hiring, evaluation, and retention of all staff.
6. Ensuring that Palmdale Academy complies with all reports required by law of charter schools, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code Section 47604.33.
7. Monitoring the fiscal condition of the school.

In order to ensure an active and effective representation of parents and other interested parties, including representative students, the Palmdale Academy will establish a School Site Council (SSC). The SSC member composition, rules, bylaws, and functions will be in accordance with all laws governing School Site Councils. The SSC will develop and update the Single Plan for Student Achievement (SPSA) and will monitor the use of funding. The Palmdale Academy Principal will work with parents through the SSC, and any other parent or community partnerships that may be established, in moving forward the vision and mission of the school, in seeking input for plans for school-wide change, and in building a future which supports participation of the school community in monitoring and ensuring progress for student achievement.

The SSC will advise District Charter School Oversight personnel on the LCAP budgetary process. The SSC will also review and approve the LCAP document each year based upon feedback from the various stakeholder groups.

The District's Governing Board or its designee retains the right and authority to review, approve, revise, modify, amend or revoke any action, decision or recommendation of the Palmdale Academy School Site Council or Principal.

The Palmdale Academy will purchase all educational support and other services from the District, including but not limited to Special Education services, Business services, and Human Resource services. Palmdale Academy and the District shall enter into a Memorandum of Understanding (MOU) establishing and governing the payment of fees for the services provided by the District. Palmdale Academy will follow the district Board policies and Administration Regulations, as well as, the same oversight, review and evaluation policies and procedures as each of the charter schools authorized by the District, which will be initiated by District staff and managed collaboratively between Palmdale Academy and District staff.

Other Advisory Committees

In addition to the School Site Council, Palmdale Academy will also have advisory councils to provide school administration two-way meaningful conversations as they develop the site needs analysis, funding goals, and as a means of measuring the effectiveness of school programs. The Advisory Councils will include the English Learner Advisory Council, the African American Advisory Council, and other advisory councils as determined necessary to provide appropriate representation.

Title IX, Section 504, and Uniform Complaint Procedures

The Palmdale Academy shall comply with all applicable laws and District policies regarding its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures (UCP).

Notifications

Notification will be made to Palmdale Academy of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the District.

Palmdale Academy shall notify the District in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Palmdale Academy. Palmdale Academy shall also notify the District in writing of any internal investigations within one week of commencing investigation. PA shall notify the District immediately of any dire emergency or serious threat to the health and safety of students or staff.

Responding to Inquiries

The Palmdale Academy shall promptly respond to all District inquiries including, but not limited to inquiries regarding financial records. PA acknowledges that it is subject to audit by the District and/or the Office of the Inspector General, Investigations Unit.

Element 5: Employee Qualifications

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

Assurances

Palmdale Academy agrees to comply with the provisions of Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional employees of charter schools. The charter school will conform to the legal requirement that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Palmdale Academy will maintain current copies of all teacher credentials and will be made readily available for inspection and disclosure of credential and certificate status. The Principal will have the responsibility to monitor teacher credentials.

Paraprofessional employees will assist with instruction and will also meet the minimum Every Student Succeeds Act (ESSA); AA degree or have completed two years of college with a minimum of 60 semester units from a college or university. Palmdale Academy will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of fully credentialed teachers through EdJoin and other local vehicles. The Charter School will comply with all state/federal laws regarding background checks and clearance of personnel.

Equal Employment Opportunity

Palmdale Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESSA and Credentialing Requirements

Palmdale Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. Palmdale Academy shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. The Academy shall maintain current copies of all teacher credentials and make them readily available for inspection. Palmdale Academy will recruit professional, effective, and qualified personnel for all administrative, instructional and non-instructional support capacities

concurring with the philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1),

The governing Board will hire the School Principal. The Principal will hire the operations staff, and all the teaching and instructional program staff in consultation with the governing Board.

Employees will comply with all applicable State and Federal laws regarding background checks and clearance of all personnel and with all State and Federal mandates and legal guidelines relative to Every Student Succeeds Act (ESSA). The Academy will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. All personnel will be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and Live Scan safeguards, and submit tuberculosis (TB) test results to provide for the health and safety of Palmdale Academy's administrators, teachers, staff, and students. Palmdale Academy will maintain a current copy of the teacher's certificates on file, available for audit, along with a record of their fingerprinting and background screening, and a current tuberculosis (TB) test. Employees of Palmdale Academy will also be CPR/first aid trained. The Academy is a school of choice and no employee will be forced to work there.

The Academy will seek particularly well-qualified teachers that also demonstrate high commitment to the school's vision and mission. The School will avail itself of any and all credentialing methods approved by the State of California, as needed. This includes the development of or participation in a charter intern program consistent with standards established by the California Commission on Teacher Credentialing. Employees will be held accountable to the provisions of the charter and the identified program outcomes.

Employees will demonstrate an on-going and consistent:

- Commitment to the goals of the school
- Sensitivity to and understanding of working in a diverse, multicultural, and multiethnic student and community environment.
- Acceptance of a climate of change, innovation, and accountability to promote student achievement.
- Dedication to a program of continuous personal and professional growth.
- Promotion to the success of all employees in achieving personal and organizational goals.
- Commitment to developing personal technology skills/goals and the integration of technology into the curriculum.

All staff shall exhibit the following leadership traits:

- Is accessible to all in the community including teachers, staff, families, and children
 - Acts with fairness, integrity, and respect for diversity
 - Is knowledgeable of the educational and/or business practices that will fulfill our school's mission
 - Utilizes all available financial and human resources to maximize student performance
- Leads collaboratively at every level of the school.

Element 6: Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of students and staff. The Palmdale Academy will follow the following policies and procedures to ensure the health and safety of all staff and students:

- Each employee will furnish the charter school with a criminal record summary as described in Ed. Code § 44237.
- All staff will submit proof of a tuberculosis risk assessment and, if necessary, examination as described in Ed. Code § 49406.
- Palmdale Academy will require immunization of students as a condition of attendance to the same extent as would apply if the students attended a non-charter public school.
- Palmdale Academy will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.
- The Palmdale Academy will adhere to Ed. Code § 49423 regarding administration of medication at school, and Ed. Code § 49414 regarding epinephrine auto-injectors and training for staff members.
- Palmdale Academy's facilities will comply with state building codes, the Americans with Disabilities Act ("ADA") access requirements, and any other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
- Palmdale Academy has developed, or will develop, an asbestos management plan in accordance with the Asbestos Hazard Emergency Response Act.
- Palmdale Academy will develop a school safety plan, which includes the safety topics listed in Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents, will be developed and kept on file for review, and that staff will be trained annually on the safety procedures outlined in the plan. The assurance shall also provide that the school safety plan will be reviewed and updated by March 1 of every year by the charter school.
- Palmdale Academy will provide annual training on the responsibilities of mandated reporters under the Child Abuse and Neglect Reporting Act in accordance with Ed. Code § 44691.
- Palmdale Academy will participate in periodic earthquake and fire drills consistent with the requirements of Ed. Code §§ 32001 and 32282.
- The Palmdale Academy will stock at least 50% of the school's restrooms with feminine hygiene products at all times if it serves students in grades 6-12 and meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code.
- Palmdale Academy will adopt a policy on pupil suicide prevention that has or will be developed in consultation with school and community stakeholders, school-employed mental health professionals and suicide prevention experts to address, at a minimum, suicide prevention, intervention and postvention in compliance with Ed. Code § 215. The suicide prevention policy shall address the needs of high-risk groups and how training will be provided to teachers on suicide awareness and prevention. The policy must be reviewed every fifth year and updated, as necessary.

- Palmdale Academy shall acquire at least one automatic external defibrillator (AED) and shall ensure that such AED(s) is/are maintained and regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, or the American Red Cross, and according to any applicable rules and regulations set forth by the FDA and other applicable state/federal authorities.
- By December 31, 2021, the Palmdale Academy will adopt (or there is evidence that the charter school has adopted) procedures for preventing acts of bullying, including cyberbullying.
- Commencing with the 2021-2022 school year, students will receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each student must receive such instruction at least once in junior high and at least once in high school. Comprehensive sexual health education and HIV prevention education and training shall be consistent with the requirements in Education Code §§ 51930 *et seq.* (i.e., the California Healthy Youth Act).
- By January 1, 2022, the governing board of The Palmdale Academy shall identify appropriate methods of informing parents/guardians of students in those grades of human trafficking prevention resources.
- Palmdale Academy will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with the requirements of Ed. Code § 49428.
- Commencing with the 2021-2022 school year, The Palmdale Academy will provide one nutritionally-adequate free or reduced-price meal each school day to needy students. (Ed. Code § 47613.5.)

Element 7: Racial and Ethnic Balance

The Palmdale Academy seeks a diverse student body that reflects the racial, ethnic, cultural, linguistic, and economic diversity of the general population residing within the District and the Antelope Valley. To ensure that Palmdale Academy is compliant with Ed. Code §47605(b)(5)(G), the school will use a variety of methods such as geofencing, billboards, social media, radio programs and print media to reach mass audiences and recruit students from all backgrounds to attend the academy. The outreach will be concentrated in areas that reach identified subgroups in order to ensure that they are encouraged to attend the academy and to be able to replicate the demographics of the Antelope Valley. All recruitment efforts will be sent out in languages most used in the City of Palmdale and the Antelope Valley.

Should The Palmdale Academy receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all State laws using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery. Applications for the following school year will be accepted beginning in January.

The Palmdale Academy will maintain records of the above activities and expenditures. The Palmdale Academy will also maintain an accurate accounting of the ethnic and racial balance of

students enrolled in the school. Recruitment materials will include information about admission application document requirements.

The Palmdale Academy will be nondiscriminatory, nonsectarian in its programs, admission policies, employment practices, and all other operations.

Element 8: Admission Requirements

Palmdale Academy assures that it will not charge tuition, nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that are contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Academy will adhere to all State and Federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. The Palmdale Academy assures that there will be an open enrollment period with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code 47605(d)(2)(A) and will enroll all students who wish to attend to the extent that space will allow. The Palmdale Academy shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A. Non-discrimination

Palmdale Academy will admit all students who wish to attend the school up to capacity, and at that point will be placed on a waiting list in order to be drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Admissions in the Palmdale Academy will not be determined by the student's place of residence, or of his/her guardian, within this State as provided in Education Code Section 47605(d)(2).

The Palmdale Academy shall not require a legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, sexual orientation, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Palmdale Academy shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

McKinney-Vento Homeless Assistance Act. Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Palmdale Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying families that the school is open to enroll and provide services for all students which shall include contact information to access additional information regarding enrollment.

B. Admission Requirements

Palmdale Academy is a school of choice. When applying for admissions, a complete application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public random drawing. Palmdale Academy will have open enrollment from January to March each year. The charter school will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Ed. Code § 47605(d)(2)(B)(iii) (e.g., students with disabilities, academically low-achieving students, etc.).

The Charter School's Outreach Plan described in Element 7 will be utilized and implemented to make sure that families and the community are aware of enrollment and lottery dates. In addition, the school will utilize its existing family database to communicate directly with families to inform them of the new application dates by mail, email, or texts

The application process for Palmdale Academy is comprised of the following:

- Completion of Student Enrollment Form
- Proof of Immunizations and Home Language Survey
- Completion of Emergency Medical Information Form
- Parent and student signatures on the Home and School Compact

Palmdale Academy will endeavor to accommodate all students who apply for admission. For applicants to qualify for admission:

- The student and a guardian must together attend one complete Palmdale Academy orientation session. These sessions will be held at convenient times. They will detail what the School expects of the student and his or her family as well as what the student and family should expect of the School.
- A guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.

- The student and a guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the School's student handbook.
- A student seeking admission to any grade within Palmdale Academy must be successfully promoted from their prior grade.

All qualified applicants from the open enrollment period become members of the School's applicant pool. Grade levels K-2nd grade shall be filled in priority order, then grades 3 through 5. Applicants will be admitted in the order their names are drawn from a lottery drawing. After capacity has been reached for that grade, names shall be placed on a waiting list, again in the order they are drawn. Sibling applicants shall be drawn individually and then given the same placement on the waiting list in their respective grades. Should a grade level lottery pool consist of less than 40% of one gender or the other, that pool shall be split into two pools, one for each gender and a name shall be taken from each gender in repeating cycles, starting with the underrepresented gender.

An adult citizen of good standing, not otherwise employed by the School, will testify in writing, under penalty of perjury, that he or she personally witnessed each lottery pursuant to the above, and that each was random, public, and conducted as advertised.

Students not admitted because of space limitations will be placed on a wait list. The wait list shall begin at the end of the enrollment period when the classroom spaces become full. Once spots are full, the order of students on the waiting list will also be by lottery. As space becomes available during a school year, the School will mail a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter will give the applicant five full business days from receipt of the letter to notify the School Director or clerk, verbally or in writing, of the applicant's intentions. The School will also attempt at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the School will eliminate the applicant from the pool and proceed to the next eligible applicant. All waiting lists extinguish annually at the end of the School's formal academic year. The School will maintain records of the above activities.

The Palmdale Academy will post a notice developed by the California Department of Education reflecting these requirements on its website. The Palmdale Academy will also provide the parent/guardian (or student, if the student is 18 years or older) with a copy of the notice when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. Students, once admitted, will participate in an academic assessment to inform the staff of appropriate academic placement. The Palmdale Academy will not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason.

C. Lottery Process. The lottery will be communicated to interested parties through social media, websites, and advertisements in digital and print media in English and in Spanish. The lottery will take place on the Palmdale Academy campus in a room large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. The lottery will take place on a weekday evening or other

time when most interested parties who wish to attend may do so. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.

Prior to filing an application, the prospective student with a guardian is encouraged to attend an orientation and furthermore, both students and families must sign an agreement stating that, if drawn, they are choosing to come to the school of their own free will. Preferences will be extended to potential students in the following order:

- o Students residing within the Palmdale boundaries as indicated by Education Code section 47605(d)(2)(B)
- o Sibling(s) of a current student
- o Children of Founding Board members and current employees, not to exceed 10% of the school's total enrollment
- o All other students

The lottery shall draw names from pools of ballots differentiated by grade level. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery. The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the guardians of students promoted off of the waiting list by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year. The records the lottery procedures shall keep on file documenting the fair execution of the process.

Element 9: Independent Financial Audit

Annual Independent Audit

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

Financial audits shall be conducted by an independent auditor who demonstrates experience in education finance and is included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, accounting practices, reporting practices and will review the Academy's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. Any audit exceptions or deficiencies shall be promptly reported to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. The independent financial audit of the Palmdale Academy is a public record to be provided to the public upon request.

Additional Reports

As required by Education Code section 47604.33 the Palmdale Academy shall annually prepare and submit the following reports to the District and the Superintendent of Schools:

- On or before July 1, a preliminary budget, which will be satisfied by the information submitted pursuant to Ed. Code § 47605(g).
- On or before July 1, an annual update required pursuant to Section 47606.5 addressing the goals of the proposed educational program and annual actions to achieve those goals.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Element 10: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled or involuntarily removed according to Education Code Section 47605(b)(5)(J).

The Palmdale Academy seeks to provide a safe, supportive, and positive environment for each student. A main goal is to be a proactive staff focused on prevention, early intervention, and ample training in positive behavior supports by having a staff actively involved in the multi-tiered systems of support. The Palmdale Academy staff understands that the best place for our students is to be in the classroom with their teachers and peers. Therefore, alternatives to suspension is a primary course of action. According to the PSD Student Discipline Guide, alternatives to suspension or expulsion provided should be age appropriate and designed to address and correct the student's specific misbehavior, using a research-based framework with

strategies that improve behavioral and academic outcomes. Ultimately, the Legislative intent is for Multi-Tiered System of Supports (e.g., restorative justice practices, trauma-informed practices, social and emotional learning, and positive behavior interventions and supports) to be used to do all of the following:

- Help students gain critical social and emotional skills
- Receive support to help transform trauma-related responses
- Understand the impact of their actions
- Develop meaningful methods for repairing harm to the school community

The Palmdale Academy will ensure that its policies and procedures regarding suspensions and expulsions are reviewed periodically to comply with any changes to state law. The Palmdale Academy will implement Palmdale School District policy and procedures regarding student discipline including, but not limited to, suspensions and expulsions. Student suspension and expulsions will comply with California Education Code 48900-48927. All Palmdale Academy students are afforded due process as outlined in Education Code 48918. The Palmdale Academy will adhere to the non-discrimination policy set forth by the Palmdale School district which states “In accordance with Federal civil rights law, civil rights regulations and policies, the Palmdale School District, its offices, and employees, are prohibited from discriminating based on age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, nationality, parental status, pregnancy, race, religion, sex, sexual orientation, political beliefs, or association with a person or a group with one or more of these actual or perceived characteristics, or reprisal or retaliation for prior civil rights activity in any program or activity.” Additionally, the Palmdale Academy will adhere to existing complaint procedures to ensure that the academy is consistent with current laws, policies and procedures are adequately disseminated, and fully implemented, as per district policy and Education Code.

Discipline Guidelines

Required Notices and Timelines in accordance with EC 48980(a) and 51101(a)(12), parents must be informed in advance through the annual notification of parent rights and responsibilities of the school and district rules, including disciplinary policies and procedures.

<i>Required Notices</i>	<i>Author and Recipient(s)</i>	<i>Timeline</i>
Notice of suspension	Principal or designee to: <ul style="list-style-type: none"> ● Parent ● Student Services Department 	First day of suspension
Expulsion recommendation	Principal to: <ul style="list-style-type: none"> ● Superintendent ● Parent 	Within 2-3 days from the date of suspension to allow time for the manifestation determination review (if applicable) and extension of suspension meeting to be held prior to the end of the 5 th school day of suspension

Invitation to attend a manifestation determination meeting (for students with IEP/ Section 504 Plan), if applicable	Director of Student Services to: <ul style="list-style-type: none"> ● Parent ● If foster youth, their attorney and representative from the county child welfare agency ● If homeless youth, the district's homeless liaison 	Before the 5 th school day of suspension
Invitation to attend an extension of suspension meeting	Director of Student Services to: <ul style="list-style-type: none"> ● Parent ● Applicable staff ● If foster youth, their attorney and representative from the county child welfare agency 	Before the 5 th school day of suspension
Notice to extend suspension	Director of Student Services to: <ul style="list-style-type: none"> ● Parent ● Principal 	Following the extension of suspension meeting, if continuing with the expulsion proceedings
Notice of expulsion hearing before the administrative hearing panel (the hearing body designated by the governing board)	Director of Student Services to: Parent <ul style="list-style-type: none"> ● If foster youth, their attorney and representative from the county child welfare agency ● If homeless youth, the district's homeless liaison ● Principal 	At least 10 calendar days before the date of the hearing
Notice of Board Meeting to determine outcome	Director of Student Services to: <ul style="list-style-type: none"> ● Parent ● Principal 	Within 3 days from the date of the hearing before the administrative hearing panel
Notice of governing board's final action	Director of Student Services to: <ul style="list-style-type: none"> ● Parent ● Principal 	Following the Board Meeting; if student is expelled, include the rehabilitation plan

Suspension and Expulsion Procedural Guidelines

At the school site level, The Palmdale Academy will follow the steps as listed and described below to ensure that due process is afforded to all students. The burden of proof is on the school; therefore, it is critical that substantial evidence is gathered to support a decision to suspend and to recommend expulsion of a student.

Incident Occurs

1. Identify the act(s) that the student committed under EC 48900, 48900.2, 48900.3, 48900.4, and/or 48900.7 (hereafter referenced as “EC 48900 et seq.”).
2. Determine if the incident is related to school attendance or school activity.
3. Conduct a timely and thorough investigation.
4. Gather evidence (e.g., witness statements, confiscated item, photographs) that directly supports the EC 48900 et seq. act identified in Step 1 above – a solid case does not solely rely on a student’s admission of misconduct.
5. Determine appropriate incident outcome.

Suspension of Student

1. Suspend the student only if one of the following conditions apply and it’s determined to be an appropriate consequence due to specific circumstances:
 - a. First offense. The student committed an act described in EC 48900(a)-(e).
 - b. First offense. The student committed an act other than EC 48900(a)-(e), but the principal or designee determined that the student’s presence would cause a danger to others.
 - c. It is not the student’s first offense of a similar nature. Documentation shows that other means of correction, that were age appropriate and specific to the misbehavior, had been applied previously.
2. Hold an informal conference with the student prior to suspension and do the following:
 - a. Inform the student of the reason for disciplinary action and the evidence against the student.
 - b. Inform the student the other means of correction that were attempted. (Note: This requirement may not be feasible if this is the student’s first violation of an act deemed dangerous to persons or an act described in EC 48900(a)-(e))
 - c. Give the student the opportunity to present their version of the incident and evidence in their own defense.
3. Issue the notice of suspension to the parent. At minimum, the notice must clearly:
 - a. Identify the EC 48900 et seq. violation(s).
 - b. Provide a brief description of the incident (including time, date and location).
 - c. Indicate the number of days of suspension and the date and time when the student is to return to school.
 - d. State the terms and conditions for the student during the period of suspension.

Student Discipline Guide Recommendation to Expel a Student

1. Recommend the student for expulsion only if one of the following conditions apply and it is determined to be an appropriate consequence due to specific circumstances:

a. The student committed an act that had been previously addressed, and that there is evidence to show that “other means of correction are not feasible or have repeatedly failed to bring about proper conduct.”

- Cite EC 48915(b)(1) for acts described in EC 48900 (a)-(e) and 48915(a)(1)
- Cite EC 48915(e)(2) for acts described in EC 48900(f)-(m), 48900.2, 48900.3, and 48900.4.

b. The student committed an egregious act, and that there is evidence to show that “due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.”

- Cite EC 48915(b)(2) for acts described in EC 48900 (a)-(e) and 48915(a)(1)
- Cite EC 48915(e)(2) for acts described in EC 48900(f)-(m), 48900.2, 48900.3, and 48900.4.

c. The student committed an act described in EC 48915(c), which requires mandatory suspension and mandatory recommendation for expulsion. There is evidence to prove that the student committed the expellable act.

2. Determine that the student committed the act at school or at a school activity off school grounds.

3. Immediately contact the Student Services Department via phone or email to inform the Director that a recommendation for expulsion will be forthcoming. Indicate if the student has an IEP or Section 504 Plan, and/or is a foster or homeless youth.

4. Send a letter of recommendation for expulsion to the Student Services Department and the parent. The notice must be consistent with the information provided in the notice of suspension and must, at minimum, clearly:

- a. Identify the EC 48900 et seq. violation(s).
- b. Provide a brief description of the incident (including time, date and location).
- c. Identify the EC 48915 finding upon which the recommendation to expel is based (refer to Step 1 above).

5. Prepare the expulsion packet with all the pertinent information and required documentation. The complete packet must be received by the Student Services Department within 2-3 days from the date of the suspension.

The Palmdale Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures are distributed and clearly defined in the Palmdale Student Discipline Guide which both clearly describe discipline expectations and disciplinary action up to and including suspension and expulsion. The Palmdale Academy will ensure all staff is knowledgeable about the discipline policy through periodic professional development and training as required by the state. The Palmdale Academy shall be responsible for appropriate placement of students during disciplinary action.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, warning letters, reduction of technology use, use of alternative educational environments, suspension and expulsion. A student may be suspended or expelled for prohibited misconduct if the act is related to the activity or school attendance occurring at the Palmdale Academy or at any other school or a school sponsored event at any time including but not limited to:

- a) while on any school property;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to/or coming from a school-sponsored activity;
- e) during virtual instruction regardless of the location.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person, whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A student identified as an individual with disabilities or for whom the District has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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. The Palmdale Academy will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by The Palmdale Academy 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 (5) school days before the effective date of the action. The written notice must be in the native language of the student or the student's parent or guardian, or if the student is a foster or homeless youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified for suspensions of 10 days or more/expulsions before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates such procedures, the student shall remain enrolled and shall not be removed until the

charter school issues a final decision.

The pupil shall have 30 calendar days to appeal the local board's decision to expel to the County Board of Education. Terms and conditions agreed to by both the student and his/her family and the Palmdale Academy programs are honored, respected and enforced. High school students who commit an infraction in violation of Education Code 48900 and 48915 are considered for removal from the program and subject to enrollment in their home high school, continuation high school, or community day school. Students in grades seven and eight may be considered for removal from the program and subject to enrollment into the district in which they live.

Element 11: Retirement Systems

Teachers will be employees of Palmdale School District and will participate in the State Teachers Retirement System and may elect to participate in the Public Employees Retirement System and/or 403(b) or 401(k) plans and coordinate such participation, as appropriate, with the Social Security System or other reciprocal system. The employer will contribute as required by STRS and Social Security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. Palmdale School District will provide the employee handbook and other employee documents that detail the rights and responsibilities of all employees including, but not limited to, job descriptions, leaves, health benefits, "at-will" agreement terms, and so forth.

Palmdale Academy employees may join and be represented by a collective bargaining unit of their choice, for purposes of collective bargaining.

Element 12: Public School Attendance Alternatives

The Palmdale Academy is a school of choice. No student is required to attend the school. Students choosing not to attend The Palmdale Academy may attend other public schools within their home school district. The school will provide information about attendance alternatives to inquiring families or students. Transportation is the responsibility of families who choose to attend The Palmdale Academy.

Element 13: Employee Return Rights

No Palmdale School District employee shall be required to work at Palmdale Academy. Job applicants for positions at Palmdale Academy will be considered through an open process and, if hired, will enter into or continue with an employment agreement with the Palmdale School District. Persons employed by the Palmdale Academy will be considered employees of the District. Working conditions which may be unique to this setting and require clarification for expectations will be expressed in an Elect to Work Agreement. This agreement will identify any expectations or job differences outside of the collective bargaining agreement. Union

representatives will work with the district to draft such a document if needed to ensure all participants are aware of any expectations that may be unique to the school, and engage employees in the feedback process for the document.

Element 14: Dispute Resolution Process

The Palmdale School District and Palmdale Academy will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event of a dispute between the Palmdale Academy and the District regarding the terms of this charter or other issues, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. The dispute resolution process permits oral notice, followed immediately by written notice.

In the event that the Palmdale School District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Palmdale Academy requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the Palmdale School 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 prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 30 business days, or longer if both parties agree, of sending written correspondence, a School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, a Palmdale Academy representative and a Palmdale School District representative shall meet again within 10 business days, or longer if both parties agree, to identify a neutral, third-party participant to assist in dispute resolution. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the Palmdale Academy and Palmdale School District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The Palmdale Academy and the Palmdale School District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, the Palmdale Academy shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the Academy's pupils. In such an event, the District reserves the right to take any action it deems appropriate and the Palmdale Academy reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the Palmdale Academy's pupils. In such an event, the District reserves the right to take any action it deems

appropriate and the Palmdale Academy reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the Academy's pupils. None of the dispute resolution procedures shall interfere with the District's oversight duty pursuant to Ed. Code § 47604.32, including its right to inspect or observe the charter school at any time.

Complaints to the District relating to the operation of the Palmdale Academy and not to the terms of this charter or other issue regarding the Academy's and the District's relationship will be resolved as set forth below.

The District agrees to refer all complaints regarding operations of the Palmdale Academy to the Academy's Principal for resolution in accordance with the Academy's adopted policies. In the event that the Palmdale Academy's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Academy unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the Palmdale School District Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of the academy as required by law.

The Palmdale Academy Board of Trustees will adopt policies and processes for airing and resolving disputes (other than those between the School District and the Palmdale Academy relating to provisions of this charter).

Element 15: Closure Procedures

Should the Palmdale Academy cease operation, the closure of the Academy will be documented by an official action of the Palmdale School District Board of Trustees. The action will identify the reason for closure and the effective date of closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The designated person or persons may be a District staff member or a third party.

The Palmdale School District designee will notify families, students, the California Department of Education, districts affected by the closure, and the Los Angeles County Office of Education, the Antelope Valley SELPA, the retirement systems in which the Palmdale Academy employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. This notice will be provided promptly following the Board's decision to close the Palmdale Academy. In addition to the items above, notification to the California Department of

Education will also include: (1) a description of the circumstances of the closure; and (2) the location of student and personnel records.

The Palmdale School District will ensure that the notification to the families and students of the Palmdale Academy of the closure provides information to assist families and students in locating suitable alternative programs. The Palmdale Academy will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure related activities, within ____ days of the Governing Board's official action documenting the school closure. As applicable, the Palmdale Academy will provide families, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. All records of the Palmdale Academy shall be transferred to the District upon the effective date of Palmdale Academy's closure. If the District will not or cannot store the records, the Academy shall work with the County Office of Education to determine a suitable alternative location for storage. All State assessment results, special education records, and personnel records will be transferred to and maintained by Palmdale School District, as specified by the person responsible for closure-related activities, in accordance with applicable law, and Palmdale School District policies and procedures.

The Palmdale Academy will comply with all portions of EC 47605 (c)(5)(O), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Any grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All District property that is transferred to the charter school together with the facilities remains District property, and any acquisition of future assets, is not an asset of the charter school, and must be returned to the District when the school closes.

As soon as reasonably practicable, the Palmdale Academy will prepare final financial records. The Palmdale Academy will also have an independent audit completed within six (6) months after closure. The Palmdale Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Palmdale Academy. Finally, the Academy will complete and file any annual

reports required pursuant to Education Code section 47604.33. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Palmdale Academy.

The Palmdale Academy shall remain solely responsible for all liabilities arising from the operation of the charter school. Accordingly, the Palmdale Academy will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above. Finally, the charter will complete and file any annual reports required pursuant to Education Code section 47604.33.