

Trillium Charter School: A California Public Charter School

I. Mission

The mission of Trillium Charter School's program (The School/Trillium) is to nurture strong community values within a diverse curriculum. This is accomplished by providing a student-centered environment with high academic and behavioral standards for all. Academic concentration is placed on student's progressive abilities through literacy, communication, calculation, and analytical thought. The development of social skills includes positive self-image, student cooperation, cultural diversity, community involvement, service learning, appreciation of nature, and intellectual curiosity.

Our community philosophy is guided by the Trillium Values: *Honor Differences, Respect Others and the Earth, Always Try Your Best, and Everyone is Welcome.*

Students will work individually and collaboratively and will act as part of the greater community through service and exploration. Trillium's program integrates a revolving series of supporting studies, such as art education, nature studies, mindfulness, drama and theatre, world languages, and computer fluency. This rich environment serves as a strong foundation for life-long learning and allows ongoing opportunities for students to develop unique talents, self-motivation, and overall competency.

Trillium Charter School will also have a non-classroom-based independent study program that incorporates the Trillium Values and a connection to the Trillium Family Community.

Trillium Charter School is non-sectarian in its programs, admission policies, employment practices and all other operations. Trillium does not charge tuition nor discriminate against any staff member or pupil on the basis of actual or perceived race or ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, disability, or any other characteristic that is contained within the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

II. Educational Philosophy

a. Who will Trillium Charter School educate?

Trillium Charter School will enroll up to forty-five students in site-based Transitional Kindergarten (TK) through fifth grade. Trillium will also enroll students in its non-classroom-based independent study program for grades TK-5. The number of students in the independent study program will not exceed 20% of the total students enrolled in the onsite, classroom-based program.

The school will be located within the geographic boundaries of Pacific Union School District (The District). The enrolled students will reflect the Pacific Union School District community, serving students from many backgrounds including children from the surrounding neighborhoods, students seeking alternative public school education, home-schooled children transitioning to site-based education, and children from the greater Humboldt area. A forty-mile radius from Trinidad to Fortuna has been a consistent range for our student population. Trillium has consistently served a

predominantly low-income population, which makes up approximately 75% of the school's students.

b. What does it mean to be an “educated person” in the 21st century?

The Trillium community supports the belief that, in addition to academic proficiency, an educated person in the 21st century has well-developed skills in critical thinking, social adaptability, environmental awareness, and community mindedness. In addition, an educated person has knowledge and understanding of many cultures, languages, and traditions and the technological proficiency necessary to navigate an increasingly technology-rich society.

c. How does learning best occur?

Trillium Charter School community believes that learning best occurs when:

- Parents and families are active participants in each child's education and serve as partners in student learning
- Learning is approached with the individual needs of every student in mind
- Local culture and community resources are integrated into the school's curriculum and explored through field trips
- Students have opportunities for movement, free play, and self-guided activities
- Student input is valued and shared with the school community

Trillium is a school of choice. This is an ideal environment for students who enjoy learning and will thrive in a small school environment. It is highly recommended that interested families become familiar with Trillium's staff, site, and program prior to enrollment to assure that this placement is beneficial and appropriate for both the student and the school community.

III. Educational Program

The goal of the curriculum and instructional framework is to provide a clear school vision that supports standards and assessment, demonstrates accountability by showing an increase in student achievement, and measures school success within the context of the priority areas included in the Local Control Accountability Plan (LCAP). At Trillium, a guiding principle is that the curriculum should build on children's natural enthusiasm and eagerness to learn about their world. Trillium offers a thematic unit curriculum in which students are given multiple opportunities for in-depth exploration, including research, fieldtrips, interviews, observations, experiments, and presentations. All grade-level benchmarks follow the guidelines as outlined in the State Standards. Trillium Charter School will adopt Common Core State Standards as directed by the California Department of Education.

Independent study students will have the opportunity to join campus activities one or more days per week, if state vaccination requirements are met. The curriculum for the nonclassroom-based independent study program will parallel the curriculum taught in the classroom-based program.

Additional educational practices at Trillium Charter School include, but are not limited to:

- a) **Partnerships**
- b) **Differentiated Instruction**
- c) **Multi-age Grouping & Community Mindedness**

d) Low Student-Teacher Ratio

a. Partnerships: Trillium Charter School will engage families and parents as active partners in the educational program through school-wide activities, events, and travel. Parents will also be asked to contribute feedback through annual LCAP surveys designed to update goals for all students, including identified subgroups. Trillium will also enlist skills from community entities to further augment the core and non-core academic delivery of instruction. Successful learning occurs most often when the development of the whole child is addressed within the context of the greater community. As such, Trillium Charter School will engage various entities (parents, community members, and local organizations) in a shared commitment for student success. Additionally, students will be given opportunities to improve their community through service-learning projects, such as:

1. Collection of resources for families in need
2. Environmental clean-up
3. Assisting the elderly
4. Community garden work days
5. Volunteerism for local charities

The objective is for students to recognize that they have a viable role in the quality of their community, and to practice skills learned in their classrooms. Service-learning projects will progress according to grade and ability. Levels of complexity for situations, content, or requirements will be age appropriate for all students.

b. Differentiated Instruction: Trillium Charter School's staff believes that children should be offered multiple ways to demonstrate their learning, to participate in classroom activities, and to interact with other students and adults. We recognize that students learn in different ways and best practices will reflect that concept. Trillium Charter School teachers will utilize a variety of teaching methodologies to deliver instruction. In addition, teachers will use the following differentiated instructional strategies:

1. **Readiness/Ability:** Teachers use a variety of assessments to determine a student's ability and readiness. As readiness to learn new concepts develops, students shall be permitted to move within different groups. Activities for each group are differentiated by complexity. Students whose understanding is below grade level will work at tasks inherently less complex than those attempted by more advanced students.
2. **Adjusting Questions:** During large group discussion activities, teachers direct questions to students that require them to think, while being targeted towards the student's ability or readiness level.

With written work, teachers may assign specific questions for each group of students. Although students may all answer the same questions, the complexity required for correct answers will be adjusted according to student's ability and readiness level. The option to go beyond minimal requirements can be available for any or all students who demonstrate that they require an additional challenge for their level.

3. **Acceleration/Deceleration**: Accelerating or decelerating the pace that students move through curriculum is another method of differentiating instruction. Students demonstrating a higher level of competence can work through the curriculum at a faster pace. Students experiencing difficulties may need adjusted activities, additional time, or one-on-one instruction in order to experience success.
- c. **Multi-age Grouping and Community Mindedness**: In a successful elementary school, it is important that every student has an opportunity to experience multiple roles within their school community. Our intent is to ensure that students have opportunities to interact with children of all ages and abilities through social and academic activities, and to feel that they have a strong sense of safety and community at school. Cross-age tutoring will occur between students with their assigned buddy partner within whole-school activities or projects, during class time, and on school trips. Older students may also be invited to visit younger student classrooms as guest readers, helpers, or presenters. College students enrolled in elementary education courses may be assigned to work with students under the guidance of the classroom teachers as part of their coursework. Weekly community meetings will be held as a structured forum for students to plan, problem solve, and actively influence the development of their school culture. These practices reinforce our school values and provide students with significant character building experiences.
- d. **Low Teacher Student Ratio**: Trillium Charter School will maintain an average teacher student ratio that does not exceed 1:24 in grades TK-K through 5, and will have an additional classroom aide and/or tutoring available for all students. This ratio does not necessarily pertain to non-core subjects. The independent study student to teacher ratio will not exceed 1:25 ADA to FTE. A low teacher student ratio will ensure that students get the proper personal attention necessary to master skills with confidence, as well as allowing teachers to develop a clear understanding of the individual students they serve.

Plan for Students who are Academically Low Achieving: Trillium Charter School will increase learning opportunities for all students, with specific emphasis placed on expanded learning experiences for students who are identified as academically low achieving. Teachers will consult to develop a greater understanding of the student's skills and design tools to address areas of concern. Students may be recommended for tutoring, core subject coaching throughout the day, or increased practice outside of school on core academic skills (homework club).

Plan for Students who are Academically High Achieving: High achieving students will have the opportunity to challenge themselves with more complex projects and assignments, higher-level grouping, and accelerated pacing coordinated by their classroom teacher.

Plan for Special Education: Trillium Charter School shall not deny nor discourage any student from enrollment due to a disability. Trillium Charter School will comply with all provisions of state and federal law in implementing regulations related to the rights of disabled students and their parents.

Trillium Charter School will assume complete responsibility for the design and delivery of special education services. Students with disabilities will have access to the general education curriculum and specialized instruction outlines in their IEP provided by an appropriately credentialed special education teacher. Additional details of special education funding will be articulated in the Memorandum of Understanding.

Independent Study:

Charter School will make Independent Study (IS) available for special circumstances, as permitted by law and subject to all requirements of law, and will include master agreements, a work packet, activity and reading logs, and scheduled time to Zoom into class. Independent study is optional for all students.

No later than July 1, 2023, Charter School will adopted an Independent Study policy setting forth its site based independent study program.

- Any time that mandatory quarantine or isolation is required due to COVID-19, all affected students will automatically be put on Independent Study and expected to participate in this format until they may return to in-person classes.

IV. Measurable Pupil Outcomes

The following outcomes are aligned with the Common Core State Standards and with the mission of Trillium Charter School to utilize LCAP goals to prepare students for middle and high school success. In order to graduate from Trillium Charter School, students will master content and performance standards in core academic areas. Trillium Charter School graduates will also demonstrate proficiency for non-core content and performance standards.

Students in Special Education will meet the goals for the standards outlined in their Individualized Education Program (IEP). English Learners (EL) will meet the California English Language Development standards in addition to the outcomes listed below. Trillium Charter School will provide the required number of daily minutes of EL instruction to qualifying students.

Core Academic Content and Performance Standards:

Students will achieve proficiency and mastery at grade level in:

Language Arts

- Students will be able to read multiple narratives and themes and demonstrate accurate comprehension of text.
- Students will be able to analyze literature and interpret meaning in a variety of genres.
- Students will be able to write and present a summary report, showing proper use of language mechanics, grammar, and spelling following reading research of a specific subject.
- Students will demonstrate grade level proficiency in reading and writing.

Mathematics

- Students will be able to solve math problems using multiple strategies.
- Students will be able to articulate math logic in the problem solving process.
- Students will have a strong fundamental understanding of the foundation principles of mathematics.
- Students will be able to apply mathematical concepts to everyday situations.
- Students will demonstrate mastery of designated performance objectives in the areas of mathematics as defined by state grade level standards.

Social Studies

- Students will know the history of California including local geography.
- Students will be able to understand and analyze significant past events through multiple perspectives.
- Students will demonstrate an understanding of how government, geography, economics, culture, and social context affect the lives of people.
- Students will demonstrate mastery of designated performance objectives in the areas of social science as defined by state grade level standards.

Science

- Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.
- Students will be able to ascertain unique scientific principles of their environment and how they contribute to the organic nature of the environment.
- Students will be able to demonstrate mastery of designated performance objectives in the areas of science as defined by state grade level standards.

Non-Core Academic and Content Performance Standards for Trillium Charter School studies may include:

Arts

- Students will have developed artistic perception through the processing, analyzing, and responding to sensory information and the language and skills unique to the visual arts.
- Students will be able to apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Students will analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Students will analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- Students will be able to apply what they learn in the visual arts across subject areas and in possible careers related to the visual arts.

Music

- Students will be able to process, analyze, and respond to sensory information through the language and skills unique to music.
- Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- Students will be able to critically assess and derive meaning from works of music and performance of musicians according to the elements of music, aesthetic qualities, and human responses.
- Students will be able to connect and apply what is learned in music to other art forms, subject areas, and careers.

Physical Education

- Students will demonstrate knowledge in movement concepts, body management, locomotor movement, and manipulative skills as outlined in state content standards.
- Students will be able to work cooperatively in both team (competitive) and group (non-competitive) activities.

Physical Education classes will meet state requirements for instructional minutes.

V. Methods to Assess Pupil Progress

Trillium Charter School students will be assessed in each of the core academic skill areas by a combination of ongoing authentic assessments, such as portfolios and public exhibitions, and standardized test scores (including verified data).

Formal assessment of student progress will occur tri-annually using California Standards-Based Progress reports. Students will be evaluated in the following manner:

Ongoing assessments: In order to serve our students and our community, Trillium Charter School will continue to examine and refine its assessment of student outcomes to reflect the school's mission. Portfolios and exhibitions will be assessed according to school wide rubrics, with input from teachers across all content areas.

Mastery for Special Education and ELL students will be defined appropriately according to their Individualized Education Plans and English proficiency levels. In accordance with state guidelines, alternate standardized assessments may be utilized for students with disabilities.

NCBIS (Non-classroom-based independent study) student work may be submitted electronically or physically to their CT (credentialed teacher) for review and grading.

The Charter School agrees to administer to its students all statewide performance assessments required by law, including but not limited to CAASPP/CAA for grades 3 through 5 for the 2023-24 school year.

Observational assessment and rubrics will be used to evaluate student learning through classroom participation, thematic unit-study presentations, and overall performance. This tool accurately and unobtrusively assesses the child's individual progress without altering the intent to the curriculum.

Core and non-core performance will be evaluated and reported tri-annually to parents based on grade-level performance with separate rubrics for language and literacy skills, mathematics, physical development, and arts & sciences. Students will be assessed using the adopted scale of C- Concern area (far below standard), E-Emerging (needs practice and support), P-Progressing toward the standard, and M- Meets the standard.

Performance-based portfolios are also compiled throughout the year. Samples of work from each subject area are collected in the portfolios and may include a rubric that outlines the quality of the work.

The results obtained from varied assessment efforts will serve to identify areas where students are experiencing difficulties, to guide decision making, and to develop benchmarks for student progress throughout the school year. In addition to performance-based portfolios and rubrics, Trillium will employ a variety of assessment formats, including, but not limited to: observation checklists, text book unit tests, spelling tests, journals, homework, project presentations, group work, oral reports, interviews, peer and self-reviews, and extended projects. **All assessment of student growth will attempt to represent progress in a broad range of skills and demonstrate personal achievements in areas the state standards may fail to measure.**

Standardized Testing and Reporting: Trillium Charter School will administer the most current version of the California Assessment of Student Performance and Progress (CAASPP) summative and performance

assessments to students in language arts (grades 3-5), mathematics(grades 3-5) and science (grade 5) in grade 5. Previous year results for individual students will be used to establish a baseline performance for all incoming students in grades 3 and above. Individual assessment records will be updated and reviewed annually based on CAASPP test results.

Trillium Charter School will aim to meet the expected annual growth targets adopted by the California State Board of Education, however, Trillium lacks numerically significant pupil subgroups defined as 30 or more students. Trillium's staff will continue to utilize integrated assessments, including core growth data, attendance rates, class participation, and assignment completion in conjunction with standardized test scores to accurately gauge student progress within our small test groups.

LCAP Plan: Trillium Charter School will abide by all regulations as set forth by the California Department of Education to comply with Local Control Funding Formula (LCFF) guidelines in the development of schoolwide goals for all students, including identified subgroups. Data collection from staff, students, parents, families, and key stakeholders will be used in conjunction with measurable student progress to guide the development and review of our annual LCAP plan and all associated supplemental and concentration expenditures. All local goals will be designed with the eight state priorities in mind: 1) Basic Services, 2) Implementation of Common Core Standards, 3) Parental Involvement, 4) Student Achievement, 5) Student Engagement, 6) School Climate, 7) Course Access, and 8) Other Student Outcomes.

VI. Governance and Structure of the School

Trillium Charter School will be sponsored by the Pacific Union School District. Trillium Charter School has the final and sole legal responsibility for its operations. It is the responsibility of the Trillium Charter School public benefit non-profit board of directors, hereby called the Steering Committee, to oversee the operations of the charter school. The Steering Committee is comprised of no less than five voting representatives of parents and community members elected by the Charter School community, Trillium's administrator. Additionally, at least one teacher will be available to consult, but not vote, with the Committee and to report from teaching staff. A district representative may serve as a member on the Steering Committee as determined by the district. Elected members will serve two-year terms. In the event of a vacancy former Trillium parents may serve on this board with the approval of the current parent population if there are no current parents available to fill this position.

Trillium's Steering Committee is the final decision-making body within the parameters of the charter. The Steering Committee recognizes the administration may establish committees to provide additional input. Active parent committees may provide recommendations to the Steering Committee at scheduled meetings. It is the responsibility of the Steering Committee to ensure that decisions and operations are in accordance with the charter agreement.

Parent Advisory Committees: Trillium Charter School believes that families should be partners in their children's education. As such, Trillium parents will be encouraged to participate in one or more parent advisory committees that will report directly to the Steering Committee. Possible committees may include, but are not limited to:

- School Site Council
- Facilities Improvements and Maintenance
- Special Events
- Fundraising
- Grant Research

- School Safety and Emergency Preparedness
- Hiring

VII. Employee Qualifications

Trillium Charter School is non-sectarian in its employment practices and does not discriminate on the basis of race or ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, disability, or any other characteristic as identified by state and federal employment laws. Trillium Charter School employees are employed at will.

Trillium Charter School shall meet all requirements for employment set forth in applicable provisions of law. All staff will be required to have current TB test results, complete a livescan, and clear background checks through the Department of Justice and FBI prior to employment.

Teacher Qualifications: Trillium Charter School shall comply with Education Code Section 47605(1), which states:

“Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.”

Trillium Charter School will retain or employ a teaching staff that holds appropriate California Multiple Subjects Teaching Credentials issued by the California Commission on Teacher Credentialing. The teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operational policies.

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. Accordingly, teachers must be Cross-cultural Language and Academic Development (CLAD) certified, or otherwise certified by the CTC.

The following qualifications will also be considered in recruiting teachers.

- Experience teaching at the elementary level
- Possession of a Clear Credential

Trillium Charter School may have special non-certificated staff teaching subjects such as foreign language, music or drama, but who do not teach the core curriculum. Such staff shall meet the aforementioned employment requirements, possess appropriate subject matter expertise, and demonstrate the capacity to work successfully in an instructional capacity. Instructional aides at the charter school support the core curriculum staff in both regular and special education. Aides will be required to possess an AA degree, 2 years of college courses, or hold a paraprofessional verification card.

VIII. Retirement System

Staff at the Trillium Charter School will participate in the State Teachers Retirement System and/or Public Employees Retirement System as allowed by law. Trillium Charter School retains the right to coordinate participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a more qualified staff. The District shall cooperate as necessary to forward any required payroll deductions and related data. The School shall pay the District a reasonable fee for the provision of such services.

IX. Description of Employee Rights

- Trillium Charter School is the sole employer of its employees.
- Pacific Union School District employees who are hired by Trillium Charter School are no longer covered by Pacific Union School District collective bargaining agreements.
- Trillium Charter School employees are hired at will and hiring, supervision, evaluation, and termination practices for Trillium Charter School employees will comply with all federal and state nondiscriminatory laws and statutes.
- All Trillium employees will undergo an annual evaluation based on input from parent surveys, formal observations, and administrator recommendations. Employees will also be asked to participate in peer and self-review processes.

X. Health and Safety Procedures

Prior to commencing instruction, Trillium Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the Charter school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required by law
- Policies and procedures for response to natural disasters and emergencies, including fires, earthquakes, and school lockdown
- Policies relating to preventing contact with blood-borne pathogens
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent
- Policies relating to the administration of prescription drugs and other medicines, including epinephrine auto-injectors and training for staff members.
- A policy that the School will be housed in facilities that have received state or local Fire Marshal approval and that have been evaluated using the facilities inspection tool to determine that no substantial safety hazards are present
- A policy establishing that the School functions as a drug, alcohol, and tobacco free workplace
- A requirement that each employee of the School submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237
- A requirement that each employee of the School comply with the tuberculosis testing requirements in Education Code Section 49406
- Policies requiring annual Mandated Reporter training for all employees, including anybody working on the School's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students, as required by Assembly Bill 1432, codified at Education Code Section 44691 and Penal Code Section 11165.7.
- A suicide prevention policy.

- A school safety plan.
- The School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.
- A policy regarding school meals.
- Procedures for preventing acts of bullying, including cyberbullying.

These policies will be incorporated as appropriate into the School's student and staff handbooks and will be reviewed on an ongoing basis in the School's staff development efforts and School Site Council policies.

XI. Means to Achieve Student Population Balance Reflective of District

Trillium Charter School will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic, special education, and English Learner balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and English Learner groups represented in the district
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education, and English Learner, and interest groups represented in the district.
- Applicable promotional and informational materials for recruitment can be translated into languages reflective of the languages spoken in the district and the County as needed.

XII. Admission Policies and Procedures

1. A priority enrollment period for returning students, their siblings, and children of Trillium employees and board members will be open from January 2-31. Enrollment forms must be returned by January 31 to secure a space for the following school year.
2. An open enrollment period will follow for all interested attendees. If the number of applicants exceeds the available spaces during this period, enrollment will be determined by a random lottery. The deadline for applications to be included in the lottery is 3:00 PM on the first Friday in March.
3. At that time all students with complete enrollment forms will be counted and sorted. Students without required paperwork will automatically be placed on the waiting list after names selected from the lottery and will not be contacted unless space becomes available.
4. Availability for each grade level will be determined annually based on returning enrollment and classroom capacity but will not exceed a 24:1 student-teacher ratio for any combination class.

Classrooms that include TK students will follow all legal requirements for staffing.

Maximum enrollment for the school will not exceed 55 total students. Enrollment for non-classroom-based students will not exceed 20% of the total school enrollment in any given school year.

Enrollment for each class will be determined in stages until capacity is met pursuant to the preferences listed. The order of the stages is:

- a. Existing Charter School students
- b. Siblings of admitted or attending Charter School students
- c. Residents of the District
- d. Children or relatives of existing Trillium staff or board members
- e. All other enrollees

For admission to the non-classroom-based program, families will be required to sign a master agreement that includes the duration of the agreement, the frequency and place for submission of assignments, methods of evaluation, times between meetings, and other relevant information. As per CA Education Code, no family will be required to participate in non-classroom-based independent study.

5. In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be automatically offered a spot.
6. In the event that the number of applications exceeds capacity at any grade level, a random public lottery will be held on the first Friday in March at the Trillium Charter School and will be witnessed by a third party selected by the administrator. The lottery will be conducted as follows:
 - a. Should more than one grade require selection by lottery, the order that grades are filled will also be determined by lottery.
 - b. Enrollment forms for each grade level will be separated into piles, counted, and numbered. The matching numbers assigned to the enrollment forms will be put on identical pieces of paper and drawn until capacity is reached. A student whose enrollment form number is drawn will be offered enrollment and, once accepted, shall be considered an “existing Charter School student.”
 - c. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (while accounting for any student who may now be a sibling of an existing student) until all enrollment forms have been ordered and placed on the waiting list.
7. Following the initial enrollment and/or lottery, parents will be required to confirm acceptance of grade or waiting list placement. Acceptance of grade placement will require additional paperwork, including birth certificate or alternate legal form establishing date of birth and immunization verification by March 31st. Failure to turn in required paperwork on time will forfeit grade placement and students will be moved back onto the waiting list.
8. Waiting lists will be maintained for the current enrollment year only. Students will be placed on the active waiting list in order by the dates/times their applications were received. Waiting lists will not carry over to the following year, and those applicants on the waiting list must re-apply the following year. No priority can be given to former wait-listed applicants for the following year.
9. Any enrollment forms received after the open enrollment deadline shall be date and time stamped and (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) for a class that is not yet at capacity, receive automatic enrollment; or (c) for a grade that is at capacity, but that does not have a waiting list, will be first on the list for that grade.

10. Once placed on a waiting list, a student will remain on the list until one of the following occurs:
 - a. The student is enrolled at the school
 - b. The parent/guardian requests that the student be removed from the list
 - c. The school year of intended enrollment ends
11. When a space becomes available in a grade level, the slot will be offered, by phone, to the first name on the waiting list for that grade level. It is the parent's responsibility to update contact information. The Charter School shall not be responsible for failure to contact a wait-listed family due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
 - a. Conform acceptance the available slot within 2 school days.
 - b. Decline the available slot and be removed from the waiting list.
 - c. Decline the available slot and be placed at the end of the waiting list.

*If a response is not received within 2 business days, the Charter School will deem the parent to have declined the available slot and the student will be removed from the waiting list.

12. If the slot is accepted, the parent/guardian shall complete all enrollment forms and begin attendance within 5-school days or the slot will be forfeited.
13. If the slot is not accepted or is forfeited due to late registration materials, the slot will be offered to the next student on the waiting list. Parents who have accepted enrollment but have forfeited their space due to late or missing registration materials will have the opportunity to be placed at the end of the waiting list.
14. In the event that a situation arises that is not covered by this procedure, the Trillium Steering Committee will determine the fairest method for resolution of the issue.
15. Children must be of the appropriate age and emotional maturity for the grade level. Children who are not age eligible for Kindergarten based on CDE age requirements may be enrolled for Transitional Kindergarten (TK), if they meet the TK age requirements. Parents and students admitted to Trillium Charter School will be asked to review and sign an agreement to adhere to Trillium's values and behavioral standards as outlined in the parent handbook and charter. Neither admission nor enrollment is contingent upon signing such an agreement.
16. Parents of students applying for enrollment who have been expelled from other schools will be required to inform the school prior to applying for enrollment.
17. Students will be considered for admission and not limited on the basis of race or ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, disability, economic status, homelessness, English proficiency, foster status, or any other characteristic that is contained within the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.
18. The School shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
19. The School will comply with Education Code Section 47605(e).

Readmission Restrictions

- School attendance is crucial for continuity within the curriculum and overall school success. Students who are chronically absent miss out on educational opportunities and are less connected to their school

community. Students who are absent more than one day of school for extended illness or unforeseen family circumstances are expected to sign up for and complete independent study for these days.

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- Parents of students with chronic unexcused absences will be required to participate in the development of a plan designed to improve attendance, including a signed contract with specific attendance goals. Failure to adhere to agreed-upon attendance goals may disqualify the student from re-enrollment for the following school year. These students will be directed to their district of residence for enrollment.
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- NCBS students who fail to fulfill the terms of their contract, including turning in work samples or teacher check-ins, will be subject to a revised contract with further support. Fulfillment of revised contracts will be a requirement for re-enrollment.

XIII. Attendance Alternatives

All students who reside within in the Pacific Union School District boundaries who do not wish to attend the Trillium Charter School programs may choose to attend the school in The District or apply through the Pacific Union School District's Board Policy for an inter-district transfer to another district.

XIV. Financial and Programmatic Audit

Financial Audit: Trillium Charter School will participate in an annual financial audit conducted by independent auditors. The audit will verify the accuracy of the school's financial statements, attendance, enrollment and accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Pacific Union School District and the charter school administrator. The Steering Committee will review any audit exceptions or deficiencies and resolve them to the satisfaction of the District. In the event that the Pacific Union School District believes that any audit exceptions or deficiencies relate to an issue that could lead to revocation of the charter, this shall be specifically noted in a written statement to the Steering Committee.

Programmatic Audit: Reporting of programmatic and operation information shall be provided to the Pacific Union School District in annual performance reports. The annual performance process, perhaps combined with a site visit, enables the Charter School to monitor its performance throughout its term. Some provisions regarding the annual programmatic performance audit and site visitation may include the following:

- Summary data showing student progress toward the goals and outcomes specified in our measurable pupil outcomes from assessment instruments and techniques listed that outline methods to assess pupil progress
- Analysis of whether student performance is meeting the goals specified in measurable pupil outcomes
- A summary of major decisions and policies established by the Steering Committee during the year
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications

- A copy of the school’s health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the school implemented the means listed to achieve a racially and ethnically balanced student population
- An overview of the school’s admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended
- Analyses of the effectiveness of the school’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter
- Summary of services provided to Special Education and English Learner students.

The Charter School will develop the content, evaluation criteria, timelines, and process for the annual performance reports. However, the District retains the right to request additional information.

XV. Pupil Suspension and Expulsion

The School complies with Education Code Section 47605(c)(5)(j) regarding student suspension, expulsion, and involuntary removal. All students at Trillium are expected to abide by a code of conduct that supports personal responsibility, positive choices, and harmony within the school community.

All behavioral expectations are ultimately guided by the Trillium Values, and by following these basic principles all students are given equal opportunities to willingly participate in campus activities.

Appropriate restrictions will occur as the natural consequence of poor choices or unacceptable actions. All consequences are designed to demonstrate both *why* a behavior is unacceptable and *how* it can be improved in the future. Students will be invited to take part in the forming of class rules at the start of each term; however, these rules cannot substitute or supersede established school guidelines.

The Trillium staff follows a consistent pattern of **Remind, Redirect, Refer** for all students needing behavioral intervention. Repeated need for reminders is acceptable as long as the behavior shows improvement.

Behavior Interventions

Refusal to be redirected will automatically result in a referral and move the student to the next level of intervention as follows:

- 1) Reminder
- 2) Redirection
- 3) Conflict Resolution
- 4) Referral to Teacher
- 5) Referral to Administrator
- 6) Notice to parent
- 7) Request for parent conference
- 8) Behavior Contracts
- 9) Community Service or In-School Suspension
- 10) Suspension

11) Expulsion

Not all students will experience behavior interventions in this exact order.

The Trillium Staff reserves the right to manage behavior interventions in a discretionary manner for the most successful outcome with both the individual student and the school community in mind.

School Suspension

It is not possible to designate specific rules covering every possible situation that students may encounter. Common courtesy and sensitivity to the rights and responsibilities of others will properly guide students through most situations, however, it should be clearly understood that all students are held accountable for their actions.

A detailed list of grounds for suspension and expulsion can be found in CA Ed. Code section 48900-48925. Behavioral guidelines are in effect at all school related activities, including traveling to and from school, fieldtrips, and school sponsored events both on and off campus.

Procedures for Suspension: A comprehensive set of disciplinary policies is essential to ensure a safe and effective educational environment.

Trillium Charter School will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. In a situation where a student's conduct has warranted suspension, the following procedures would be utilized:

1. The administrator or administrator designee may carry out disciplinary procedures involving suspension.
2. A teacher may suspend a pupil from his/her classroom for the day or part of the day (on-campus suspension). In these cases, the pupil may be sent to a "designated classroom" or the office. Appropriate work should be assigned. If supervision is unavailable, the parents will be required to pick up their child.
3. Parents/guardians of students with multiple violations resulting in suspension will be required to participate in a student study team meeting to develop a behavior management plan for their student.
4. Ongoing assessment of behavior plans, student records, and classroom performance will be used to monitor the success of students with multiple suspensions. Students with suspensions exceeding ten will be formally reviewed and considered for expulsion.

Grounds for suspension or expulsion:

Any student, including a student with a disability, may be subject to mandatory or discretionary suspension or expulsion when it is determined that he/she caused, attempted to cause or participated in infractions listed in CA Education Codes and school policies.

Students may be suspended for a first time offense if the administrator deems the student presents a danger to persons or property or threatens to prevent instruction.

Procedures for Suspension and Expulsion:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the administrator with the student, and parent/guardian if necessary. At the conference the reasons for the disciplinary action and supporting evidence will be discussed. The student will be given the opportunity to present his/her version and evidence in his/her defense. The conference may be omitted if the administrator determines that an emergency situation exists, or if the student's behavior poses a clear and present danger to the lives, safety or health of students, school personnel, or themselves.
2. **Notice to Parents/Guardians:** At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone. It will be followed up with timely written notification, which will state the specific offense committed by the student. The notification will specify the exact date the student is expected to return to school. In addition, the notice may also request a meeting with the parent/guardian.
3. **Length of Suspension:** The length of suspension may not exceed five (5) consecutive school days or 20 total days within one school year unless an administrative recommendation has been made and agreed to by the student's parent/guardian. All arrangements will be made to provide the student with classroom material and assignments to be completed and returned upon the completion of suspension.
4. **Appeal of Suspension:** The parent/guardian of a suspended student may appeal the suspension decision directly to the administrator or Steering Committee. Any appeal will be expeditiously reviewed. Suspensions of 10 days or more will include a hearing overseen by a neutral third party, at which time information may be presented on the student's behalf, and questioning of any witnesses will be permitted. Parents have the right to seek legal counsel or bring in an advocate. If the administrator or Committee determines that the student has not violated one of the rules in the California Education Codes or agreed upon behavioral guidelines or believes that extenuating circumstances should mitigate the consequences of such action, then the suspension decision may be modified.
5. **Homework Assignments During Suspension:** In accordance with Education Code Section 47606.2(a), upon the request of the affected student or of a parent, a legal guardian or other person holding the right to make education decisions for the student, , a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Trillium's staff reserves the right to administer appropriate, alternative consequences for offenses that could warrant suspension if circumstances deem alternative action a more suitable consequence, such as in-school suspension or community service. All suspensions will be reported in writing to the student's parents/guardians, and the Pacific Union School District superintendent.

Recommendation for Expulsion: Students will be recommended for expulsion if the administrator confirms that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- 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
- The number of suspensions totals 20 in one school year

Students will not be involuntarily disenrolled, dismissed, transferred, or terminated without written notice of this intent provided to parents/guardians at least five school days before the effective date of removal. This applies to non-disciplinary actions.

The parents of a student recommended for expulsion are entitled to initiate hearing proceedings in order to determine whether the student should be expelled. The hearing will be presided over by the Steering Committee or an administrative panel appointed by the Committee. To ensure an unbiased process, such a panel could include teachers or administrators from outside the charter school.

This notice would include:

- The date, place and time of the hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of Trillium Charter School's disciplinary rules related to the alleged violation
- The California Education Code specific to the infraction
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

The administrator or designee, following a decision to expel, shall send written notice of the decision to expel to the student's parent/guardian, district of residence, and the County Office of Education. This notice shall include the following:

- The student's name and date of expulsion
- The specific offense committed by the student
- Notice of the parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Trillium Charter School

In the event of a decision to expel a student from Trillium Charter School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate placement of the student.

Appeal of Expulsion: A request for appeal of expulsion must be received within five (5) working days after the written notice is received by the parent/guardian. The student is considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the request for appeal is received by the administrator, and must be attended by parent(s)/guardian(s). In the case of expulsion a

fair and impartial panel of representatives appointed by the Steering Committee will hear the appeal, and its decision will be final.

Suspension/Expulsion of Students with Exceptional Needs:

Suspension: Special education students are subject to suspension on the same grounds as general education students provided that suspension is not considered a change of placement as deemed by the student's IEP team and/or state and federal law. Special education students may be suspended if he/she poses an immediate threat to the safety of himself or herself or others.

1. Suspension will be imposed only when other means of correction fail to bring about proper conduct.
2. If suspensions total more than 10 days in one school year, a Manifestation Determination will be held to determine if the behavior is a result of the disability. The student's educational services will also be reviewed.
3. A Manifestation Determination Review shall be held for students with disabilities in accordance with Special Education regulations.

Expulsion: Students with disabilities are subject to expulsion only if all of the following conditions are met:

1. The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
2. The team determines that the student had been appropriately placed at the time that the misconduct occurred and services have been fully in place.

XVI. Dispute Resolution Process

Background: It is the intent of Trillium Charter School to resolve controversies, claims, or disputes within the school community cooperatively and to seek consensus in good faith as expeditiously as possible. It is also intended that every effort to resolve an issue amicably will be explored before any additional actions are taken. This procedure is designed to assist in the resolution of disagreements in these instances where the parties are unable to settle their differences.

Definition of Redress: Redress as used here refers to the resolution of disagreements. In particular, these disagreements are situations or circumstances thought by the aggrieved party or parties to be unjust or injurious. This procedure is intended to deal with problems that are essentially interpersonal in nature; problems that are not interpersonal are normally referred to the appropriate committee and/or to the administrator.

Purpose of Redress Procedure: The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust, and respect by resolving differences in a timely, objective, and equitable manner.

Disputes Arising from within the School: Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Steering Committee members of the school, shall be resolved pursuant to the following policies and processes developed by the school:

- **Direct Resolution:** A conversation between involved parties without others present is considered the first step to resolve minor disputes.

- **Administrative Resolution:** A meeting with all involved parties will be facilitated by the administrator or designee in order to come to a mutually agreed upon resolution.
- **Mediated Resolution:** A meeting with all involved parties will be facilitated by a disinterested third party, preferable a trained mediator, in attendance. In these cases it is expected that the mediator’s decision will be final.
- **Formal Resolution:** A meeting with all involved parties will be facilitated by the Steering Committee in a closed session. Any committee member with a possible conflict of interest will be recused from the formal resolution process. Requests for formal resolution should be submitted in writing, and committee members may request interviews with any or all involved parties. The decision of the committee is considered final and further appeals within the scope of this procedure are not available. A dissatisfied party has the right to initiate legal action if they so choose.

The District shall not intervene in any such internal disputes without the consent of the Steering Committee of the school and shall refer any complaints or reports regarding such disputes to the Steering Committee/or administrator of the school for resolution pursuant to the school’s policies.

The District agrees not to intervene or become involved in any dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Steering Committee of the school has requested the District to intervene in the dispute.

Disputes between the School and the Charter-Granting Agency

Ideally, disagreements will be resolved at the lowest possible level. **A process for addressing disputes that do not relate to possible revocation or the audit shall be set forth in the MOU.**

Oversight, Reporting, Revocation, and Renewal

The Pacific Union School District may inspect or observe any part of the school at any time. If the governing body of the District believes it has cause to revoke this charter, it is understood that provisions of the Education Code will apply.

XVII. Labor Relations

Trillium Charter School declares that it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act, consistent with Education Code Section 47605(c)(6).

XVIII. School Closure Protocol

Should Trillium Charter School close, the following procedures will be followed to ensure an orderly changeover:

1. All school closure protocol will be handled by the school administrator or administrator designee.
2. If possible, staff will be given at least 75 calendar days notice of the closing.

3. If possible, parents and students will be given at least 60 calendar days notice of the closing, and will be provided with information about their attendance alternatives.
4. Should the School close mid-term, Trillium Charter School staff will work cooperatively with parents/guardians and local school districts to place students in appropriate schools and to provide the names, addresses and districts of residence for further contact.
5. Trillium's administrator or administrator designee will collect, organize, and submit all student records to the County and/or the School that receives the students at least 30 days prior to the schools closure.
6. Trillium's administrator will transfer and maintain all personnel records in accordance with applicable law.
7. A copy of all relevant student records, transcripts, progress reports, IEPs, etc. will be provided to parents/guardians at no cost.
8. Annual reports required by the CDE will be completed and filed.
9. An independent auditor, approved by the County, will be hired to perform a final audit of the School's finances and determine the extent of liabilities of the School. These services will be paid for by the Charter School.
10. All properties of the school will be catalogued.
11. The Charter School will pay down all liabilities, including all fees related to closure, and transfer all remaining assets, if allowable by law, to Pacific Union School District.
12. Trillium's administrator will provide a report to the Pacific Union School District Superintendent within 60 days that all annual reports and reports related to closure have been submitted.