

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, 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 series of supporting studies, such as art education, nature studies, music, drama and theatre, world languages, and computer fluency. This rich environment serves as a strong foundation for students' life-long learning, and allows ongoing opportunities to develop unique talents, self-motivation, and overall competency.

Trillium Charter School is non-sectarian in its programs, admission policies, employment practices and all other operations, does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability, or any other characteristic that is contained within Education Code 220.

II. Educational Philosophy

a. Who will Trillium Charter School educate?

Trillium Charter School will enroll up to forty-five students in Transitional Kindergarten (TK) through fifth grade. 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 Charter School community supports the belief that an educated person in the 21st century is a critical thinker who is socially adaptable, environmentally aware, and community oriented. In addition, an educated person has knowledge and understanding of many cultures, languages, and traditions. Finally, the Trillium Charter School community believes that an educated person in the 21st century has the technological proficiency to navigate through 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 viewed as active participants in each child’s education and are partners in student’s 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
- Student input is valued

III. Educational Program

The goal of the curriculum and instructional framework is to provide a clear school vision that supports standards and assessment, and demonstrates accountability by showing an increase in student achievement and school success. 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, experiments, and presentations. All grade-level benchmarks follow the guidelines as outlined in the California State Content Standards. Trillium Charter School will implement California Common Core Standards as directed by the California Department of Education.

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

- a) Community and Business Partnerships**
- b) Differentiated Instruction**
- c) Multi-age Grouping**
- d) Low Student-Teacher Ratio**

- a. **Partnerships:** Trillium Charter School will 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 many entities (parents, community, and businesses) in a shared commitment for student success. Additionally, students will be given opportunities to improve their community through service-learning projects, such as:

1. Food drives for needy families
2. Beach clean-up
3. Assisting the elderly
4. Community garden work days
5. Work at local food bank (5th grade only)

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 student's ability or 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, but will be 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 or 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. **Cross-Age Tutoring (Buddies):** 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. 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. This practice reinforces our school values, and provides students with significant character building experience.

- d. **Low Teacher Student Ratio:** Trillium Charter School will maintain an average teacher student ratio that does not exceed 1:20 in grades T-K through 5. Grades K through 3 will contain classes of no more than 20 students, and will have an additional classroom aide no less than half of their instructional time. This ratio does not necessarily pertain to non-core subjects. 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 with the student, parent/guardian, and administrator to develop a greater understanding of student needs and resources available. Students may be recommended for tutoring with qualified paraprofessionals, acceleration of core subject coaching throughout the day, or increased practice outside of school on core academic skills.

Plan for Students who are Academically High Achieving: High achieving students will have the opportunity to challenge themselves with larger, more complex projects and assignments upon request with approval from classroom teachers.

Plan for Special Education: Trillium Charter School shall not deny or discourage any student from enrollment due to a disability. Trillium Charter School will comply with all provisions of state and federal law and 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. Additional details of special education funding will be articulated in the Memorandum of Understanding.

Independent Study: Trillium Charter School is a classroom-based program. Under special circumstances, parents or guardians may request independent study status for extended absence due to illness, travel, or unusual circumstances for up to thirty consecutive days. Parents or guardians must request independent study in writing, no less than three days in advance.

IV. Measurable Pupil Outcomes

The following exit outcomes are aligned with the California State Standards and with the mission of Trillium Charter School to prepare students for middle and high school success. In order to graduate from Trillium Charter School, students will master content (what is required by the State to know) and performance (what students should be able to do) standards in core academic areas. Trillium Charter School graduates will also be able to demonstrate proficiency for non-core content and performance standards.

Students in Special Education will meet 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 be able to 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 be able to apply vocal and/or instrumental musical skills in performing a varied repertoire of musical compositions, arrangements, and improvisations.
- 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.

Formal assessment of student progress will occur at least bi-annually. 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.

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 progress without altering the intent to the curriculum.

Core and non-core performance will be evaluated and reported bi-annually to parents based on grade-level performance, with separate rubrics for reading, writing, speaking, listening, number sense and operations, algebraic concepts, geometry and measurement, reasoning and problem solving, science, social studies, multicurricula, social development, and citizenship. The descriptive words chosen to assess the previous categories are: “beginning stages”, “gaining skills”, “working independently”, and “mastery of skill”.

Performance-based portfolios are used to record and assess student progress 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.

Assessment shows that the student has met the curricular objectives and standards. 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, extended projects, the Fry Oral Reading and San Diego Quick assessment reading placement test.

Standardized Testing and Reporting: Established in 1997, the Standardized Testing and Reporting (STAR) program requires that all public school districts in California administer a single standardized test, designated by the State Board of Education, to all students in grades 2 through 11. Trillium Charter School will administer the most current version of the designated tests to assess basic skills in reading, spelling, writing, and mathematics as well as science in grade 5. Previous year STAR 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 STAR test results.

Trillium Charter School will aim to increase the Academic Performance Indicator (API) continuously by at least the amount required by the state and No Child Left Behind (NCLB), keeping in mind that “group statistics based on fewer than 10 students are considered unreliable and should be interpreted with caution” as stated in the California Report for Teachers. Trillium’s staff will continue to utilize meaningful assessments in conjunction with standardized test scores to gauge accurate student progress within small test groups.

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 five parent representatives elected by the Charter School community and Trillium’s administrator. Additionally, at least one teacher will be available to consult but not vote with the Committee to represent the entire teaching staff. When available, one community member. A district representative may serve as a non-voting 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 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 operation 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 through active staff-parent communication. Committees created by the Committee are subject to the Brown Act. Possible committees may include, but are not limited to:

- School Site Council
- Public Education and Outreach
- 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 ethnicity, national origin, age, gender or 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 TB tests, be fingerprinted, and have background checks conducted before employment.

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

“Teachers in charter schools shall be required to 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. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislation that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Trillium Charter School will retain or employ a certificated teaching staff that holds appropriate California Multiple Subjects Teaching Credentials issued by the California Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science and social studies. These 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.

Trillium Charter School will require all teachers of core academic subjects to satisfy requirements for “highly qualified teachers” as defined by the State Board of Education (20 USC 6319) and the No Child Left Behind Act (cf. 4112.24). Teachers must be Cross-cultural Language and Academic Development (CLAD) certified.

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 subjects staff teaching subjects such as foreign language, music or drama, but do not teach the core curriculum. These teachers are not bound by credential requirements, but must be supervised by a credentialed teacher. They will, however, possess an appropriate mix of subject matter expertise, professional experience and demonstrated 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 or 2 years of college courses.

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 and staff 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
- A policy that the School will be housed in facilities that have received state or local Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard
- 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

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. These policies will be provided to the District prior to August 1, 2013.

XI. Means to Achieve Racial/Ethnic Balance Reflective of District

Trillium Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance 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 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, and interest groups represented in the district.
- Applicable promotional and informational materials for recruitment will be translated into languages reflective of the languages spoken in the district and the County.

XII. Admission Requirements

1. A priority enrollment period for returning students and their siblings will be from January 1-31. Enrollment forms must be returned by January 31 to secure a space for the following school year.
2. An open enrollment period will follow, and interested families will be given enrollment packets as requested. Parents will be required to complete and return an enrollment package, including birth and immunization verification, to apply for a space for their child(ren). Application for enrollment will not be considered final without completed enrollment forms. If the number of applicants exceeds the available spaces during this period, all interested students will be placed on an application list and enrollment will be chosen by a random lottery subject to ranking as outlined in this section. The deadline for all enrollment applications is 5:00 PM on the last business day in February.
3. On the first business day in March, all students on Trillium’s application list will be counted and sorted by grade for the purpose of a random lottery. Students will be enrolled or placed on the waiting list as a result of the lottery. Families will be notified of their enrollment status, and will be contacted as space becomes available. 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. Capacity is considered to be 20 students for each class consisting of grades T-K-3. 4-5 grade student numbers are limited by availability. Maximum enrollment will not exceed 45 total students. Class structure is subject to change according to enrollment.
5. In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be enrolled and shall be considered an “existing Charter School student” for purposes of this procedure.
6. In the event that the number of enrollment applications exceeds capacity at any grade level, a random public lottery will be held on the first business day in March at the Trillium Charter School and will be witnessed by a third party selected by the administrator. Notes will also be taken. 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 for each grade will be determined in stages until capacity is met pursuant to the preferences listed. The order of the stages is:
 1. Existing Charter School students
 2. Siblings of existing Charter School students
 3. Residents of the District
 4. All other enrollees

- c. Enrollment forms for each grade level will be separated into piles according to their stage/group and will be counted and numbered. If the number of enrollment forms in each stage would not exceed the grade's capacity, all students applying for enrollment in that stage will be enrolled and shall be considered an "existing Charter School student." When a stage is reached where the number of enrollment forms would exceed the grade's remaining capacity, the matching numbers assigned to the enrollment forms in that stage will be put on identical pieces of paper and drawn until capacity is reached. A student whose enrollment form number is drawn will be enrolled and shall be considered an "existing Charter School student."
 - d. 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 for students with completed applications (enrollment forms will be redistributed into stages as necessary to account for any student who may now be a sibling of an existing student, using an identical method of placing the numbers assigned to enrollment forms on identical paper by stage and drawing them until all enrollment forms have been ordered and placed on the waiting list.) Students with incomplete application packets will be placed on the waiting list in order received after lottery is complete.
7. On the first business day in March, enrollment or waiting list confirmations will be mailed or emailed to parents/guardians.
8. Waiting lists will be maintained for the current enrollment year only. 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 grade 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 accepted into the school as space become available and enrolls
 - 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 to the first name on the waiting list for that grade level if a list exists for that grade. The notification will be mailed to the address or email address on the enrollment form. 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. Accept the available slot within 5 business 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 the Charter School does not receive a response within 5 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 enroll and begin attendance within 7 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 list and the above procedure will continue until either the slot is filled or the waiting list is exhausted. 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 but are age eligible for Transitional Kindergarten (TK) will be enrolled in TK. Parents of students admitted to Trillium Charter School will be asked to sign an educational agreement with their child's teacher in order to introduce Trillium's values and behavioral standards, outline the expectations(?) of parents and students, and clearly state the process for discipline/dispute resolution as outlined in the charter.
16. Students applying for enrollment who have been expelled will require special consideration by Trillium's staff and Steering Committee. The available resources will be assessed and a behavioral plan will be developed, if accepted.
17. Students will be considered for admission without regard to ethnicity, national origin, gender or disability or other characteristic as defined by CA Education Code 220.

XIII. Attendance Alternatives

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

XIV. Financial and Programmatic Audit

Financial Audit: Trillium Charter School will participate in the annual financial audit of the Pacific Union School District conducted by the independent auditors selected by the District until such time that separate audits may be accomplished. 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

Disciplinary Practices: All students will be expected to follow the same behavioral guidelines at school. Students will have the opportunity to participate in the forming of classroom rules and consequences at the start of each school year. Staff members will follow the School guidelines: Remind, Redirect, Refer for all students violating behavioral guidelines. Interpersonal conflicts between classmates will be resolved using conflict resolution strategies whenever possible. Excessive need for redirection or severe behavior violations will automatically accelerate students to higher levels of discipline.

Students who violate school behavioral rules and policies may be subject to:

1. Warning
2. Loss of privileges
3. Conflict resolution
4. Referral to administrator
5. Notice to parent by telephone or letter
6. Request for parent conferences or Student Study Team meeting
7. Behavior Contracts
8. Suspension
8. Expulsion

Procedures for Suspension/Expulsion: A comprehensive and well accepted 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. This applies to all activities that are school related, including off-campus trips and travel to and from school. 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 if supervision is available. 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 the development of a behavior management plan designed specifically for their student as part of a parent/staff student study team.
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 48900-48925. This is partial list of grounds for suspension:

1. Unlawfully possessing, using, selling or otherwise furnishing or being under the influence of any controlled substance (as defined in 11007 of the Health and Safety Code) alcoholic beverage or intoxicant of any kind
2. Stealing or attempting to steal either school or private property, or knowingly receiving stolen school or private property
3. Possessing or using tobacco or tobacco products on school premises
4. Committing an obscene act or engaging in habitual profanity or vulgarity
5. Causing, attempting to cause, or threatening to cause physical injury to another person or themselves
6. Caused, attempted to cause, or participated in an act of hate violence or bullying
7. Disrupting school activities or otherwise defying the valid authority of supervisors, teachers or other school personnel
8. Willfully damaging or vandalizing to either school or private property

The above list is not exhaustive and, depending upon the offense, a student may be suspended or expelled for misconduct not specified above. 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 disrupt the instructional process.

Procedures for Suspension:

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 student will be informed of the reason for the disciplinary action and the evidence against him or her. 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 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 to discuss the causes and duration of the suspension.
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. The appeal will be expeditiously reviewed with the parent/guardian and/or the student in question. 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.

Trillium's staff reserves the right to administer appropriate, alternative consequences for offenses that could warrant suspension if extenuating circumstances deem alternative action a more suitable consequence. 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.

A student recommended for expulsion is entitled to a hearing 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 would include teachers or administrators from outside the charter school.

Written notice of the hearing will be forwarded to the student's parent/guardian at least five (5) calendar days prior to the hearing date. 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 by the Steering Committee to expel, shall send written notice of the decision to expel to the student's parent/guardian. This notice shall include the following:

- 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

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

- Student's name
- Specific offense committed by the student

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. 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 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 policies and processes developed by the school.

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.

The Steering Committee is responsible for the timely resolution of disagreements and the redress procedure; however, authority for the process is routinely delegated as described below.

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 shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

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.