



**PLACER COUNTY PATHWAYS  
CHARTER SCHOOL**

**Petition Renewal Submitted to the  
Placer County Board of Education Request for  
Five-Year Term**

**June 30, 2017 to July 1, 2022**

Updated 5/9/2019

## TABLE OF CONTENTS

I	Introduction	3
II	Element 1: Description of the Educational Program	4
III	Element 2: Measurable Student Outcomes	13
IV	State Priority #1 – Basic Services	17
V	State Priority #2 – Implementation of Common Core State Standards	17
VI	State Priority #3 – Parental Involvement	18
VII	State Priority #4 – Student Achievement	19
VIII	State Priority #5 – Student Engagement	20
IX	State Priority #6 – School Climate	21
X	State Priority #7 – Course Access	22
XI	State Priority #8 – Other Student Outcomes	24
XII	Element 3: Method by Which Student Outcomes Will Be Measured	25
XIII	Element 4: Governance	28
XIV	Element 5: Employee Qualifications	29
XV	Element 6: Health and Safety	31
XVI	Element 7: Racial and Ethnic Balance	32
XVII	Element 8: Admission Requirements	33
XVIII	Element 9: Financial Audits	37
XIX	Element 10: Student Suspensions and Expulsions	37
XX	Element 11: Staff Retirement	38
XXI	Element 12: Public School Attendance Alternatives	38
XXII	Element 13: Employee Rights	38
XXIII	Element 14: Dispute Resolution	40
XXIV	Element 15: Employer Status and Collective Bargaining	40
XXV	Element 16: School Closing Protocol	41
XXVI	Attachment A1: CARE Community Action for Responsive Education	42
XXVII	Attachment A2: A Parent’s Guide to Pathways iCARE	44
XXVIII	Attachment A3: Student Services Student Handbook	46

XXIX	Attachment A4: Annual Parent Notice	66
XXX	Attachment B: Local Control and Accountability Plan	78
XXXI	Attachment C: School Accountability Report Card	127
XXXII	Attachment D1: Student Discipline Policies and Procedures	140
XXXIII	Attachment D2: Student Discipline Policies and Procedures	157
XXXIV	Attachment D3: Student Discipline Policies and Procedures	158
XXXV	Attachment E: Dispute Resolution	161

## **INTRODUCTION**

Petitioners hereby submit the following petition to the Placer County Board of Education for the renewal of the Placer County Pathways Charter School (also referred to herein as “Pathways,” “Pathways Charter School” and “Charter School”), a county community school charter to be operated by the Placer County Office of Education (“PCOE”).

California law supports and encourages the creation of charter schools for a variety of purposes. The Placer County Pathways Charter will continue to fulfill the intent for the creation of charter schools under the Charter Schools Act by, among other things, providing expanded learning options through innovative teaching methods for students who need or desire a non-traditional approach to learning.

A significant number of parents in Placer County are choosing to educate their children through independent study programs. Pathways will provide a variety of strong independent study components including online courses, as well as a wide variety of other curricula for independent study. We believe the independent study portion of the Pathways Charter will serve as another educational option for students in Placer County, including those who are independent learners and divergent thinkers and enjoy learning autonomously. Parents of these students often seek alternatives for their children that provide unique opportunities which are not available in traditional schools.

There is also a need for educational options for students in Placer County who are not as successful in traditional school settings. Pathways students will complete a program of study with viable educational and career options that are relevant to their interests and future plans. Pathways programs are designed to provide a choice for parents of any student whose learning needs require a different approach.

### **Term of Charter**

The term of this charter will begin on July 1, 2017 and end on June 30, 2022.

### **Amendment of the Charter:**

When considering changes to the Pathways Charter, the Placer County Superintendent of Schools (“County Superintendent”) will determine if the proposal constitutes a material change. Material revisions to the Charter require approval by the Placer County Board of Education (“Board”).

## **ELEMENT 1: Description of the Educational Program**

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

### **A. The Students that Charter School Proposes to Serve**

The Placer County Pathways Charter School is located at multiple sites in Placer County, California. As a Placer County Office of Education school, Pathways serves students in grades Transitional Kindergarten through twelve (TK-12) and anticipates that it will serve 225-250 students during the 2016-2017 school year and increase enrollment by two or three percent each year of the new term. Students who have been expelled will be accepted on a case by case basis.

### **Student Enrollment by Grade**

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
13	12	13	16	19	18	29	21	23	27	12	11	11

The Pathways Charter School serves students in multiple categories:

1. iLearn Academy—an Independent Study program which serves families with children in grades K-8 who prefer to educate their children at home or in a home/school hybrid program. Pathways maintains a core belief that independent study is a viable educational alternative. Students of all ability levels may thrive in independent study, mainly due to two strong components: (1) one-to-one instruction and (2) high parent involvement, both at their maximum in a home study environment. iLearn teachers meaningfully collaborate with parents and students to provide a rigorous, common core standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to on-line learning, on-site enrichment classes, field trips, and school-wide events to promote community and connections with others.
2. Community Action for Responsive Education (CARE)—a County Community School program serving sixth through ninth grade students (6-9) offered in partnership with identified middle schools and high schools in Placer County (Attachment A1). Schools that host CARE classes implement comprehensive Response to Intervention including Positive Behavior Intervention and Support (PBIS).

CARE classes are operated on school district campuses pursuant to written agreement between the school district and PCOE. CARE classes provide a small, self-contained setting with individual student attention as part of the district school’s comprehensive

Multi-Tiered System of Supports (MTSS). These students are typically at-risk for failure based on poor academic achievement, truancy or poor behavior and agree to an informal relationship with the Placer Probation Department Diversion Program.

Parents of CARE students must agree to have their children participate in the program. CARE teachers provide core instruction aligned to the local school's curriculum, and students attend other classes for electives at their local school, PE and some other courses as they are able; and all students have access to local school extracurricular activities including athletics and social activities. Students are only enrolled in a CARE class on a district campus with the permission of the host school district and the host school.

3. Intensive CARE (iCARE)—a County Community School program serving seventh through twelfth (7-12) graders who are probation referred, expelled or voluntarily placed by parent, probation and/or local school agreement (Attachment A2). Intensive CARE classes provide a small setting with individualized student attention. Students have access to Career Technical Education classes as they make progress toward their learning goals. Career Technical Education programs and services are a key component of the 9-12 portion of the Intensive Care program. These high school classes offer an integrated curricula for students who thrive with experiential learning and want a strong career focus. Classes are highly engaging, incorporate job skills, and prepare students for specific career pathways and/or two-year, community college entrance. Career Technical Education instruction teaches students to apply the academic skills that are taught and tested in the new Common Core State Standards to real world situations. Students can make a successful transition from school to adult life if they have developed college and career readiness skills that will create viable options upon graduation. Intensive Care includes robust Career and Technical Education pathways in partnership with the Placer County Office of Education Career Technical Education Program. Both academic and CTE instructors work to integrate standards and provide real world application to develop relevant learning. Students develop a portfolio of school work, a working resume and references. iCARE may also provide a voluntary independent study option for students who are probation referred, expelled or voluntarily placed by parent.
4. Intensive CARE Come Back Program (iCARE Come Back Program) – An independent study program specifically designed to address the academic needs of students 17 through adult who have not completed high school and wish to obtain a high school diploma (revision approved on 07/12/2018).

iCARE Come Back Program reaches students who have “dropped out” or are not currently enrolled in any school or who face particular challenges, such as health issues or the need to work, that make daily attendance difficult, educates students who have fallen behind in their studies, provides opportunities and resources to increase career/workforce readiness skills, provides individualized instruction and assists

students in achieving a high school diploma (revision approved on 07/12/2018).

Pathways Charter School produces a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education (Attachment B). Pursuant to Education Code Section 47606.5, the LCAP is updated annually, including the goals and annual actions identified below. Pathways shall submit the LCAP to the Placer County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Pathways Charter School complies with all requirements pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060. Please refer to the table in Element 2: Measurable Pupil Outcomes, for the school wide goals for relevant sub-groups and corresponding assessments. In order to reduce redundancy the table in Element 2 incorporates goals, actions, measurable outcomes and method of measurement in a single table.

## **B. Mission**

The mission of the Placer County Pathways Charter is to provide positive educational programs for students and families and to increase student achievement through rigorous and meaningful instruction to all students. We believe that learning occurs when new knowledge is presented in ways that honor what students already know and connect to their interests and career goals.

## **Educational Vision**

The current and future economy requires that our students be adaptive, technically adept learners and thinkers. For some students this will be accomplished through independent study that allows the students to explore their interests while mastering standards that will prepare them for college and career. For other students this will be accomplished through instruction that is hands-on, highly relevant to career interests and requires the application of skills to real world problems. Pathways envisions a school that offers a variety of instructional approaches to meet the academic and social needs of students who need or prefer a non-traditional school setting.

Pathways programs are based on the educational needs of the following student profiles:

iLearn Independent Study	Students in grades TK-8 whose families commit to guide their child’s learning; ensure assignments are completed, progress is monitored, and have their child participate in additional instruction or intervention if needed for academic success.
CARE-District Campuses	Students in grades 6-9 from schools and districts that agree to

	host a CARE class as part of a comprehensive intervention system. These students are typically at-risk for failure based on poor academic achievement, truancy or poor behavior and agree to an informal relationship with the Placer Probation Department Diversion Program.
Intensive CARE	Students in grades 7-12 who are considered at-risk due to probation status, chronic truancy, expulsion or who have needs or circumstances which are better served in a specialized setting. These students/parents agree to an informal relationship with the Placer Probation Department; or these students may be on formal probation.
Intensive CARE Come Back Program	An independent study program specifically designed to address the academic needs of students 17 through adult who have not completed high school and who wish to obtain a high school diploma (revision approved on 07/12/2018).

**C. Proposed Curriculum and Instructional Programs**

The Placer County Pathways Charter utilizes approaches that are researched-based and aligned to the Common Core State Standards (CCSS).

Each program within Pathways has its own instructional design, but all programs share the following common core commitments:

- o Learning occurs when students clearly understand the targets and can monitor their own progress toward these clear goals.
- o Learning must be engaging and meaningful to students, and lessons must be presented in ways that connect to real world experiences.
- o Students learn at different paces and need additional time and support to excel.
- o All Pathways teachers will work interdependently as part of Professional Learning.
- o Communities with a focus on high levels of learning for all students.

The following basic learning environments and instructional approaches are provided for the following programs:

1. iLearn Academy—follows an Independent Study model. The iLearn focus is to facilitate each student’s academic growth, ability to work cooperatively with others, and a desire to be life-long learners. The 100% home-school credentialed teachers meet with families weekly/biweekly to review student work and create a lesson plan for the following instructional period. The hybrid credentialed teachers create a lesson

plan for the designated instructional period and review student work. The parent or guardian provides instruction, monitors progress, and ensures that all assignments are completed by the designated due date. Regular assessment of student progress are accomplished through frequent formative assessments given by iLearn teachers, and summative assessments are given annually. Students must complete assignments, maintain their scheduled appointments/attend the hybrid academic days and progress academically in order to remain in the independent study program. Ongoing hands-on enrichment courses is provided throughout the school year, as well as numerous opportunities for interaction such as field trips, plays, musical productions, family science camp and other activities to promote connections and a sense of community. The iLearn Academy is located in Auburn (IS and hybrid) and Rocklin (IS) (revision pending approval on 5/9/2019).

2. CARE (On School District Campuses)—follows a County Community School model and is offered to at-risk students in partnership with Probation and identified middle schools and high schools in Placer County. CARE classes provide a small, self-contained setting for students whose parents agree they need additional support to be successful in school. The CARE program provides a high level of structure and academic support and is one aspect of a larger Multi-Tiered System of Supports provided by the host school/district. CARE teachers teach core subjects and students are integrated into the school campus to participate in electives, PE and other courses as appropriate to each student’s individual needs. Instructional strategies that promote high student engagement are consistently used, and teachers use techniques to involve students in monitoring their own academic progress. The CARE program is currently located at Lincoln High School in the Western Placer Unified School District.
3. Intensive CARE (iCARE)—follows a County Community School model and serves seventh through twelfth grade students who have been referred from their local district due to truancy, or expulsion. Students may also be referred to iCARE through Placer County Probation or voluntarily enrolled by parents. Students have access to CTE opportunities, advanced technology, and other activities based on their individual progress. Teachers use state adopted and standards-aligned curricula. Instructional strategies that promote high student engagement are consistently used, and teachers use a wide range of formative assessments and other strategies to involve students in monitoring their own academic progress. Teachers design key instructional units that cover essential CCSS and provide opportunities for real world application through technology, career connections, and project-based learning. iCARE staff work closely with school district partners to prepare students for a smooth transition back to their schools of residence when appropriate. The iCARE school based program is located at the PCOE Seavey Center in Rocklin.

Career Technical Education programs and services are provided to iCARE students who are ready to participate in an integrated academic and career technical education. iCARE integrates career technical education into core classes and provides access to CTE classes for students who demonstrate readiness.

The iCARE Independent Study option follows an Independent Study model and

utilizes a web-based learning platform. The iCARE Independent Study program serves seventh through twelfth grade students who have been referred from their local district due to expulsion. Students may also be referred to iCARE Independent Study through Placer County Probation or voluntarily enrolled by parents. Each student/teacher develops an Individual Learning Plan (ILP). The focus of the ILP is the facilitation of each student's academic growth in order to support progress toward earning a high school diploma. Credentialed teachers meet with the student/parent weekly to review student work and create a lesson plan for the following instructional period. The teacher provides instruction, monitors progress, and ensures that all assignments are completed by the designated due date. Students must complete assignments, maintain their scheduled appointments and progress academically in order to remain in the independent study program. The iCARE Independent Study option will be located in Rocklin and Auburn.

The instructional program for ninth through twelfth grade students in the iCARE program or the iCARE Independent Study option includes the minimum courses for high school graduation in Placer County. Students at each grade level complete English courses that meet ninth through twelfth grade standards and focus on the application of English skills to various careers. The 9-12 course of study includes an Integrated I course aligned to the CCSS and two additional math courses aligned to CCSS. Math courses are offered which integrate CTE content (e.g. programming and robotics). All students take at least two years of science. All students take three years of social science including U.S. History, World History, and Government/Economics. Students also take one year of foreign language or arts and two years of physical education.

iCARE Come Back Program (Ages 17 through adult)—follows an independent study model and utilizes a web-based learning platform. Each student develops an Individual Learning Plan (ILP). The focus of the ILP is the facilitation of each student's academic growth in order to support progress toward earning a high school diploma. Credentialed teachers meet with adult students weekly to review student work and create a lesson plan for the following instructional period. The teacher provides instruction, monitors progress, and ensures that all assignments are completed by the designated due date. Students must complete assignments, maintain their scheduled appointments and progress academically in order to remain in the independent study program. The iCARE Come Back Program will be located in Rocklin and Auburn (revision approved on 07/12/2018).

The instructional program for adult students includes the minimum courses for a high school diploma. Students must complete English courses that meet ninth through twelfth grade standards. The 9-12 course of study includes an Integrated I course aligned to the CCSS and two additional math courses aligned to CCSS. All students take at least two years of science. All students take three years of social science including U.S. History, World History, and Government/Economics. All students also must take one year of foreign language or arts and two years of physical education.

Pathways will not request charter school facilities under Proposition 39 from any school district for any of its programs.

**Instructional Minutes**

Pathways Charter School meets and/or exceeds the minimum number of annual minutes by grade level as required by the Education Code. Exceeding the requirements for charter schools, the following number of instructional minutes are provided for students in each program on an annual basis. In some cases, opportunities for extended learning is provided before and after the traditional school day.

iLearn Independent Study	180 minutes per day for kindergartners, 240 minutes per day for grades 1-12 for 180 days per year, with attendance credit based on work completion in accordance with the Independent Study Master Agreement and PCOE Policy.
CARE-District campuses	Calendar and daily instructional minutes are based on the host school. Annual instructional minutes are not less than 54,000 minutes per year for grades 4-8 and not less than 64,800 minutes per year for grade 9. Additional instruction may be provided which extends the day and/or the year.
Intensive CARE	Annual instructional minutes are not less than 54,000 minutes per year. Additional instruction may be provided which extends the day and/or the year.
Intensive CARE Independent Study	180 days per year, with attendance credit based on work completion in accordance with the Independent Study Master Agreement and PCOE Policy.
Intensive CARE Come Back Program	180 days per year, with attendance credit based on work completion in accordance with the Independent Study Master Agreement and PCOE Policy (revision approved on 07/12/2018).

**D. Meeting the Needs of All Students**

1. English Language Learners - Pathway Charter School’s English Learner program is a charter-wide, inclusive program. English Language Learners are identified via the Home Language Survey given to all students. Any student whose parent/guardian notes a second language on questions one, two, or three of the Home Language Survey shall be further investigated to determine language designation. If there is no evidence of reclassification (or no evidence that the student was designated as Initial Fluent English Proficient [IFEP]) then the California English Language Development Test (CELDT) shall be administered within the state-mandated time frame (within 30 days of enrollment for initial testing or by October 31st for annual testing). English learners are tested annually until they are reclassified fluent English proficient per Placer County Office of Education’s Reclassification Criteria. English Language Development is provided to all English learners, with instruction based on, or just slightly above, their CELDT level. Differentiated learning and extended instruction

provides opportunities for English learners to receive accelerated instruction to build and reinforce English proficiency and academic learning. Teachers provide both designated and integrated ELD instruction that is aligned to the ELD framework and California standards throughout the day across all content areas. Language instruction for English learners includes intensive instruction in expository writing, academic vocabulary, structured oral language, and discrete literacy skills. The iLearn program adopted McGraw Hill “Wonders” curriculum for 2017/2018 which includes specific supports that align with the CA ELD Standards. Each unit and each lesson includes teacher supports for integrated instruction and designated instruction. Teachers will be receiving professional development to best utilize the differentiation strategies to support students who are dual language learners. In addition, ELs have access to core instruction. California content standards are addressed through the use of Specially Designated Academic Instruction in English (SDAIE) methods by scaffolding content, process, and products as needed.

All English learners are instructed by appropriately credentialed teachers using CLAD and SDAIE strategies according to their English Language Development level. English learners participate in standardized tests in English and may be tested in their primary language if appropriate to measure learning. Special Education English learners are assessed to receive services which addresses both their language and academic needs.

2. High Achieving Students--Teachers extend the depth and complexity of the core curriculum for students who demonstrate proficiency with the CCSS. Students have the opportunity to learn in different ways and extend their knowledge through activities and projects. The emphasis on teaching students to monitor their own learning and a focus on the skills needed for the current and future economy, such as analysis, application, evaluation, and creative thinking, will support high achieving students and give them many options for demonstrating their growth and proficiency.

Formative and summative assessments are used to determine student progress, measure depth and complexity of understanding and to inform instruction. In-depth analysis of formative assessment data allows teachers to determine areas of strength for each student and areas for extended learning. Students are given opportunities to accelerate their learning through web-based instruction, project-based learning and opportunities for inquiry and research.

3. Low Achieving Students--Teachers use instructional strategies for engagement, direct instruction and to check for understanding that has been found to be highly effective, especially with traditionally low achieving students. Teachers carefully and regularly monitor student progress, through the use of formative assessments, to determine whether students are successfully mastering essential learning outcomes. Formative assessment results from student work, teacher generated assessments, and teacher observation informs site-based intervention teams who determine which multi-tiered supports are needed to ensure each student's academic and social-emotional success. Each school site provides a multi-tiered system of supports than can be accessed based on student need.

4. Special Education--Pathways functions as a “public school of the County Office of Education” for purposes of Education Code section 47646 and the Individuals with Disabilities Education Act (“IDEA”) during the term of this charter. PCOE shall retain all special education funding generated from Pathways Charter School enrollment. Pathways shall pay its equitable share of PCOE’s unfunded special education costs.

PCOE shall determine how the special education and related services are to be provided. Pathways will comply with PCOE policy and practice with respect to the provision of special education and related services. Pathways will support the PCOE’s implementation of special education and related services and will make facilities available to all programs in a manner consistent with the PCOE’s need to provide services to all eligible students. Students who are experiencing academic and social-emotional challenges will be referred to the Student Intervention Team. The Student Intervention Team may recommend a Student Study Team Meeting or an assessment to determine if the student is eligible for special education.

PCOE shall implement all aspects of uniform complaint procedure for special education. PCOE shall, whenever necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, PCOE shall, with the cooperation of Pathways, prepare its defense and/or pursue settlement.

Pathways complies with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the *Rehabilitation Act* (“Section 504”), the *Americans with Disabilities Act* (“ADA”) and the IDEA.

Pathways agrees to adhere to the policies, procedures and requirements of the Placer County Special Education Local Plan Area (SELPA) for special education in which the PCOE operates for special education purposes as a public school of the PCOE.

5. Section 504/ADA--PCOE is responsible for Pathways’ compliance with Section 504 and the ADA and Pathways shall comply with PCOE policy and practice. All facilities of the Charter School are accessible for all students with disabilities in accordance with the ADA.
6. Socio-Economically Disadvantaged Students--Socio-economically disadvantaged students receive academic support as needed. Students’ basic needs are supported through PCOE staff and resources for homeless, foster youth, and Title I services, including but not limited to school supplies and access to county health and human services resources. Formative and summative assessments are used to determine student progress, measure depth and complexity of understanding and to inform instruction. In-depth analysis of formative assessment data allows teachers to determine areas of strength and need and opportunities for acceleration of coursework are provided.

## **E. Transferability of Charter School's High School Courses**

Per AB 1994, all A-G courses are transferable to colleges/universities or other public schools, and parent notification regarding transferability for all courses offered are included in enrollment materials, student recruitment materials, and on published course offerings. The academic counselor provides multiple opportunities to parents, guardians and students to meet in order to discuss graduation requirements, college and career readiness and the transferability of A-G coursework.

### **Accreditation**

Pathways iCARE earned initial accreditation by the Western Association of Schools and Colleges (WASC) during the 2015-2016 school year.

## **ELEMENT 2: Measurable Student Outcomes**

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

### **A. Measurable Student Outcomes**

Overarching Outcomes for all programs in the Placer County Pathways Charter School are based on 21<sup>st</sup> Century Skills. Pathways is committed to ensuring that each student progresses in academic skills, learning and innovation skills, life and career skills, and technology skills. Students will demonstrate self-motivation, competence, and the ability to be a lifelong learner. Pathways students will demonstrate proficiency in the following areas:

#### **Academic Outcomes**

Students will:

- Demonstrate proficiency in English Language Arts, Mathematics, Social Science, and Science in alignment with the CCSS Next Generation Science Standards (NGSS).
- Demonstrate progress that is on track toward next grade promotion and graduation.
- Demonstrate study skills, research skills, and personal learning strategies.
- Demonstrate the ability to plan, initiate and execute a project.
- Demonstrate the ability to reflect, monitor and evaluate their own learning.

## **Learning and Innovation Skills**

Students will:

- Value contributions of others, compromise to accomplish a common goal and assume shared responsibility for collaborative work.
- Create, analyze and evaluate new ideas.
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Effectively analyze, interpret, and evaluate evidence, arguments, claims and beliefs.
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

## **Life and Career Skills**

Students will:

- Acquire and apply developmental assets to home, school and community.
- Demonstrate perseverance.
- Demonstrate a sense of responsibility and efficacy.
- Demonstrate initiative and self-direction.
- Demonstrate social competency.
- Exhibit outstanding attendance and punctuality.
- Complete assignments on time with high quality.

## **Technology Skills**

Students will:

- Demonstrate and apply skills in modern technologies that reflect real world contexts.
- Access information efficiently (time) and effectively (sources).
- Evaluate and use information critically and competently.

## **Career Ready**

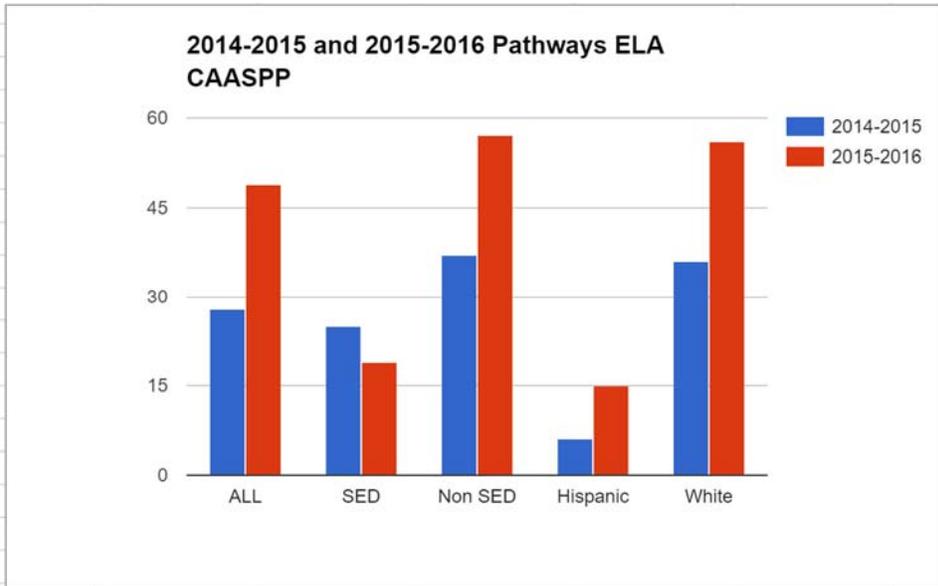
Students will:

- Demonstrate a strong work ethic and effective time management skills.
- Perform professionally as individuals and as a team member.
- Use appropriate business etiquette and protocols.

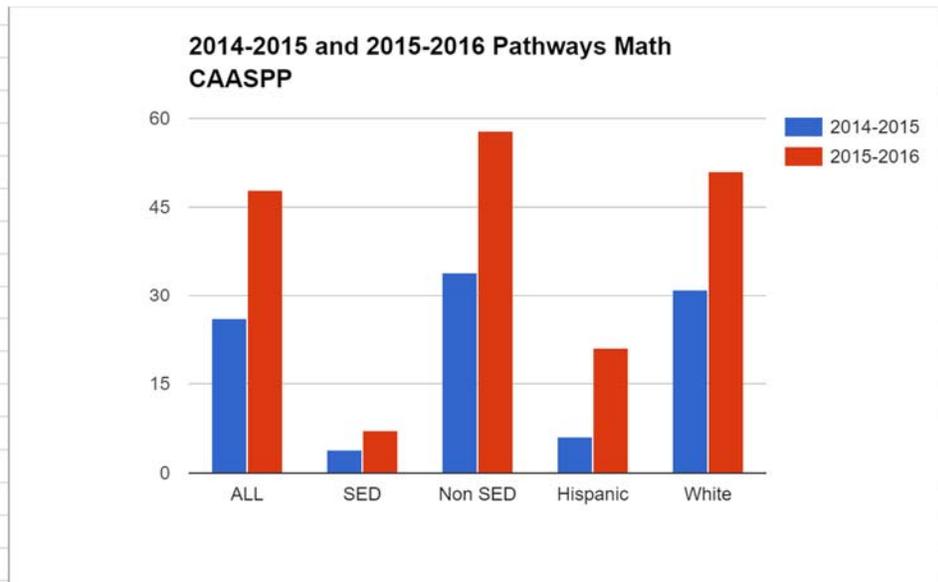
## **B. Academic Performance Index and Annual Yearly Progress Index**

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the API for local educational agencies (LEA) and schools for the 2014 and 2015 academic years. As a result, the 2014, 2015, and 2016 reports were not produced. On September 8, 2016, the SBE approved key elements of a new school accountability system. The new accountability system evaluates schools and districts in 10 critical areas to student performance, including graduation rates, readiness for college and careers, test scores, and progress of English learners. The SBE approved actions that make an “evaluation rubric”, which provides a tool for holding schools and districts accountable for the 8 state priorities identified in the Local Control Funding Formula (LCFF), approved by the Legislature in 2013. Performance standards will be based on status (how each school or district fared last year) and change (how much they have improved or declined in the past three years). At this time, the Web-based system, evaluation rubrics, should be available for use in 2017. The new system provides multiple ongoing measures of school performance instead of the single, one-item snapshot from the prior system. Students take a pre- and post-assessment in reading, language usage, and mathematics making at least one-year’s growth on grade level common core standards.

In the 2013-14 school year, California Assessment of Student Performance and Progress (CAASPP) became the new student assessment system in California, replacing the Standardized Testing and Reporting System (STAR). Fall of 2015 was the first year that student scores were available. The CAASPP is administered in the spring. Students in grades 3<sup>rd</sup> -8<sup>th</sup> and 11<sup>th</sup> grade take the California Assessment of Student Performance and Progress in ELA and math. All students’ CAASPP ELA meets or exceeds standards scores increased 21% (2015-28%, 2016-49%). Socio-Economically Disadvantaged students’ scores decreased 6% (2015-25%, 2016-19%). Non-Socio-Economically Disadvantaged students’ scores increased 20% (2015-37%, 2016-57%). Hispanic students increased 9% (2015- 6%, 2016-15%). The meets or exceeds standards for students identified as white had a 20% increase (2015-36%, 2016-56%).



All students' CAASPP Math meets or exceeds standards scores increased 22% (2015-26%, 2016-48%). Socio-Economically Disadvantaged students' scores increased 3% (2015-4%, 2016-7%). Non-Socio-Economically Disadvantaged students' scores increased 24% (2015-34%, 2016-58%). Hispanic students increased 15% (2015- 6%, 2016-21%). The meets or exceeds standards for students identified as white had a 20% increase (2015-31%, 2016-51%).



**STATE PRIORITY #1 — BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

<p>GOALS TO ACHIEVE PRIORITY</p>	<p>1. All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modelling, differentiated learning, opportunities for practice and integrated assessments.</p>
<p>ACTIONS TO ACHIEVE GOALS</p>	<p>1. Facilities in good repair, CCSS aligned curriculum, appropriately assigned and fully credentialed teachers/administrators/support staff and transportation.                  2. Professional Development                  3. Adoption of Common Core curriculum                  4. Improve technology – wireless capacity, PCOE APP, Gradebook and current devices</p>
<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>	<p>1. NWEA Measures of Academic Progress Scores - demonstrate one or more year of growth in Reading, Language Usage and Math (iCARE/CARE)                  2. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)                  3. Williams Act Compliance – 100%</p>

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

<p>GOALS TO ACHIEVE PRIORITY</p>	<p>1. All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modelling, differentiated learning, opportunities for practice and integrated assessments.</p>
<p>ACTIONS TO ACHIEVE GOALS</p>	<p>1. Facilities in good repair, CCSS aligned curriculum, appropriately assigned and fully credentialed teachers/administrators/support staff and transportation.                  2. Professional Development                  3. Adoption of Common Core curriculum                  4. Improve technology – wireless capacity, PCOE APP, Gradebook and current devices</p>

MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	<ol style="list-style-type: none"> <li>1. NWEA MAP Scores - demonstrate one or more year of growth in Reading, Language Usage and Math (iCARE/CARE)</li> <li>2. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> <li>3. Williams Act Compliance – 100%</li> </ol>
------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

GOALS TO ACHIEVE PRIORITY	<ol style="list-style-type: none"> <li>1. All students will be engaged in the process of their education.</li> <li>2. All Students with additional needs enrolled in Pathways Charter School will receive supplemental support.</li> </ol>
ACTIONS TO ACHIEVE GOALS	<ol style="list-style-type: none"> <li>1. Implement Individual Learning Plans</li> <li>2. Technology for students – student e-mails, CANVAS</li> <li>3. School Attendance Review Board</li> <li>4. Programming and Robotics Courses</li> <li>5. Increase/maintain support staff</li> <li>6. Provide enrichment opportunities</li> <li>7. Professional development – Universal Design for Learning (UDL) and English language Development (ELD), cultural competency</li> <li>8. Parent Outreach – PCOE APP, Newsletters, School Site Council</li> <li>9. Instructional coaching</li> </ol>
MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	<ol style="list-style-type: none"> <li>1. Attendance Rate – 96%</li> <li>2. Out of School Suspensions (CARE/iCARE) – decrease by 50%</li> <li>3. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5%</li> <li>4. Chronic Absenteeism Rate – reduce by 5%</li> <li>5. Behavior Referrals – reduce by 50%</li> <li>6. CELDT – 80% of ELs reach language level 4 or 5</li> <li>7. Redesignated Fluent English Proficient - 100% maintain proficiency</li> <li>8. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> </ol>

---

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

*A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*

*B. The Academic Performance Index (API)*

*C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*

*D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*

*E. EL reclassification rate*

*F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*

*G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

<p><b>GOALS TO ACHIEVE PRIORITY</b></p>	<ol style="list-style-type: none"> <li>1. All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modelling, differentiated learning, opportunities for practice and integrated assessments.</li> <li>2. All students will be engaged in the process of their education.</li> <li>3. All Students with additional needs enrolled in Pathways Charter School will receive supplemental support.</li> </ol>
<p><b>ACTIONS TO ACHIEVE GOALS</b></p>	<ol style="list-style-type: none"> <li>1. Facilities in good repair, CCSS aligned curriculum, appropriately assigned and fully credentialed teachers/administrators/support staff and transportation.</li> <li>2. Professional Development</li> <li>3. Adoption of Common Core curriculum</li> <li>4. Improve technology – wireless capacity, PCOE APP, Gradebook and current devices Implement</li> <li>5. Individual Learning Plans</li> <li>6. Technology for students – student e-mails, CANVAS</li> <li>7. School Attendance Review Board</li> </ol>

	8. Programming and Robotics Courses 9. Increase/maintain support staff 10. Provide enrichment opportunities 11. Professional development – Universal Design for Learning (UDL) and English language Development (ELD), cultural competency 12. Parent Outreach – PCOE APP, Newsletters, School Site Council 13. Instructional coaching
MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	1. NWEA Measures of Academic Progress Scores - demonstrate one or more year of growth in Reading, Language Usage and Math (iCARE/CARE) 2. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn) 3. Williams Act Compliance – 100% 4. Attendance Rate – 96% 5. Out of School Suspensions (CARE/iCARE) – decrease by 50% 6. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5% 7. Chronic Absenteeism Rate – reduce by 5% 8. Behavior Referrals – reduce by 50% 9. CELDT – 80% of ELs reach language level 4 or 5 10. Redesignated Fluent English Proficient - 100% maintain proficiency

**STATE PRIORITY #5— STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

- A. School attendance rates*
- B. Chronic absenteeism rates*
- C. Middle school dropout rates (EC §52052.1(a)(3))*
- D. High school dropout rates*
- E. High school graduation rates*

GOALS TO ACHIEVE PRIORITY	1. All students will be engaged in the process of their education. 2. All Students with additional needs enrolled in Pathways Charter School will receive supplemental support.
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>ACTIONS TO ACHIEVE GOALS</b></p>	<ol style="list-style-type: none"> <li>1. Implement Individual Learning Plans</li> <li>2. Technology for students – student e-mails, CANVAS</li> <li>3. School Attendance Review Board</li> <li>4. Programming and Robotics Courses</li> <li>5. Increase/maintain support staff</li> <li>6. Provide enrichment opportunities</li> <li>7. Professional development – Universal Design for Learning (UDL) and English language Development (ELD), cultural competency</li> <li>8. Parent Outreach – PCOE APP, Newsletters, School Site Council</li> <li>9. Instructional coaching</li> </ol>
<p><b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b></p>	<ol style="list-style-type: none"> <li>1. Attendance Rate – 96%</li> <li>2. Out of School Suspensions (CARE/iCARE) – decrease by 50%</li> <li>3. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5%</li> <li>4. Chronic Absenteeism Rate – reduce by 5%</li> <li>5. Behavior Referrals – reduce by 50%</li> <li>6. CELDT – 80% of ELs reach language level 4 or 5</li> <li>7. Redesignated Fluent English Proficient - 100% maintain proficiency</li> <li>8. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> </ol>

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

*A. Pupil suspension rates*

*B. Pupil expulsion rates*

*C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

<p><b>GOALS TO ACHIEVE PRIORITY</b></p>	<ol style="list-style-type: none"> <li>1. All students will be engaged in the process of their education.</li> <li>2. All Students with additional needs enrolled in Pathways Charter School will receive supplemental support.</li> </ol>
-----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ACTIONS TO ACHIEVE GOALS</p>	<ol style="list-style-type: none"> <li>1. Implement Individual Learning Plans</li> <li>2. Technology for students – student e-mails, CANVAS</li> <li>3. School Attendance Review Board</li> <li>4. Programming and Robotics Courses</li> <li>5. Increase/maintain support staff</li> <li>6. Provide enrichment opportunities</li> <li>7. Professional development – Universal Design for Learning (UDL) and English language Development (ELD), cultural competency</li> <li>8. Parent Outreach – PCOE APP, Newsletters, School Site Council</li> <li>9. Instructional coaching</li> </ol>
<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>	<ol style="list-style-type: none"> <li>1. Attendance Rate – 96%</li> <li>2. Out of School Suspensions (CARE/iCARE) – decrease by 50%</li> <li>3. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5%</li> <li>4. Chronic Absenteeism Rate – reduce by 5%</li> <li>5. Behavior Referrals – reduce by 50%</li> <li>6. CELDT – 80% of ELs reach language level 4 or 5</li> <li>7. Redesignated Fluent English Proficient - 100% maintain proficiency</li> <li>8. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> </ol>

**STATE PRIORITY #7— COURSE ACCESS**

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

*“Broad course of study” includes the following, as applicable:*

*Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*

*Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

<p>GOALS TO ACHIEVE PRIORITY</p>	<ol style="list-style-type: none"> <li>1. All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modelling, differentiated learning, opportunities for practice and integrated assessments.</li> <li>2. All students will be engaged in the process of their education.</li> </ol>
<p>ACTIONS TO ACHIEVE GOALS</p>	<ol style="list-style-type: none"> <li>1. Facilities in good repair, CCSS aligned curriculum, appropriately assigned and fully credentialed teachers/administrators/support staff and transportation.</li> <li>2. Professional Development</li> <li>3. Adoption of Common Core curriculum</li> <li>4. Improve technology – wireless capacity, PCOE APP, Gradebook and current devices</li> <li>5. Implement Individual Learning Plans</li> <li>6. Technology for students – student e-mails, CANVAS</li> <li>7. School Attendance Review Board</li> <li>8. Programming and Robotics Courses</li> <li>9. Increase/maintain support staff</li> <li>10. Provide enrichment opportunities</li> <li>11. Professional development – Universal Design for Learning (UDL)</li> </ol>
<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>	<ol style="list-style-type: none"> <li>1. NWEA Measures of Academic Progress Scores - demonstrate one or more year of growth in Reading, Language Usage and Math (iCARE/CARE)</li> <li>2. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> <li>3. Williams Act Compliance – 100%</li> <li>4. Attendance Rate – 96%</li> <li>5. Out of School Suspensions (CARE/iCARE) – decrease by 50%</li> <li>6. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5%</li> <li>7. Chronic Absenteeism Rate – reduce by 5%</li> </ol>

**STATE PRIORITY #8—OTHER STUDENT OUTCOMES**

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

<p><b>GOALS TO ACHIEVE PRIORITY</b></p>	<ol style="list-style-type: none"> <li>1. All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modelling, differentiated learning, opportunities for practice and integrated assessments.</li> <li>2. All students will be engaged in the process of their education.</li> </ol>
<p><b>ACTIONS TO ACHIEVE GOALS</b></p>	<ol style="list-style-type: none"> <li>1. Facilities in good repair, CCSS aligned curriculum, appropriately assigned and fully credentialed teachers/administrators/support staff and transportation.</li> <li>2. Professional Development</li> <li>3. Adoption of Common Core curriculum</li> <li>4. Improve technology – wireless capacity, PCOE APP, Gradebook and current devices</li> <li>5. Implement Individual Learning Plans</li> <li>6. Technology for students – student e-mails, CANVAS</li> <li>7. School Attendance Review Board</li> <li>8. Programming and Robotics Courses</li> <li>9. Increase/maintain support staff</li> <li>10. Provide enrichment opportunities</li> <li>11. Professional development – Universal Design for Learning (UDL)</li> </ol>
<p><b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b></p>	<ol style="list-style-type: none"> <li>1. NWEA Measures of Academic Progress Scores - demonstrate one or more year of growth in Reading, Language Usage and Math (iCARE/CARE)</li> <li>2. CAASPP Scores – students who meet or exceed standards increase by 5% in ELA and Math (iLearn)</li> <li>3. Williams Act Compliance – 100%</li> <li>4. Attendance Rate – 96%</li> <li>5. Out of School Suspensions (CARE/iCARE) – decrease by 50%</li> <li>6. California Healthy Kids Survey – increase academic motivation by 5% and reduce current alcohol and drug use by 5%</li> <li>7. Chronic Absenteeism Rate – reduce by 5%</li> </ol>

### **ELEMENT 3: Method by Which Student Outcomes Will Be Measured**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.”*  
Education Code § 47605(b)(5)(C).

#### **A. Means of Evaluating Progress towards Meeting Performance Objectives**

The Placer County Pathways Charter is proactive in systematically tracking student progress towards college and career readiness as measured by assessment of proficiency toward achieving the Common Core State Standards (CCSS). Strategies are used to teach students to actively monitor their own progress from day to day. Pathways also monitors students’ ability to work in teams, create and evaluate ideas, communicate effectively, demonstrate responsibility, use technology, and demonstrate “soft skills” as measures of readiness for employment or higher education.

Student progress toward meeting performance objectives are assessed with multiple measures of formative and summative assessments designed to match predetermined learning targets. Academic learning targets are derived from CCSS. Frequent formative assessments are used to determine which students need accommodations and support to achieve mastery of essential learning outcomes. During Professional Learning Community (PLC) meetings, team members analyze formative assessment data to determine which specific interventions are needed to support student learning. Summative assessments measure student learning at a given point in time to determine whether curriculum, instructional strategies, and pacing are appropriate to the needs of the students. Summative assessments also provide appropriate data to be used in assigning student grades.

The State Priority data (pages 15-23, items 1-8) of this Charter Renewal describes the assessments Pathways Charter School utilizes in its educational programs, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2, are consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code section 47605(b)(5)(C).

In addition to the State Priority data (pages 15-23, items 1-8), the following chart indicates how student outcomes are measured.

<b>Student Outcomes</b>	<b>Student Work</b>	<b>Teacher Designed Assessments</b>	<b>Teacher Observation</b>	<b>State Tests</b>	<b>Additional Comments</b>
Academic content areas	X	X	X	X	Curriculum-based and NWEA MAP diagnostic assessments will be used to identify individual learning needs. NWEA MAP benchmark standards tests will periodically monitor progress toward proficiency. Student work, projects, presentations, and formative assessments will inform instruction and the need for intervention. Curriculum-based summative projects, presentations and assessments will inform grades.
Learning and Innovation Skills	X	X	X		Teachers will monitor student learning skills as students work in groups and complete projects. NWEA MAP will be used to monitor the development of reasoning skills, communication skills, etc.
Life and Career Skills	X	X	X		Teachers will monitor attendance and punctuality. Teachers will use data from the California Healthy Kids Survey to measure social/emotional growth. Students will maintain inventories related to life and career skills including, positive community contribution, and positive peer collaboration.
Technology Skills	X	X	X		Teachers will assess students' proficiency with technology tools and their ability to use online sources critically and appropriately.
Career Readiness (Career Tech Ed Programs)	X	X	X		Teachers will monitor students as they collect and demonstrate job preparedness through: 1. Students' Employability Documents: License or ID Card, SS Card, Bank Account, etc., 2. Resume', 3. Letters of Recommendation, 4. References, 5. Cover Letter(s), 6. Basic Certificates

## **B. Mandated Assessments**

As is required by the California Department of Education, Pathways students also participate in the CAASPP and all other mandated accountability programs.

Assessment	Administered	Purpose
California Assessment of Student Performance and Progress	Spring	Test student knowledge of Common Core State Standards in grades 3-8 and 11 in ELA and Math. Beginning Spring of 2017, students in grades 5, 8 and one grade level in high school take the new California Science Test (CAST) measuring student knowledge of the Next Generation Science Standards (NGSS).
California English Language Development Test (CELDT)/ELPAC	Fall	Assess student English proficiency in reading, writing, listening, and speaking at all grade levels. Fall of 2017, California transitions to the English Language Proficiency Assessment for California (ELPAC) and completely replaces the CELDT in 2018-19.
California Physical Fitness Test	Spring	Assess student physical fitness in grade 5, 7, 9

**C. Use and Reporting of Data**

Pathways teachers, parents, and students use assessment data to monitor each student’s progress in meeting the CCSS and other performance objectives. CARE and iCARE teachers work in Professional Learning Communities (PLC) and develop formative assessments that measure the depth of students’ knowledge and use assessment data to inform subsequent instruction and intervention. During weekly PLC meetings, teams analyze formative assessment data to determine what specific interventions are needed for each student and which instructional strategies are most effective. Parents and students receive regular reports of students’ progress and are made aware of a large variety of supports available for students who need additional assistance to be successful. Report card grades and student portfolios are shared with parents each trimester or quarter. Students in the iLearn Academy are monitored and taught daily by their parents per the independent study model. Credentialed teachers identify the individual needs of students through assessments, each student’s weekly assignments, and collaboration with parents. During the weekly scheduled meetings with parents and students, the credentialed teachers provide support materials, model effective teaching strategies, and create personalized lesson plans based on the needs of each student.

**D. School Accountability Report Card**

PCOE is responsible for producing annually the School Accountability Report Card (SARC) for Pathways as required by the Education Code (Attachment C). As part of this process, PCOE collects annual data from student assessments and utilizes the data to identify areas for improvement and areas of success in our educational program. This information is included in the annual performance audit of the Charter School’s program. Information from the performance audit will be included in the Pathways’ SARC.

## **E. Primary Growth Measures**

Measurable growth in student academic achievement, learning and innovation skills, life and career skills, technology skills, and career readiness are the primary measures that are used to determine whether the school has been an academic success. Staff, parent and student satisfaction surveys are also conducted as measures of growth and success.

### **ELEMENT 4: Governance**

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

The Placer County Pathways Charter School is a public charter school within the Placer County Office of Education (“PCOE”). The Placer County Board of Education (“Board”) is the governing body of Pathways Charter School and holder of the charter, which includes the authority to renew and close the Charter School. The ultimate authority for the governance of Pathways remains with the Board. However, the Board designates the County Superintendent to operate Pathways and to ensure that it is operated in accordance with the terms of this charter and applicable PCOE policies and procedures. The Board delegates to the County Superintendent the responsibility to establish and approve all major educational and operational policies, approve all contracts, manage the Charter School’s fiscal affairs, and hire and be the employer of the Charter School’s staff. The County Superintendent or designee reports periodically to the Board regarding Pathways’ progress toward meeting the goals specified in this Charter and on other matters of interest to the Board.

In addition, Pathways Charter School seeks input regarding its programs and operations from advisory committee(s) which is comprised of individuals including, parents, teachers, administrators, classified staff, and community members. Meaningful parent involvement is available to parents through participation on advisory committee(s) as well as through participation on School Site Council and other required committees. Parental participation and feedback is gathered through the LCAP process. Stakeholder meetings, parent surveys and advisory committee participation are some of the ways parents are meaningfully involved. Pathways Charter School also provides an easy to access APP with an anonymous tip-line and an on-line grade book. Evening activities including Back to School Night, school dances and gatherings, holiday feasts and professional development geared toward parent support and education.

The PCOE provides all appropriate support services in order to contribute to the successful operation of Pathways Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services are budgeted for, and paid by, revenue generated by student average daily attendance as reported by Pathways and included in the overall budget of the PCOE. Pathways is funded through the PCOE as other PCOE non-charter schools.

PCOE shall secure and maintain for Pathways any insurance coverage or minimum liabilities as required by PCOE’s current insurance company or joint powers authority.

## **Compliance with Applicable Laws**

As a California public charter school, Pathways Charter School shall comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools. Pathways will comply with all Education Code requirements related to County Community Schools.

Pathways shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Pathways shall not charge tuition. Pathways shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55.

## **ELEMENT 5: Employee Qualifications**

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

The qualifications and duties of the certificated and classified staff employed who work at the Charter School shall be determined by PCOE. The County Superintendent shall have the ultimate decision-making authority with respect to hiring, evaluating, disciplining and releasing of employees working at the Charter School.

The Charter School recognizes that the qualifications and abilities of a professional staff can directly affect the quality of the education and the student outcomes at the Charter School. Therefore, it is the responsibility of the Charter School’s administration and PCOE to recruit and employ the best candidates in order to meet the Charter School’s educational needs. The Charter School is an equal opportunity employer and shall adhere to applicable California and federal laws in its hiring practices.

PCOE is responsible for advertising available positions and soliciting applications from qualified candidates. The County Superintendent or designee is responsible for establishing the parameters of the hiring process.

## **Teaching Staff**

In addition to possessing a valid California Commission on Teacher Credentialing (CTC) certification and an appropriate authorization to teach English learners, teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a CTC certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

PCOE will employ and train teachers who are committed to meeting the academic and social/emotional needs of all students through high quality instruction, formative assessment and re-teaching determined by individual student needs. All teachers will be expected to work

in Professional Learning Communities (PLCs) and will work in these teams to evaluate the effectiveness of lessons based on student assessment results.

### **Classified/Non-instructional Staff**

All classified and non-instructional staff will possess experience and expertise appropriate for their position within the Charter School and will be required to meet the same standards as employees of other PCOE programs.

### **Staff Evaluation**

PCOE administration will specify the tools to be used in the staff evaluation process. Each staff member will have performance goals and outcomes for each year identified by the staff member and by PCOE.

Teaching staff will be provided with mentoring and instructional coaching. Several models of evaluations shall be used to support teaching and learning in the classroom. Evaluations may include, but are not be limited to the following:

- Ongoing classroom observations.
- Student work.
- PLC goal attainment.
- Formal and informal evaluation.

Other evaluation criteria may be developed by Pathways/PCOE and made available to employees at that time.

### **Professional Development**

Pathways requires all staff to participate in professional development which PCOE determines is necessary. Ongoing professional development will focus on instructional strategies, common core state standards, assessment and project-based learning.

All staff are expected to participate in professional development and planning to prepare standards-based lessons with a strong focus on the application of learning to handle real world situations and integration of academic content with career preparation.

Pathways provides site-based professional development monthly. Professional development is followed by in-classroom instructional coaching. Teachers are also be provided with additional professional development opportunities to support implementation of the mission, vision and goals of Pathways Charter School.

## **Job Descriptions and Schedules**

Employee job descriptions and work schedules have been developed, reviewed and modified as necessary to meet the needs of Pathways Charter School and its students.

## **Compensation and Benefits**

Pathways strives to set compensation and benefit levels to create a compensation package competitive with that being offered to employees in other PCOE programs and school districts within Placer County. Additional salary increases and bonus compensation may be provided to individual employees to attract and retain a highly-qualified instructional staff. PCOE may offer some candidates increased compensation in high-demand areas or compensate employees based on outstanding performance.

Pathways will negotiate salaries with employees based on experience, past performance, areas of specialty, and other factors determined by Pathways and PCOE administration.

## **ELEMENT 6: Health and Safety**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff.”*  
Education Code § 47605 (b)(5)(F).

As with other PCOE schools/programs, Pathways has access to the services and support of the PCOE. Pathways Charter School complies with the California Education Code and current standards and policies for health and safety as well as Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements. To ensure the health and safety of its students and staff, Pathways follows the safety and disaster plans approved by PCOE, and, where applicable, the health and safety policies and procedures contained within the PCOE Board Policies, Administrative Regulations, and the Safe School Plan mandated by AB187.

Pathways collaborates with PCOE with respect to its policies and procedures for natural disasters and emergencies, including fires and earthquakes. Charter School staff receive training on safety procedures and basic first aid in the same manner as is provided to PCOE’s other schools.

The Charter School shall meet California and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

The PCOE and the Charter School shall adhere to existing California laws regarding fingerprinting and tuberculosis testing of employees. All employees working at the Charter School will be required to furnish PCOE with a criminal record summary as described in Education Code section 44237 and proof of a medical examination for tuberculosis as described in Education Code section 49406.

All students of the Charter School are required to provide proof of immunization as a condition of attendance to the same extent as applies if the students attended a non- charter public school.

The Charter School provides for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as required if the students attended a non-charter public school.

As with the PCOE's other schools, the Charter School staff shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

**Insurance**

PCOE maintains insurance coverage for Pathways Charter School and employees in amounts equal to that which would be in place if the school's facilities were occupied by another school of PCOE.

**ELEMENT 7: Racial and Ethnic Balance**

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

Pathways Charter School will maintain a racial and ethnic balance among pupils that is reflective of the general population of Placer County. If this balance is not achieved, a student recruitment plan will be developed to implement strategies to ensure the balance is achieved.

<b><u>Pathways Charter Demographic Data</u></b>										
SED	EL	White	Hispanic	African American	American Indian	Chinese	Filipino	Japanese	Asian Indian	Did Not Respond
53	11	169	32	9	6	2	2	1	1	3
23.6%	4.9%	75.1%	14.2%	4%	2.7%	.9%	.9%	.4%	.4%	1.3%

<b><u>Placer County Demographic Data</u></b> <i>As of 7/1/2015 – www.census.gov</i>						
White	Hispanic	African American	American Indian and Native Alaskan	Asian	Native Hawaiian or Other Pacific Islander	2 or More Races
85.5%	13.8%	1.8%	1.1%	7.3%	.2%	4.3%

## **ELEMENT 8: Admission Requirements**

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

Pathways Charter School is non-sectarian in its admission policies, shall not charge tuition, and shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55.

Pathways shall admit all students who wish to attend. Admission of students in particular programs within the Charter School will be limited based on the descriptions/parameters of the populations each program serves. Students who have been expelled will be accepted on a case by case basis. No student otherwise eligible to enroll will be denied enrollment due to a disability or the charter schools inability to provide necessary services.

### **Enrollment in Pathways CARE program**

CARE classes housed on school campuses within Placer County school districts are limited to schools that fully implement Positive Behavioral Intervention and Support (PBIS), a tiered approach to supporting a positive school climate. These schools collaborate with PCOE to offer the CARE class as a part of a comprehensive, tiered system of intervention. Enrollment in CARE classes is only open to qualifying students who attend the host school or to students from other schools in the district that are implementing PBIS if authorization is obtained from the host school district. Enrollment is limited to qualifying students (see CARE description) and classes in the CARE program will be capped at 24.

### **Enrollment in Pathways iCARE programs**

Enrollment in the Pathways iCARE school-based program is limited in order to reserve space for students who are expelled, referred by probation and/or referred by the School Attendance Review Board. iCARE enrollment at the school-based program is capped at approximately 60 students due to space limitations. When enrollment reaches 50 students, iCARE will no longer enroll students who wish to attend the school on a voluntary basis in order to maintain space for students who are mandatorily referred to iCARE. The iCARE school-based program will maintain a waiting list and students who seek voluntary enrollment will be contacted and offered placement at iCARE when enrollment falls below 50 students. Students enrolled in the iCARE program who are absent for more than ten consecutive school days without a valid excuse will be disenrolled from the program and referred to their district of residence.

Enrollment in the iCARE Independent Study program is contingent upon meeting the terms of the Independent Study Master Agreement and PCOE policy related to Independent Study.

### **Enrollment in Pathways iCARE Come Back Program (revision approved 07/12/2018)**

iCARE Come Back Program serves students who are at risk for any of the following reasons including, but not limited to (revision approved 07/12/2018):

- The student is credit deficient.
- The student dropped out of high school.
- The student is not functioning well on a comprehensive campus.
- The student must work full/part time.

iCARE Come Back Program may enroll any eligible student who qualifies for enrollment in a county community school under Education Code 1981 or in a community day school under Education Code 48662, who resides in the State of California who wishes to enroll (revision approved 07/12/2018). These students may meet minimum eligibility requirements that permit enrollment based on the following factors. Students may be:

- Expelled from a school district within the geographic boundaries of Placer County and adjacent counties.
- Referred to a county community school by a Placer County school district as a result of the recommendation by a School Attendance Review Board.
- Referred by the Placer County school district of attendance at the request of the pupil's parent or guardian with that district's approval of the pupil's enrollment in a county community school.
- Foster Youth.
- Referred by Probation pursuant to Sections 300, 601, 602 and 654 of the Welfare and Institutions Code.
- On probation or parole and not in attendance in any school.
- Expelled from a school district within the geographic boundaries of Placer County and adjacent counties.
- Children who are homeless.

The iCARE Come Back Program serves at-risk pupils meeting the criteria discussed above. The iCARE Come Back Program serves pupils ages 17 through adult who meet at least one of the following criteria (revision approved 07/12/2018):

- Pupil is enrolled in the iCARE Come Back Charter Program which provides instruction exclusively in partnership and an executed Memorandum of Understanding with any of the following: (1) the federal Workforce Investment Opportunity Act of 1998 (WIOA); (2) federally affiliated YouthBuild programs; (3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps pursuant to law. The iCARE Come Back Program plans to satisfy this requirement through local WIOA funded agencies (revision approved 07/12/2018).
- Pupil is enrolled in the iCARE Come Back Charter Program in pursuit of a high school diploma while 19 years of age and, without a break in public enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma consistent with the definition of satisfactory progress, as defined under Title V, California Code of Regulations, Section 11965. “Satisfactory Progress” means uninterrupted progress (1) towards completion, with passing grades, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the largest unified school district in the county, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule (revision approved 07/12/2018).

For individuals with exceptional needs, as defined in Education Code Section 56026, “satisfactory progress,” as that term is used in Education Code Section 47612, means uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives specified in his or her individualized education program made pursuant to 20 U.S.C. Section 1414(d) until high school graduation requirements have been met, or until the pupil reaches an age at which special education services are no longer required by law.

In order to receive special education and related services in the iCARE Come Back Program, a student must (revision approved 07/12/2018):

- Be between the ages of 17 and 21, except that students who turn 22 during the school year will receive special education services through the remainder of the school year.
- Have a desire to return to school and earn a high school diploma.
- Have not currently been enrolled in a school or education program for the past six weeks (this may be waived with a signed referral from the school attendance review board).

- Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education and/or employment.
- Be willing to work in an independent study format and meet with the teacher weekly for assessment, conferences and retrieval of new assignments.
- Be otherwise eligible to be enrolled in the iCARE Come Back Program (revision approved 07/12/2018).

Any student who is currently enrolled in a district program or is on probation must obtain a signed district or probation referral or a referral from the student attendance review board. Students should maintain attendance at their current high school until official registration takes place so as not to lose credits in progress. For students with IEPs, referrals to the iCARE Come Back Program from school districts and the Placer County Probation department require a transition IEP or Section 504 plan meeting. Enrollment in the iCARE Come Back Program is contingent upon meeting the terms of the Independent Study Master Agreement and PCOE policy related to Independent Study (revision approved 07/12/2018).

### **Enrollment at Pathways iLearn Academy program**

PCOE Pathways' Open Enrollment period is January 1<sup>st</sup> – March 15<sup>th</sup>. Students wishing to participate in the Open Enrollment process will be notified through various means including e-mails to current PCOE students, announcements on the PCOE website, and announcements in local newspapers. Enrollment in the iLearn Academy Independent Study program is contingent upon meeting the terms of the Master Agreement and PCOE policy related to Independent Study.

#### **A. iLearn Academy Public Random Drawing/Lottery**

On the first Tuesday following the open enrollment period each year, applications will be counted to determine whether any grade level or program has received more applications than space is available. In the event that the number of students who wish to attend exceeds the grade level or program capacity, enrollment will be determined by a public random drawing. Pathways Charter School will hold a public random drawing to determine enrollment for the impacted grade levels and/or programs, with the exception of existing/returning students who will be exempt from the lottery. Students added to the waiting list each year must go through the Open Enrollment Process, and the previous waiting list is null and void.

Rules and procedures regarding the lottery will be communicated to all interested parties at least ten (10) days prior to holding the lottery by methods including the internet. The lottery will take place at a date, time, and location that will help ensure all interested parties will be able to attend. Preference will be given to students in the following categories:

1. Siblings of existing Pathways Charter Students

2. Pathways iLearn Homeschool Students

3. Placer County Residents

After the lottery process has been completed, students will be placed on a waiting list by grade level and/or program in the order in which they are drawn. The Charter School will contact the parents/guardians of students who have been promoted off the waiting list and advise them of the promotion as well as timelines and means by which the parents/guardians must respond to the Charter School in order to secure admission.

Pathways Charter will continue to take applications after the open enrollment period and after the lottery and applicants will be placed on the waiting list.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools

### **ELEMENT 9: Financial Audits**

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

The Placer County Pathways Charter School is a dependent charter school of the PCOE. The Pathways Charter School is a part of the annual audit of the PCOE. The audit will verify the accuracy of the charter’s financial statements, attendance and enrollment, accounting practices, and review the school’s internal controls. The audit will be conducted in accordance with regulations governing charter school audits and Generally Accepted Accounting Practices (GAAP) applicable to the charter 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 by December 15th following the close of the fiscal year.

### **ELEMENT 10: Student Suspensions and Expulsions**

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

Pathways Charter School shall implement site level student discipline policies and procedures consistent with the Education Code and PCOE policies and procedures as applicable (Attachment D1, D2, D3). Students who are expelled from the Charter School may be voluntarily placed in PCOE’s Community School Independent Study program. Pathways Charter School will work with parents/students and local school districts to ensure that students who are expelled from the Pathways Charter School are provided with assistance in enrolling in a PCOE operated independent study program or are referred to the school district of

residence for additional placement options.

The Charter School's discipline policies shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding discipline. The Charter School shall ensure that students and their parents/guardians are notified in writing upon enrollment of the Charter School's standards for behavior and all applicable discipline policies and procedures. The Charter School's policies and procedures are printed and distributed in writing to Charter School students/parents at the beginning of each school year or otherwise made available at the time when a student is admitted to the Charter School.

The Charter School shall ensure that its policies and procedures regarding student discipline will be periodically reviewed, and modified as necessary.

### **ELEMENT 11: Staff Retirement**

*"The manner in which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security" Education Code section 47605 (b)(5)(K).*

PCOE employees working at Pathways Charter School will accumulate service credit years in the same manner as all other members of STRS and PERS. PCOE will be responsible for administration of the retirement programs of all employees working at Pathways.

### **ELEMENT 12: Public School Attendance Alternatives**

*"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code § 47605 (b)(5)(L).*

PCOE shall not require any student to attend Pathways Charter School. Pathways shall inform the parent/guardian of each student enrolled in the Charter School that a student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Pathways Charter School, except to the extent that such a right is extended by the local education agency.

### **ELEMENT 13: Employee Rights**

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

### **CERTIFICATED EMPLOYEES**

Any certificated individual who is a member of the Placer Association of Certificated Educators, CTA/NTA certificated bargaining unit (PACE) who is offered employment at the Charter School, and chooses to work at the Charter School, will not be covered by the PACE collective bargaining unit agreement while working at the Charter School.

While PCOE certificated employees who obtained permanent status at the time they began working at the Charter School will continue to have permanency with regards to employment by PCOE in non-charter school programs, they will not have any right to a permanent employment assignment at the Charter School.

### **Option to Request Reassignment**

Certificated employees employed by PCOE as of June 30, 2012, who choose to work at the Charter School will not be given any return rights back to a non-charter PCOE program except for those that may be applicable to PCOE employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter PCOE program for the following school year if they notify the PCOE's Human Resources Department in writing of the request for reassignment to a non-charter PCOE program by no later than February 1 of the current school year for a reassignment in the following school year.

The PCOE Human Resources Department will make a good faith effort to accommodate the request for reassignment but there is no guarantee that the employee will be able to be reassigned to a non-charter PCOE program.

Certificated employees hired by PCOE to work at the Charter School after June 30, 2012 ("New Hires"), will be employees of PCOE, but will not be given the option to request a reassignment to a non-charter PCOE program described above in this Element 13. New hires will not have any permanency or seniority rights or other job retention rights or privileges unless afforded individually by PCOE.

### **CLASSIFIED EMPLOYEES**

PCOE classified employees who perform work for both the Charter School and non-Charter School PCOE programs will continue to be members of the CSEA/Placer County School Service Employees Chapter #479 (classified bargaining unit) and be covered by the classified bargaining unit agreement, and will be assigned pursuant to PCOE procedures and practices.

Any classified individual who is a member of the classified bargaining unit who is offered employment at the Charter School, and chooses to work exclusively at the Charter School, will not be covered by the classified bargaining unit collective bargaining agreement while working exclusively at the Charter School.

### **Option to Request Reassignment**

Classified employees employed by PCOE as of June 30, 2012, who choose to work at the Charter School will not be given any return rights back to a non-charter PCOE program except for those that may be applicable to PCOE employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter PCOE program for the following school year if they notify the PCOE's Human Resources Department

in writing of the request for reassignment to a non-charter PCOE program by no later than February 1 of the current school year for a reassignment in the following school year.

The PCOE Human Resources Department will make a good faith effort to accommodate the request for reassignment, but there is no guarantee that the employee will be able to be reassigned to a non-charter PCOE program.

Classified employees hired by PCOE to work exclusively at the Charter School after June 30, 2012 (“New Hires”), will be employees of PCOE, but will not be given the option to request a reassignment to a non-charter PCOE program described above in this Element 13. New Hires will not have any permanency or seniority rights or other job retention rights or privileges unless afforded individually by PCOE.

### **Classified Employee Compensation and Benefits**

All classified employees who are part of the CSEA/Placer County School Service Employees Chapter #479 classified bargaining unit (classified bargaining unit), who perform work for both the Charter School and non-Charter School PCOE programs will continue to be part of the classified bargaining unit and receive the same compensation and benefits as other PCOE classified bargaining unit employees.

Any classified employees hired at any time to work exclusively at the Charter School will not be part of the classified bargaining unit and will receive compensation and benefits on an individual basis.

### **ELEMENT 14: Dispute Resolution**

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

Internal disputes that arise within Pathways Charter School will be resolved by the same processes that are in place among other schools within the PCOE.

### **ELEMENT 15: Employer Status and Collective Bargaining**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with 3540) of division 4 of Title 1 of the Government Code).”* Education Code § 47605 (b)(5)(O).

The County Superintendent shall be deemed the exclusive public school employer of the employees of Pathways Charter School for the purposes of the Education Employment Relations Act (“EERA”) (Attachment E).

## **ELEMENT 16: School Closing Protocol**

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

If Pathways Charter School ceases to operate for any reason, PCOE shall be the “responsible entity” to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of Pathways Charter School will be documented by official action of the PCOE Board of Education. The action will identify the reason(s) for closure, as well as identify persons responsible for closure-related activities. PCOE personnel will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in enrolling in their school of attendance or suitable alternative education programs within PCOE or otherwise. This notice will be provided promptly following the Board’s decision to close the Charter School.

PCOE will develop a list of pupils in each grade level and the classes they have completed at the Charter School, as well as other high school graduation courses completed, as a means of creating an updated transcript record. PCOE will provide parents and students with copies of all appropriate student records and will assist students in transferring to their next school. All records of the Charter School, including state assessments results, special education records, and personnel records will be maintained with the PCOE.

On closure of the Charter School, all assets of the school, ADA apportionments, and other revenues generated by students attending, remain the sole property of the PCOE and shall be distributed in accordance with the law. PCOE may use the amounts budgeted for the Charter School’s reserves normally maintained for contingencies and emergencies, if any, to fund closure proceedings.

