



**PLACER COUNTY PATHWAYS
CHARTER SCHOOL**

**Petition Renewal Submitted to the
Placer County Board of Education
June 30, 2025 to June 30, 2030**

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Executive Summary of Proposed Changes

Elements	Proposed Changes
Element 1: Educational Program	<ol style="list-style-type: none"> 1. Removed Community Action for Responsive Education (CARE) Program from Charter (Page 6) 2. Replaced California English Language Development Test (CELDT) with (English Language Proficiency Assessments for California (ELPAC) (Page 9)
Element 2: Measurable Student Outcomes	<ol style="list-style-type: none"> 1. Updated statewide assessment to the California Assessment of Student Performance and Progress (CAASPP) (Page 12) 2. Added Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data charts (Page 17) 3. Updated the State Priorities chart to reflect the 2024-2027 Local Control and Accountability Plan (LCAP) (Page 18)
Element 3: Student Progress Measurement	<ol style="list-style-type: none"> 1. Updated language describing the NWEA MAP assessment and assessment processes (Page 22) 2. Added language to monitor the percentage of hybrid and traditional independent study students who meet standard on CAASPP (Page 22) 3. Added language describing the CAASPP and California Alternate Assessment (CAA) (Page 23) 4. Added language describing the California Science Test (CAST) (Page 23) 5. Added Language describing the ELPAC (Page 23) 6. Updated language regarding Primary Growth Measures, incorporating state and local metrics identified in the LCAP (Page 24)
Element 4: Governance Structure	<ol style="list-style-type: none"> 1. Added language that parental involvement is encouraged but is not a requirement for acceptance or continued enrollment (Education Code section 47605 (n)) (Page 25)

Element 5: Employee Qualifications	1. Updated language to “teachers shall (instead of will) hold a CTC certificate, permit, or other document required for the teacher’s certificated assignment (Education Code 47605 (l)) (Page 26)
Element 6: Health and Safety Procedures	<ol style="list-style-type: none">1. Updated Blood Borne Pathogens language (Page 28)2. Updated Criminal Background Checks language (Page 28)3. Added Tuberculosis Testing language (Education Code 49406) (Page 28)4. Added Medication in School language (Education Codes 49423 and 49414) (Page 29)5. Added School Safety Plan language (Education Code 32282 (a)(2)(A)-(N)) (Page 29)6. Added Prevention of Human Trafficking (Education Code 49381) (Page 29)7. Added Menstrual Products language (Education Code 35292.6) (Page 29)8. Added California Healthy Youth Act language (Education Code 51930) (Page 30)9. Added Suicide Prevention Policy language (Education Code Section 215) (Page 30)10. Added Mental Health Education (Education Code 51925, et seq.) (Page 30)11. Added Mental Health Information Education Code (Education Code 49428.5) (Page 30)12. Added Workplace Violence Prevention Plan language (Labor Code Section 6401.9) (Page 30)13. Added Homicide Threats language (Education Code Sections 49390-49395) (Page 30)

	<p>14. Added Gun Safety Notice language (Education Code 49392) (Page 30)</p> <p>15. Added Transportation Services (Education Code Section 39875 (c)) (Page 31)</p>
Element 7: Student Population Balance	1. Updated language related to Student Population Balance to include special education pupils and English learners, including redesignated fluent English proficient pupils (Education Code 52064.5) (Page 31)
Element 8: Admission Policies and Procedures	<p>1. Reduced iCARE seat-based enrollment to 50 students (from 60 students) due to space limitations (Page 32)</p> <p>2. Reduced voluntary enrollment in the iCARE seat-based program when there are 40 or more students enrolled to maintain space for students who are mandatorily referred (Page 32)</p>
Element 9: Annual Financial Audits	1. No material changes
Element 10: Suspension and Expulsion Procedures	<p>1. Added language regarding the involuntary removal (disenrolled, dismissed, transferred, or terminated, but does not include suspensions) of students and the notifications to the appropriate parties that must occur (Education Code 47605 (c)(5)(J)) (Page 36)</p> <p>2. Added language ensuring a parent/guardian or other appropriate party may request a hearing (with the same procedures applicable to expulsions) before the involuntary removal (Education Code 47605 (c)(5)(J)) (Page 36)</p>
Element 11: Employee Retirement Systems	No material changes
Element 12: Public School Attendance Alternatives	No material changes
Element 13: Rights of District Employees	Language from the removed Element 15 (Employer Status and Collective Bargaining), which is no longer an Element, was added to Element 13 (Education Code 47605 (c)(5)(M)) (Page 37)
Element 14: Mandatory Dispute Resolution	No material changes

Element 15: Charter School Closure Procedures	No material changes
Element 16: Charter School Location	1. Added Element 16: Charter School Location (Education Code 47605 (k)(4)) (Page 40) 2. Added school locations (Education Code 47605 (k)(4)) (Page 41)
All Elements	1. Revised all EC 47605 quotes and citations

Introduction

Petitioners submit the following petition to the Placer County Board of Education to renew the Placer County Pathways Charter School, a county community school operated by the Placer County Office of Education (“PCOE”). The Placer County Pathways Charter School has Dashboard Alternative Schools Status (DASS).

California law supports and encourages the creation of charter schools for various purposes. The Placer County Pathways Charter School 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.

Many parents in Placer County educate their children through independent study programs. Placer County Pathways Charter School will provide a variety of strong independent study components, including online courses and a wide variety of other curricula for independent study. The independent study portion of Placer County Pathways Charter School will serve as an educational option for students in Placer County, including independent learners and divergent thinkers who enjoy learning autonomously. Parents of these students often seek alternatives for their children that are not available in traditional schools.

Educational options are also needed for Placer County students who do not thrive in traditional school settings. Placer County Pathways Charter School will provide a program of study with educational and career options relevant to student's interests and plans. It is designed to provide a choice for parents of students whose learning needs require an alternative approach.

Term of Charter:

The term of this charter will begin on July 1, 2025, and end on June 30, 20XX.

Amendment of the Charter:

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

Element 1: Educational Program

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

The Students that Charter School Proposes to Serve:

Placer County Pathways Charter School is located at multiple sites in Placer County, California. It serves students in Transitional Kindergarten through twelve (TK-12). It anticipates serving approximately 450 students during the 2024-2025 school year and will increase enrollment each new term. Students who have been expelled will be accepted on a case-by-case basis.

Student Enrollment by Grade on Census Day (2024):

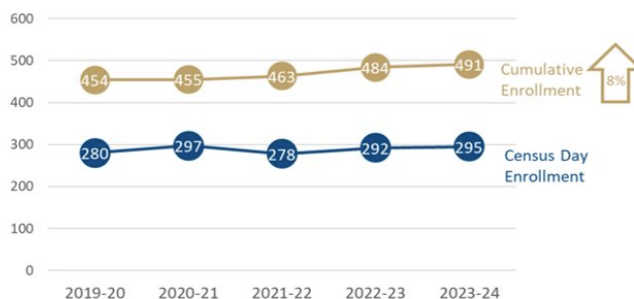
TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
3	21	19	17	23	23	22	23	21	26	4	67	9	2

School Enrollment

491

students educated
by Pathways Charter
School in 2023-24

Cumulative enrollment at Pathways Charter increased **8%** over five years.



Census Day enrollment increased 5% from 2019-20 to 2023-24.

Placer County Pathways Charter School serves students in several distinct programs:

1. **iLearn Academy** is an independent study program that serves families with children in grades TK-8 who choose to educate their children utilizing a traditional or a hybrid independent study model. iLearn Academy believes that independent study can be a viable educational alternative. iLearn teachers 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 web-based learning, on-site enrichment classes, field trips, and school-wide events to promote community and connections with others.
2. **iCARE** is a county community school program serving seventh through twelfth graders who are probation referred, expelled, or voluntarily placed. iCARE provides a small classroom setting with individualized instruction and support. Students have access to Career Technical Education (CTE) classes. CTE programs and services are a vital component of the 9th-12th grade portion of the iCARE program. These high school classes offer an integrated curriculum for students who thrive with experiential learning. ICARE partners with Sierra College to offer college courses. Lessons are engaging and prepare students for a specific career pathway and community college entrance. All instructors integrate standards with real-world applications to develop relevant learning. iCARE has a voluntary independent study option for seventh through twelfth graders who are probation-referred, expelled, or voluntarily placed by a parent. iCARE is accredited by the Western Association of Schools and Colleges (WASC).

3. **The Come Back Program** is a voluntary independent study program specifically designed to address the academic needs of adult students who have not completed high school and wish to obtain a high school diploma. The Come Back Program reaches students who have "dropped out" or are not currently enrolled in any school or face barriers that make daily attendance difficult. The Come Back Program educates students who are credit deficient, provides opportunities and resources to increase career/workforce readiness skills, provides individualized instruction, and assists students in achieving a high school diploma. The Come Back Program is WASC accredited.

Placer County Pathways Charter School develops a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. The LCAP is updated and approved annually. Placer County Pathways Charter School 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 Placer County Pathways Charter School.

Placer County Pathways Charter School complies with all requirements under Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), including developing annual goals for all pupils and for each student groups as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060.

Mission:

The mission of the Placer County Pathways Charter School is to increase student achievement through rigorous and meaningful instruction to all students.

Vision:

Placer County Pathways Charter School envisions a school that offers a variety of instructional approaches to meet the academic and social-emotional needs of students who need or prefer a non-traditional school setting.

Proposed Curriculum and Instructional Programs:

The Placer County Pathways Charter School utilizes research-based approaches aligned with the Common Core State Standards (CCSS). Each program has its own instructional design, but all programs share the following commitments:

- Learning occurs when students clearly understand their growth targets and can monitor progress toward explicit goals.

- Learning must be engaging and meaningful to students, and lessons must be presented in ways that connect to real-world experiences. Students learn at different paces and may need additional time and support.
- A focus on high expectations for all students.

The following learning environments and instructional approaches are provided:

iLearn Academy - focuses on facilitating each student's academic growth, ability to work cooperatively with others, and desire to be lifelong learners. Teachers meet with families weekly to review student work and create a lesson plan for the following instructional period. The parent or guardian provides instruction, monitors progress, and ensures all assignments are completed by the due date. Regular assessment of student progress is accomplished through frequent formative assessments, and summative assessments are given annually. Students must meet the requirements of the iLearn Academy Written Agreement by completing assignments on time, maintaining good attendance, and progressing academically to remain in the independent study program. Ongoing enrichment opportunities are provided throughout the school year. iLearn Academy is located in Auburn.

iCARE - provides an instructional program for ninth through twelfth-grade students in the iCARE program or the iCARE Independent Study option, which 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 applying 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 the 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. Students also take one year of foreign language or art and two years of physical education. Career Technical Education programs and services are provided to iCARE students ready to participate in 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. iCARE staff works closely with district partners to prepare students for a smooth transition back to their schools of residence when appropriate. The iCARE program is located in Rocklin.

The Come Back Program - provides an instructional program for adult students, including the minimum courses required 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 Math I course aligned to the CCSS and two additional math courses aligned to the 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. The Come Back Program 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 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 to remain in the independent study program. The Come Back Program is located in Rocklin.

Placer County Pathways Charter School will not request charter school facilities from any school district under Proposition 39.

Instructional Minutes:

Placer County Pathways Charter School meets and/or exceeds the minimum annual minutes by grade level as required by the Education Code. In some cases, opportunities for extended learning are provided before and after the traditional school day.

Meeting the Needs of All Students:

English Language Learners – Placer County 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. If there is no evidence of reclassification (or no evidence that the student was designated as Initial Fluent English Proficient [IFEP]), then the English Language Proficiency Assessments for California (ELPAC) shall be administered within the state-mandated time frame. 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 slightly above their ELPAC level. Differentiated instruction provides opportunities for English learners to build and reinforce English proficiency and academic learning. Teachers provide both designated and integrated English language development instruction. Language instruction for English learners includes intensive instruction in expository writing, academic vocabulary, structured oral language, and discrete literacy skills. Placer County Pathways Charter School adopted the McGraw Hill "Wonders" curriculum, including specific supports aligned with the California English language development standards. Teachers receive professional development to utilize strategies that best support students who are dual language learners. In addition, English learners have access to core instruction. Appropriately credentialed teachers instruct all English learners. They participate in standardized tests in English and may be tested in their primary language if appropriate. English learners who qualify for special education services receive instruction that addresses their language and special education needs.

High-Achieving Students - Teachers extend the depth and complexity of the core curriculum for

students who demonstrate proficiency with the CCSS. Students can learn differently and expand their knowledge through activities and projects. The emphasis on teaching students to monitor their learning and focusing 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 determine student progress, measure the depth and complexity of understanding, and inform instruction. In-depth analysis of formative assessment data allows teachers to determine each student's areas of strength and areas for extended learning. Students are given opportunities to accelerate their learning through web-based instruction.

Under-Achieving Students - Teachers use a variety of instructional strategies for engagement, direct instruction, and checking for understanding. They carefully and regularly monitor student progress through formative assessments to determine whether students successfully master essential learning outcomes. Formative assessment results from student work, teacher-generated assessments, and teacher observations inform site-based intervention teams. Intervention teams 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 based on student needs.

Students who Qualify for Special Education or 504 Plans - Placer County Pathways Charter School 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 Placer County Pathways Charter School enrollment. Placer County Pathways Charter School shall pay its equitable share of PCOE's unfunded special education costs.

PCOE shall determine how the special education and related services will be provided. Placer County Pathways Charter School will comply with PCOE policy and practice concerning the provision of special education and related services. Placer County Pathways Charter School will support implementing PCOE's special education and related services. It will make facilities available to all programs in a manner consistent with the PCOE's need to provide services to all eligible students. Students 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 the uniform complaint procedure for special education. PCOE shall, whenever necessary, initiate and pursue due process hearings and claims to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, PCOE shall prepare its defense and/or pursue settlement with the cooperation of Placer County Pathways Charter School.

Placer County Pathways Charter School complies with all applicable state and federal laws when 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. PCOE is responsible for Placer County Pathways Charter School’s compliance with Section 504, and the ADA and Placer County Pathways Charter School shall comply with PCOE policy and practice. All facilities are accessible for all students with disabilities in accordance with the ADA.

Placer County Pathways Charter School 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.

Socio-Economically Disadvantaged Students - Socio-economically disadvantaged students receive academic and social-emotional support as needed. PCOE staff and resources support students' basic needs. Formative and summative assessments determine student progress, measure the depth and complexity of understanding, and inform instruction. In-depth analysis of formative assessment data allows teachers to assess areas of strength and need. Opportunities for acceleration of coursework are provided.

Transferability of Placer County Pathways 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 is included in enrollment materials and on published course offerings. The academic counselor provides multiple opportunities for parents, guardians, and students to meet to discuss graduation requirements, college and career readiness, and the transferability of A-G coursework.

Accreditation:

Placer County Pathways Charter School is accredited by the Western Association of Schools and Colleges (WASC).

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 (c)(5)(B).

Measurable Student Outcomes:

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

Academic

Students will:

- demonstrate academic proficiency on formative and summative assessments.
- demonstrate grade-level competency.
- attain study skills, research skills, and personal learning strategies.
- demonstrate the ability to reflect, monitor, and evaluate their learning.

Learning and Innovation

Students will:

- value the 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.
- effectively analyze, interpret, and evaluate evidence, arguments, claims, and beliefs.
- articulate thoughts and ideas effectively using appropriate communication skills in various forms and contexts.

Life and Career

Students will:

- demonstrate perseverance and resilience.
- demonstrate a sense of responsibility.
- demonstrate initiative and self-direction.
- demonstrate social competency.
- exhibit excellent attendance and punctuality.
- complete assignments that are high-quality and on time.

Technology

Students will:

- demonstrate and apply skills with modern technology that reflect real-world contexts.
- access information efficiently (time) and effectively (sources).
- evaluate and use information critically and competently.

Career Ready

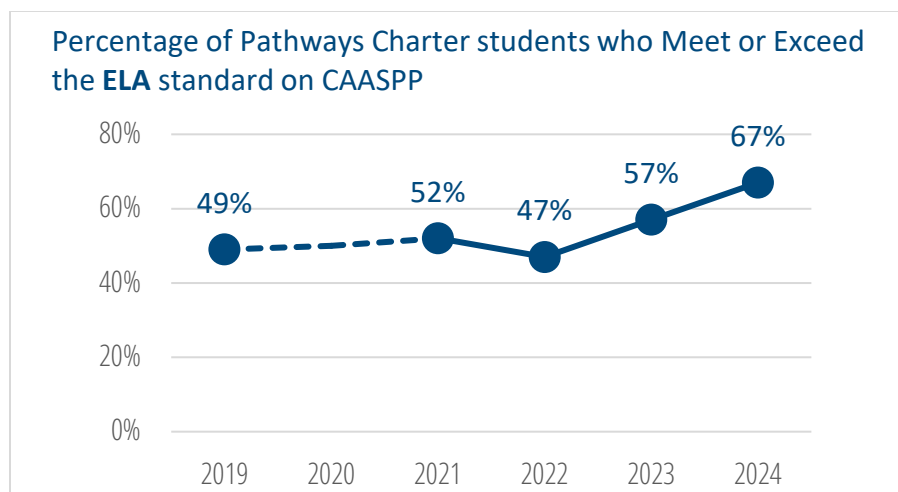
Students will:

- 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.

Academic Performance

The California Assessment of Student Performance and Progress (CAASPP) is administered each spring. Students in grades 3-8 and 11 take the English Language Arts and Math assessment, and students in grades 5, 8, and 12 take the Science test.

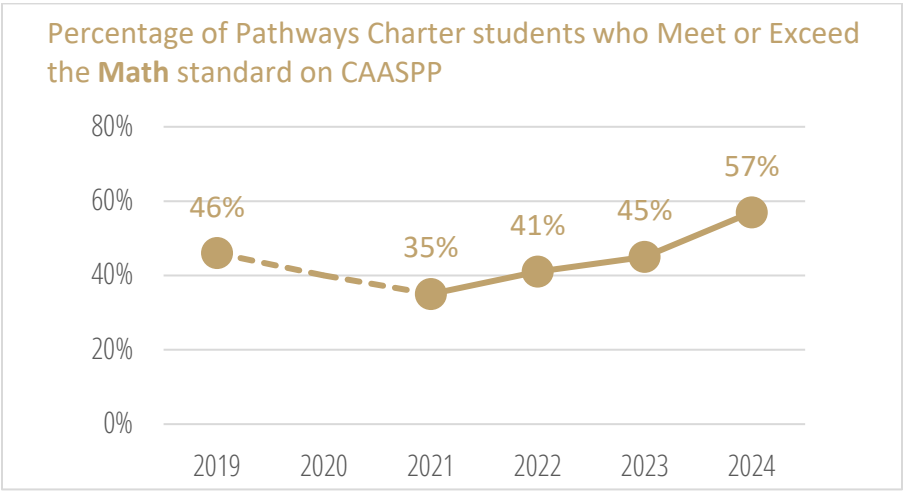
Placer County Pathways Charter School – CAASPP ELA Scores



ELA	2019	2020	2021	2022	2023	2024
All	49%	-	52%	47%	57%	67%
SwD	29%	-	35%	24%	29%	32%
SED	29%	-	38%	35%	41%	55%

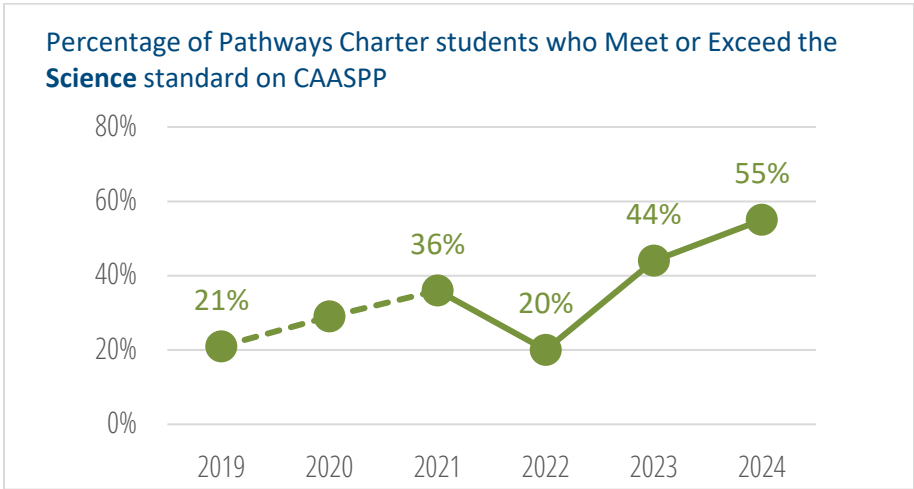
Hispanic	33%	-	56%	41%	59%	68%
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Placer County Pathways Charter School – CAASPP Math Scores



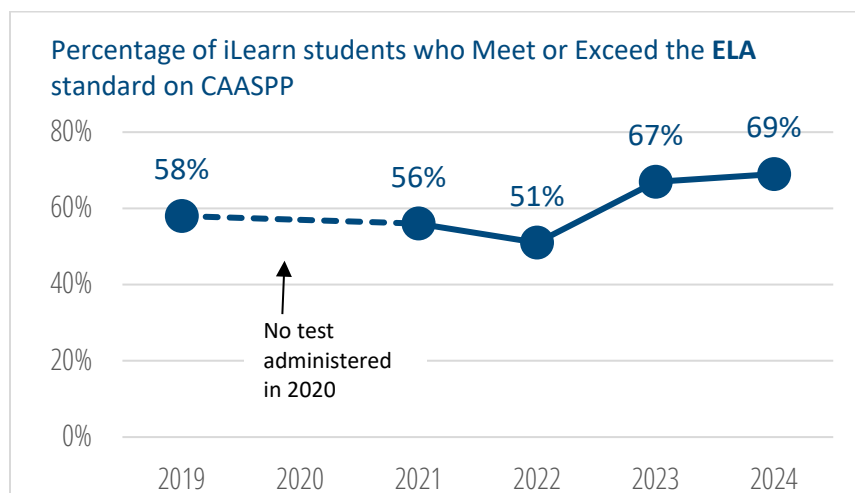
Math	2019	2020	2021	2022	2023	2024
All	46%	-	35%	41%	45%	57%
SwD	21%	-	19%	24%	17%	32%
SED	26%	-	25%	32%	25%	45%
Hispanic	33%	-	28%	34%	46%	44%

Placer County Pathways Charter School – CASSPP Science Scores



Science	2019	2020	2021	2022	2023	2024
All	21%	-	36%	20%	44%	55%
SwD	8%	-	*	*	13%	*
SED	39%	-	5%	32%	43%	43%
Hispanic	*	-	*	0%	*	*

iLearn Academy - CAASPP ELA Scores



Percentage of students meeting or exceeding the standard

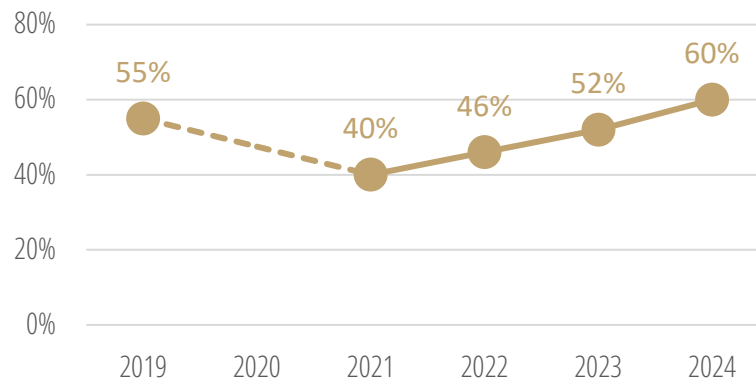
ELA	2019	2021	2022	2023	2024
All	58%	56%	51%	67%	69%
Hybrid	59%	62%	58%	72%	71%
Ind. Study	0%	13%	18%	33%	46%

Total number of students tested

ELA	2020	2021	2022	2023	2024
All	145	122	128	127	141
Hybrid	134	104	105	108	128
Ind. Study	11	18	23	19	13

iLearn Academy – CAASPP Math Scores

Percentage of iLearn students who Meet or Exceed the **Math** standard on CAASPP



Percentage of students meeting or exceeding the standard

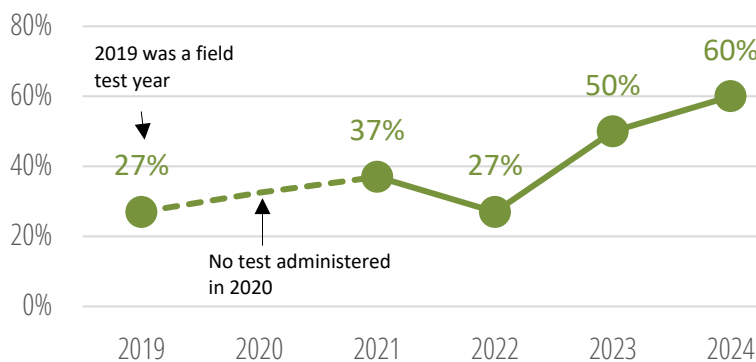
Math	2020	2021	2022	2023	2024
All	55%	39%	46%	52%	60%
Hybrid	57%	45%	54%	59%	65%
Ind. Study	0%	0%	9%	11%	54%

Total number of students tested

Math	2020	2021	2022	2023	2024
All	145	122	128	127	141
Hybrid	134	104	105	108	128
Ind. Study	11	18	23	19	13

iLearn Academy – CAASPP Science Scores

Percentage of iLearn students who Meet or Exceed the **Science** standard on CAASPP

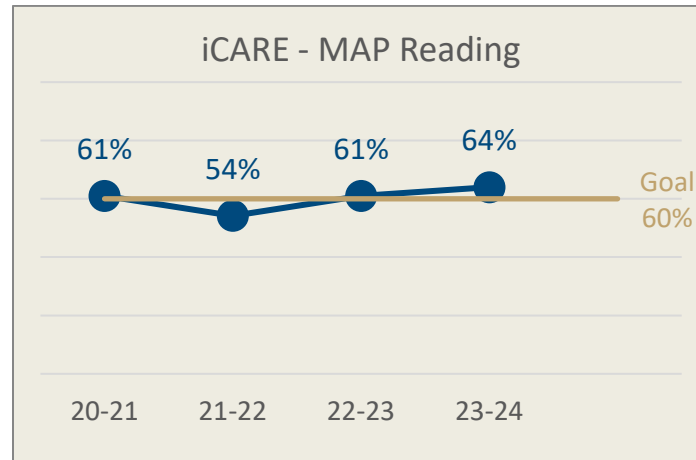


Percentage of students meeting or exceeding the standard

Science	2020	2021	2022	2023	2024
All	-	35%	24%	50%	60%
Hybrid	-	39%	33%	60%	61%
Ind. Study	-	0%	0%	11%	33%

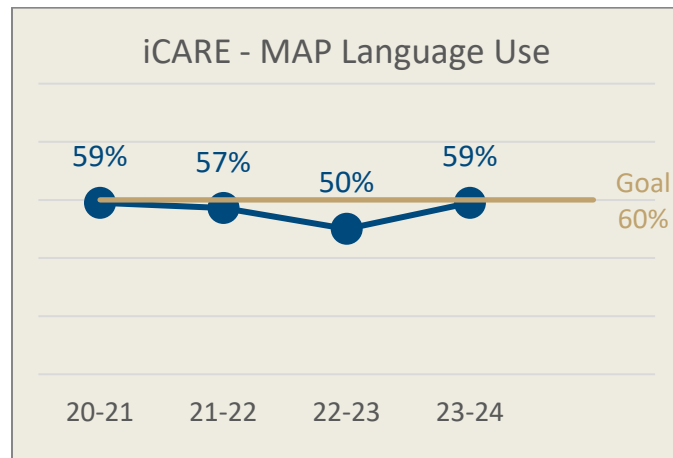
Total number of students tested

Science	2020	2021	2022	2023	2024
All	-	44	42	44	47
Hybrid	-	38	30	35	44
Ind. Study	-	6	12	9	3

iCARE – MAP Reading Growth Scores

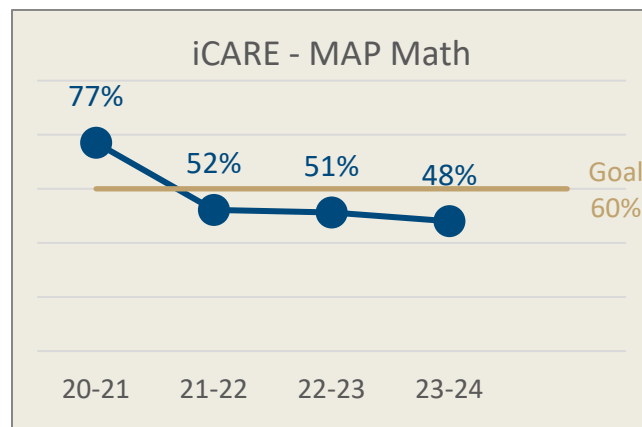
Reading	2020-21	2021-22	2022-23	2023-24
All	61%	55%	61%	64%
SED	53%	64%	59%	62%
SwD	100%	0%	67%	88%
Hispanic	86%	56%	50%	64%

iCARE – MAP Language Usage Growth Scores



Language Usage	2020-21	2021-22	2022-23	2023-24
All	59%	57%	61%	59%
SED	53%	62%	41%	63%
SwD	75%	100%	50%	44%
Hispanic	83%	57%	75%	64%

iCARE – MAP Math Growth Scores



Math	2020-21	2021-22	2022-23	2023-24
All	77%	52%	51%	48%
SED	76%	54%	55%	42%
SwD	100%	50%	33%	40%
Hispanic	100%	63%	42%	43%

State Priorities:

Goal 1:	Priorities:	Actions:	Metrics:
Increase academic achievement for all students.	Priority 1: Basic Conditions Priority 2: State Standards Priority 4: Pupil Achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes	1.1 Provide cohesive professional learning opportunities focused on high-quality academic instruction 1.2 Engage all teachers in practice-based instructional coaching 1.3 Support Long Term English Learner students with increasing English proficiency 1.4: Increase the rigor of Independent Study instruction by supporting parents as teachers. (iLearn) 1.5 Expand systems for Tier II academic interventions. 1.6 Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities 1.7 Provide a broad course of study to all students	MAP Scores CAASPP Scores ELPI Results Survey Data

Goal 2:	Priorities:	Actions:	Metrics:
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Prepare every student for success by ensuring college and career readiness.	Priority 5: Pupil Engagement Priority 7: Course Access Priority 8: Other Pupil Outcomes	2.1 Supporting student engagement with high-quality curriculum and instruction	One-Year Graduation Rate
			A-G Course Completion
		2.2 Provide enrichment offerings at iLearn	FAFSA Completion
		2.3 Academic Counselor: Increase parent and student readiness for transitioning to college or career	Golden Sierra Job Training Agency Referrals
			Persistency rate Number of College and Career Connection Activities
		2.4 Provide and expand access to courses for college credit	ILP Development Rate
		2.5 Provide central office support to ensure the timely transfer of records	SEL Pre and Post SEL Competency Survey Completion Percentage of Students Successfully Earning College Credit
		2.6 Provide access to CTE Pathways	Percentage of Students who earned CTE Credits
		2.7 ILPs: Support all 7-12 students in implementing a plan toward on-time graduation.	Percentage of Students who are SED enrolled in CTE Pathway Course

Goal 3:	Priorities:	Actions:	Metrics:
Provide safe, engaging, and connected school environments for all students.	Priority 3: Parental Involvement	3.1 School-wide PBIS: Tier I Systems and Practices	Suspension Rate
	Priority 5: Pupil Engagement		Expulsion Rate

	Priority 6: School Climate	<p>3.2 Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs</p> <p>3.3 Utilize the Foster Focus system to support foster youth who attend Placer County Pathways Charter School</p> <p>3.4 Community Schools Coordination</p> <p>3.5 Provide counseling services and opportunities for social-emotional learning</p> <p>3.6 Provide counseling services and opportunities for social-emotional learning</p> <p>3.7 Provide enhanced nursing services to support student wellness</p>	<p>PBIS School Climate Surveys</p> <p>PBIS Tiered Fidelity Inventory</p> <p>Percentage of Foster Students Receiving Case Management</p> <p>Number of SEL Intervention Meetings</p> <p>Chronic Absenteeism Rate</p>
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Element 3: Student Progress Measurement

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”
Education Code § 47605 (c)(5)(C).

Means of Evaluating Progress towards Meeting Performance Objectives:

The Placer County Pathways Charter School is proactive in systematically tracking student progress toward state priorities as measured by local and state metrics in the Local Control and Accountability Plan. Strategies are used to teach students to monitor their progress actively. School staff also monitor the 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 is assessed with multiple measures of formative and summative assessments designed to match predetermined learning targets. Academic learning targets are derived from local assessment results and Common Core State Standards (CCSS). Frequent formative assessments determine which students need accommodations and support to master essential learning outcomes. During Professional Learning (PL) meetings, team members analyze formative assessment data to determine which interventions are required 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 assign student grades.

The state priority data of this charter renewal describes the assessments that Placer County Pathways Charter School utilizes in its educational programs. These assessments 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 how information is reported on the School Accountability Report Card (SARC) as required by the Education Code.

Placer County Pathways Charter School uses a local assessment, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), to measure individual student growth against normative national growth targets. NWEA MAP Reading, Language Usage, and Math assessments are administered in alignment with national testing windows in the Fall, Winter, and Spring.

Each student's growth target is the average normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received. Even within the same grade, within a single school, one student's growth target may be larger than another student's growth target, depending on their initial achievement levels. Nationally, one could expect that about 50% of all students would meet their growth targets.

Unlike summative tests, NWEA MAP is administered periodically during the school year. Summative tests are usually designed to measure what students already know based on what is expected at their grade level. NWEA MAP Growth is designed to measure student achievement and growth over time, regardless of grade level.

Students who attend iCARE (grades 7-12) are typically enrolled in the program for six to nine months and are a new cohort from year to year. Students are assessed with multiple district benchmark assessments and progress monitoring to measure growth throughout the year. Summative student achievement at iCARE is measured using NWEA MAP scores.

Students who attend iLearn Academy (grades TK-8) are also assessed throughout the year with multiple district benchmark assessments and progress monitoring to measure growth. Summative student achievement at iLearn is measured using CAASPP scores. Placer County Pathways Charter School will continue to monitor the percentage of hybrid and traditional independent study students who meet standard on CAASPP.

Mandated Assessments:

As the California Department of Education requires, Placer County Pathways Charter School students participate in the CAASPP and all other mandated assessments.

Assessment	Time Frame	Purpose
California Assessment of Student Performance and Progress (CAASPP)	Spring	The CAASPP measures students' knowledge and skills in English language arts/literacy (ELA), mathematics, and science.
California Science Test (CAST)		Students with the most significant cognitive disabilities may be assessed using the California Alternate Assessments (CAAs) if specified in their individualized education program (IEP). Students in grades 3-8 and 11 take the ELA and Math CAASPP.
		Students in grades 5, 8, and one grade level in high school take the CAST.

English Language Proficiency Assessments for California (ELPAC)	February 1 – May 31	<p>The ELPAC measures the English language proficiency of students whose language fluency is English Learner.</p> <p>Students with the most significant cognitive disabilities may be assessed using the Alternate ELPAC if specified in their IEP.</p> <p>Assess student English proficiency in reading, writing, listening, and speaking for English Learners in grades K-12.</p>
California Physical Fitness Test (PFT)	Spring	Assess student physical fitness in grades 5, 7, and 9.

Use and Reporting of Data:

Placer County Pathways Charter School teachers, parents, and students use assessment data to monitor each student's progress in meeting the NWEA MAP growth targets and their performance objectives. 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 attending the iLearn Academy are monitored by teachers and parents per the Master Agreement. Credentialed teachers identify students' individual needs 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.

School Accountability Report Card:

PCOE is responsible for producing the School Accountability Report Card (SARC) for Placer County Pathways Charter School annually, as the Education Code requires. 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 charter school's annual performance audit.

Primary Growth Measures:

Measurable growth on state and local metrics identified in the Local Control and Accountability

Plan and Local Indicators are the primary measures used to determine whether the school has been meeting the needs of students and families.

Element 4: Governance Structure

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code § 47605 (c)(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 Placer County Pathways Charter School and the authorizer of the charter, which includes the authority to renew and close the Placer County Pathways Charter School. The ultimate authority for the governance of Placer County Pathways Charter School is with the Board. However, the Board designates the County Superintendent to operate the Placer County Pathways Charter School 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 fiscal affairs, and hire and be the employer of the Placer County Pathways Charter School’s staff. The County Superintendent or designee reports periodically to the Board regarding Placer County Pathways Charter School’s progress toward meeting the goals specified in this Charter and other matters of interest to the Board.

In addition, Placer County Pathways Charter School seeks input regarding its programs and operations from an advisory committee comprised of educational partners, including parents, students, teachers, administrators, classified staff, and community members. Educational partner feedback is gathered throughout the LCAP process. Educational partner meetings, individual parent meetings, parent surveys, and advisory committee participation are some of the ways parents are meaningfully involved. Placer County Pathways Charter School also provides an online parent portal for parents to access student information. Evening activities include Back to School Night, school dances and gatherings, holiday feasts, and professional development for parent support and education.

Placer County Pathways Charter School may encourage parental involvement but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, Placer County Pathways Charter School (Education Code section 47605 (n).)

The PCOE provides all appropriate support services to contribute to Placer County Pathways Charter School's successful operation. 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 Placer County Pathways Charter School and included in the overall budget of the PCOE. Placer County Pathways Charter School is funded through the PCOE as other PCOE non-charter schools.

PCOE shall secure and maintain any insurance coverage or minimum liabilities for Placer County Pathways Charter School as required by PCOE's current insurance company or joint powers authority.

Compliance with Applicable Laws:

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

Placer County Pathways Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." Education Code § 47605 (c)(5)(E).

PCOE shall determine the qualifications and duties of the certificated and classified staff employed at Placer County Pathways Charter School. The County Superintendent shall have the ultimate decision-making authority regarding hiring, evaluating, disciplining, and releasing employees.

The Placer County Pathways Charter School recognizes that the qualifications and abilities of a professional staff can directly affect the quality of education and student outcomes. Therefore, the Placer County Pathways Charter School's administration and PCOE are responsible for recruiting and employing the best candidates to meet students' educational needs. The Placer County Pathways 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 appropriate authorization to teach English learners, teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l).

Teachers shall hold a CTC certificate, permit, or other document required for the teacher's certificated assignment.

PCOE will employ and develop teachers committed to meeting all students' academic and social-emotional needs through high-quality instruction, formative assessment, and re-teaching determined by individual student needs. All teachers will be expected to participate in Professional Learning and will evaluate the effectiveness of instruction 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 Placer County Pathways Charter School and must meet the same standards as the 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 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 limited to, the following:

- Ongoing classroom observations.
- Student work.
- Goal attainment through Professional Learning and coaching.
- Formal and informal evaluation.

Placer County Pathways Charter School and the PCOE may develop other evaluation criteria and make them available to employees at that time.

Professional Development:

Placer County Pathways Charter School requires all staff to participate in ongoing Professional

Learning, which PCOE determines is necessary. The learning will focus on instructional strategies, common core state standards, and assessment.

All staff are expected to participate in Professional Learning and planning to prepare standards-based lessons. The focus is on applying learning to real-world situations and integrating academic content with career preparation.

Placer County Pathways Charter School provides monthly Professional Learning paired with instructional coaching. Teachers are also provided with additional professional development opportunities to support the implementation of the Placer County Pathways Charter School's Local Control and Accountability Plan.

Job Descriptions and Schedules:

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

Compensation and Benefits:

Placer County Pathways Charter School strives to set compensation and benefit levels to create a competitive compensation package compared 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 highly qualified instructional staff. PCOE may offer some candidates increased compensation in high-demand areas or compensate employees based on outstanding performance.

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

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff." Education Code § 47605 (c)(5)(F).

As with other PCOE schools/programs, Placer County Pathways Charter School has access to PCOE services and support. Placer County 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, Placer County Pathways Charter School follows the safety plans approved by PCOE and, where applicable, the health and safety policies and procedures contained within the PCOE Board Policies and Administrative Regulations.

Placer County Pathways Charter School collaborates with PCOE regarding its policies and procedures for natural disasters and emergencies, including fires and earthquakes. Staff receive training on safety procedures and basic first aid in the same manner as PCOE's other schools.

Blood Borne Pathogens:

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

Criminal Background Checks:

The PCOE and the Placer County Pathways Charter School shall adhere to all applicable PCOE policies regarding fingerprinting and criminal background clearance.

Tuberculosis Testing:

All employees working at the Placer County Pathways Charter School shall be required to provide proof of tuberculosis testing as specified in Education Code Section 49406.

Student Immunizations:

All students of the Placer County Pathways 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.

Medication in School:

Placer County Pathways Charter School shall adhere to Education Code Section 49423 and PCOE policies and procedures regarding the administration of medication in school and to the Education Code Section 49414 regarding epinephrine auto-injectors and training requirements.

Vision/Hearing/Scoliosis Screening:

The Placer County Pathways Charter School requires students to be screened for vision and hearing and for scoliosis to the same extent as if they attended a non-charter public school.

Mandated Child Abuse and Neglect Reporting:

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

School Safety Plan:

In collaboration with PCOE, Placer County Pathways Charter School shall adopt a School Safety Plan to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address Placer County Pathways Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the items specified in Education Code section 32282 (a)(2)(A)-(N).

Prevention of Human Trafficking:

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of Charter School students of human-trafficking prevention resources as required by Education Code section 49381.

Menstrual Products:

The Charter School shall stock its restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in accordance with the requirements of Education Code Section 35292.6.

California Healthy Youth Act:

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in accordance with Education Code Section 51930, et seq.

Suicide Prevention Policy:

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy, including to incorporate best practices identified by the California Department of Education's model policy, as revised.

Mental Health Education:

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information:

The Charter School shall create and post a poster at each school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5.

Workplace Violence Prevention Plan:

As of July 1, 2024, the Charter School has established, implemented, and maintained, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats:

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats.

Gun Safety Notice:

Per Education Code section 49392, at the beginning of the first semester of each school year, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services:

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Insurance:

PCOE maintains insurance coverage for Placer County Pathways Charter School and its employees in amounts equal to those that would be in place if another PCOE school occupied the school's facilities.

Element 7: Student Population Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (c)(5)(G).

Placer County Pathways Charter School will maintain a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population 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.

Placer County Pathways Charter School Demographic Data									
SED	EL	SwD	White	Hispanic	African American	American Indian	Filipino	Asian	Two or More Races
161	14	58	182	76	2	2	1	3	18
54.6%	4.7%	19.7%	61.7%	25.8%	0.7%	0.7%	0.3%	1%	6.1%

Placer County Demographic Data					
White	Hispanic	African American	American Indian	Asian	Two or More Races
67.1%	16%	2.3%	1.1%	10.3%	5.3%

Element 8: Admission Policies and Procedures

“Admission policies and procedures.” Education Code § 47605 (c)(5)(H).

Placer County Pathways Charter School is nonsectarian in its admission policies, does not charge tuition, and does 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 outlined in Penal Code section 422.55.

Placer County Pathways Charter School shall admit all students who wish to attend. Admission of students to particular programs 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 be admitted to Placer County Pathways Charter School will be denied due to a disability or the Placer County Pathways Charter School's inability to provide necessary services.

Enrollment in the iCARE Program:

Enrollment in the iCARE seat-based program is limited to reserve space for expelled students, students referred by probation, and students referred by the School Attendance Review Board. Due to space limitations, iCARE enrollment in the seat-based program is capped at approximately 50 students. When enrollment reaches 40 students, iCARE will no longer enroll students who wish to attend the school voluntarily to maintain space for those mandatorily referred to iCARE. The iCARE seat-based program will maintain a waiting list, and students who seek voluntary enrollment will be contacted and offered a placement at iCARE when enrollment falls below 40 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 voluntary and contingent upon meeting the terms of the Independent Study Master Agreement and PCOE policy related to Independent Study.

Enrollment in the Come Back Program:

The Come Back Program serves students who are at risk for any of the following reasons including, but not limited to:

- The student is severely credit deficient.
- The student dropped out of high school.
- The student is employed.

The Come Back Program may enroll any eligible student who qualifies for enrollment in a county community school under Education Code 1981 or a community day school under Education Code 48662 who resides in the State of California and wishes to enroll. 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.

- Foster Youth/Homeless 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.

The Come Back Program serves at-promise students meeting the criteria discussed above. The Come Back Program serves pupils aged 17 (must be a Senior in high school if the student is 17 years of age) through adult who meet at least one of the following criteria:

- Pupil is enrolled in the Come Back 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.
- Pupil is enrolled in the Come Back 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 the 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.

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.

To receive special education and related services in the Come Back Program, a student must:

- 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 been enrolled in a school or education program for the past six weeks.
- Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education, and 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 enroll in the Come Back Program.

Any student currently enrolled in a district program or 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 high school until official registration. For students with IEPs, referrals to the Come Back Program from school districts and Placer County Probation require a transition IEP or Section 504 plan meeting. Enrollment in the Come Back Program is voluntary and contingent upon meeting the terms of the Independent Study Master Agreement and PCOE policy related to Independent Study.

Enrollment at iLearn Academy:

iLearn Academy's open enrollment period is January 1st – March 15th. Students wishing to participate in the open enrollment process will be notified through various means, including e-mails to current students and announcements on the PCOE website. Enrollment at iLearn Academy is voluntary and contingent upon meeting the terms of the Master Agreement and PCOE policy related to Independent Study.

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 available. If the number of students who wish to attend exceeds the grade level or program capacity, enrollment will be determined by a public random drawing. iLearn Academy will hold a public random drawing to determine enrollment for the impacted grade levels and/or programs, except 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 before 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 can attend. Preference will be given to students in the following categories:

1. Siblings of Existing iLearn Academy Students
2. iLearn Academy Traditional Independent Study Students
3. Placer County Residents

After completing the lottery process, students will be placed on a waiting list by grade level and/or program in the order in which they are drawn. iLearn Academy will contact the parents/guardians of students who have been promoted off the waiting list and advise them of the promotion and the timelines and means by which the parents/guardians must respond to iLearn Academy to secure admission. iLearn Academy will continue to take applications after the open enrollment period and after the lottery, and applicants will be placed on the waiting list.

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

Element 9: Annual 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 (c)(5)(I).

The Placer County Pathways Charter School is a dependent charter school of the PCOE. The Placer County Pathways Charter School is part of the annual audit of the PCOE. Audits verify the accuracy of the charter’s financial statements, attendance and enrollment, and accounting practices and review the school’s internal controls. Audits will be conducted in accordance with regulations governing charter school audits and Generally Accepted Accounting Practices (GAAP) applicable to charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit is anticipated to be completed by December 15th, following the close of the fiscal year.

Element 10: Suspensions and Expulsion Procedures

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

Placer County Pathways Charter School shall implement site-level student discipline policies

and procedures consistent with the Education Code and PCOE policies and procedures as applicable. Students who are expelled from the Placer County Pathways Charter School may be voluntarily placed in the independent study program. Placer County Pathways Charter School will work with parents/students and local school districts to ensure that students who are expelled from the Placer County Pathways Charter School are provided with assistance in enrolling in the independent study program or are referred to the school district of residence for additional placement options.

The Placer County Pathways 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 due process rights regarding discipline. The Placer County Pathways Charter School shall ensure that students and their parents/guardians are notified in writing upon enrollment of the standards for behavior and all applicable discipline policies and procedures. The policies and procedures are printed and distributed in writing to students/parents at the beginning of each school year or otherwise made available when a student is admitted to the Placer County Pathways Charter School.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing regarding the involuntary removal. If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker requests a hearing, the same hearing procedures applicable to expulsions will be used. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

The Placer County Pathways Charter School shall ensure that its policies and procedures regarding student discipline are periodically reviewed and modified as necessary.

Element 11: Employee Retirement Systems

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

PCOE employees working at Placer County Pathways Charter School will accumulate service credit equivalent to all other members of STRS and PERS. PCOE will be responsible for administering the retirement programs of all employees.

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 (c)(5)(L).

PCOE shall not require any student to attend Placer County Pathways Charter School. Placer County Pathways Charter School shall inform the parent/guardian of each student enrolled in the Placer County Pathways 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 Placer County Pathways Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Rights of District Employees

“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 (c)(5)(M).

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

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 when they began working at the Placer County Pathways Charter School will continue to have permanency with regard to employment by PCOE in non-charter school programs, they will not have any right to a permanent employment assignment at the Placer County Pathways Charter School.

Option to Request Reassignment:

Certificated employees employed by PCOE as of June 30, 2012, who choose to work at Placer County Pathways Charter School will not be given any return rights to a non-charter PCOE program except for those 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 Placer County Pathways 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 Element 13. New hires will not have any permanency, 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 Placer County Pathways 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), be covered by the classified bargaining unit agreement, and 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 Placer County Pathways Charter School and chooses to work exclusively at the Placer County Pathways Charter School will not be covered by the classified bargaining unit collective bargaining agreement while working exclusively at the Placer County Pathways Charter School.

Option to Request Reassignment:

Classified employees employed by PCOE as of June 30, 2012, who choose to work at the Placer County Pathways 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 Placer County Pathways 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, 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 Placer County Pathways 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 Placer County Pathways Charter School will not be part of the classified bargaining unit and will receive compensation and benefits on an individual basis.

Element 14: Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code § 47605 (c)(5)(N).

Internal disputes that arise within the Placer County Pathways Charter School will be resolved using the same processes as those used for other schools within the PCOE.

Element 15: Charter School Closure Procedures

“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 (c)(5)(O).

If Placer County 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 the Placer County 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 Placer County Pathways 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 Placer County Pathways Charter School.

PCOE will develop a list of pupils in each grade level and the courses they have completed at the Placer County Pathways Charter School to create an updated transcript. PCOE will provide parents and students with copies of all appropriate student records and assist students in transferring to the next school. The PCOE will maintain all Placer County Pathways Charter School records, including state assessment results, special education records, and personnel records.

Upon the closure of the Placer County Pathways Charter School, all school assets, 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 funds budgeted for the Placer County Pathways Charter School’s reserves to fund closure proceedings.

Element 16: Charter School Location (Countywide Charters)

Education Code § 47605 (k)(4)

Placer County Pathways Charter School is located in Rocklin and Auburn. Both programs are located in Placer County.

Placer County Pathways Charter School Assurances



Placer County Office of Education
 360 Nevada Street, Auburn, CA 95603
 (530) 889-8020 ♦ Fax (866) 840-2941 ♦
www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent
 of Schools

Placer County Pathways Charter School Assurances

As part of the charter school petition, we agree to the following:

- ✓ Will be deemed the exclusive public-school employer of the charter school employees for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. CA Ed Code Section 47605 (b)(5)(O)]
- ✓ Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will admit all students who wish to attend the school and who submit a timely application unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- ✓ Will be open to all students on a space-available basis and shall not discriminate on the basis of the fact or perception of a person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, color, creed, age, sex, religion, national origin, disability, sexual orientation, marital status, or any other protected classification, in accordance with applicable law, and will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- ✓ Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. [Ref. CA Ed Code Section 47605.6(l)]
- ✓ If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide

that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

- ✓ Will at all times maintain all necessary and appropriate insurance coverage.
- ✓ Will be subject to conflict of interest and other laws pertaining to public officials.
- ✓ Will follow any and all other federal, state, and local laws and regulations pertaining to the applicant or charter school's operations.

Susan Connolly

Susan J. Connolly

Associate Superintendent, Student Services
Placer County Pathways Charter School

Date: 12/13/2024

Appendices

Appendix 1: Pathways Charter School Oversight Reports

[2018-2019 Pathways Charter Oversight Report](#)

[2019-2020 Pathways Charter Oversight Report](#)

[2020-2021 Pathways Charter Oversight Report](#)

[2021-2022 Pathways Charter Oversight Report](#)

[2022-2023 Pathways Charter Oversight Report](#)

Appendix 2: 2024-2027 Local Control and Accountability Plan (LCAP)

2024-2027 Pathways Charter School LCAP Executive Summary

2024-2027 Pathways Charter School LCAP

Appendix 3: Pathways Charter School Calendars

2024-2025 School Calendar iCARE

2024-2025 School Calendar iCARE Come Back Program

2024-2025 School Calendar iLearn Academy

Appendix 4: Memorandums of Understanding (MOUs) and Contracts

CalSCHLS WestEd contract

CSAC FAFSA Agreement

Golden Sierra 2021-2026

Newcastle Elementary School District Food Service Department 2023-26

Pathways Charter MOU

Placer County Probation MOU

Rocklin Unified School District MOU

Sacramento County Office of Education MOU

Sierra College Joint Community College MOU

Appendix 5: Positive Behavior Interventions and Support (PBIS) Plans

iCARE PBIS Handbook 2024-2025

iLearn PBIS Handbook 2024-2025

Appendix 6: Western Association of Schools and Colleges (WASC) Accreditation

WASC Accreditation Letter 2019

WASC Accreditation Letter – Mid Cycle 2022

Appendix 7: 2023 School Accountability Report Card (SARC)

Appendix 8: 2024 Comprehensive Safe School Plan (CSSP) Certification

Appendix 9: PCOE Student Services Student Handbook

Appendix 10: PCOE Mental Health Services

Appendix 11: Plan for Providing Education Services to Expelled Students

Appendix 12: Board Policies and Superintendent Policies

0410 BP Non-Discrimination in County Office Programs and Activities

0410 E Non-Discrimination ADA Grievance Procedure

0450 SR School Safety Plans

1312.4 SR Williams Uniform Complaint Procedures

4119.21 SR Professional Standards

4119.24 SR Maintain Appropriate Adult Student Interaction

5131.2 BP Bullying

5141.52 BP Suicide Prevention

5144.1 SR Suspension and Expulsion

5144 BP Discipline

6020 BP Parent Involvement

6158 BP Independent Study

6174 BP English Learners

6174 SR English Learners

Appendix 13: Budget

Pathways Charter Budget

Cashflow

LCFF - Calculator Pathways Charter