

# Amended Agenda

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## SUTTER COUNTY BOARD OF EDUCATION

### SPECIAL MEETING

Monday, June 29, 2020 - 5:30 p.m.  
Sutter County Superintendent of Schools Office  
970 Klamath Lane – Board Room  
Yuba City, CA 95993

### *Participation Available Via Teleconference*

<https://zoom.us/j/97942773795?pwd=WURBMnZkL1hZT1BkbkpLZzFtVHJaQT09>

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools' website at [www.sutter.k12.ca.us](http://www.sutter.k12.ca.us).

#### **5:30 p.m.**

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

Ron Turner, President  
June McJunkin, Vice President  
Karm Bains, Member  
Victoria Lachance, Member  
Jim Richmond, Member

4.0 Public Comments

The California Government Code, Section 54954.3 states,  
*".....Every notice for a special meeting shall provide an opportunity for members of the public meeting to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item."*

5.0 Adopt Resolution No. 19-20-XIII Declaring Property Surplus and Intent to Sell Surplus Property, Inviting Sealed Bids Thereon and Directing Staff to Continue with Disposal of Surplus Real Property  
Ron Sherrod **[Action Item]**

Resolution No. 19-20-XIII is to declare certain items of real property as surplus, to proceed with the disposition and sale of surplus property, and inviting sealed bids of surplus items located at:

- 950 Tharp Road, #300  
Yuba City, CA 95993
- 1699 Sierra Avenue  
Yuba City, CA 95993
- 996 Klamath Lane  
Yuba City, CA 95993

6.0 Adoption of Resolution No. 19-20-XIV Approval of a Material Revision to the Pathways Charter Academy Petition  
Joe Hendrix **[Action Item]**

Board Resolution No. 19-20-XIV is to approve a Material Revision for clarification purposes to the Pathways Charter Academy Petition that was adopted by the Board on December 13, 2019.

7.0 Approve the 2020-2021 School Year Calendar for Pathways Charter Academy – Joe Hendrix **[Action Item]**

8.0 Adjournment

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.*

BOARD AGENDA ITEM: RESOLUTION DECLARING PROPERTY SURPLUS AND INTENT TO SELL SURPLUS PROPERTY, INVITING SEALED BIDS THEREON AND DIRECTING STAFF TO CONTINUE WITH DISPOSAL OF SURPLUS REAL PROPERTY

BOARD MEETING DATE: June 29, 2020

AGENDA ITEM SUBMITTED FOR:

- Action  
 Reports/Presentation  
 Information  
 Public Hearing  
 Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

Resolution No. 19-20-XIII is to declare certain items of real property as surplus, to proceed with the disposition and sale of surplus property, and inviting sealed bids of surplus items located at:

- 950 Tharp Road, 300  
Yuba City, CA 95993
- 1699 Sierra Avenue  
Yuba City, CA 95993
- 996 Klamath Lane  
Yuba City, CA 95993

**SUTTER COUNTY BOARD OF EDUCATION  
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS  
DECLARING PROPERTY SURPLUS AND INTENT TO SELL SURPLUS PROPERTY, INVITING  
SEALED BIDS THEREON AND DIRECTING STAFF TO CONTINUE WITH DISPOSAL OF SURPLUS  
REAL PROPERTY  
RESOLUTION # 19-20-XIII**

**WHEREAS**, the Sutter County Board of Education (“Board”) is the owner of certain real property: 950 Tharp Road, #300, Yuba City, CA 95993 [APN 58-050-072]; 1699 Sierra Avenue, Yuba City, CA 95993 [APN 58-050-034]; and 996 Klamath Lane, Yuba City, CA 95993 [APN 58-050-083] (collectively referred to as the “Properties”) located within the territory of the County Office and more specifically described in Exhibit “A,” attached hereto and incorporated herein by reference; and

**WHEREAS**, it was previously determined that said Properties will not be needed for educational purposes and is surplus property; and

**WHEREAS**, the interests of the Board and the local community would be served by the Board’s disposal of said Properties; and

**WHEREAS**, on September 11, 2019, the Board declared that the Properties are surplus and designated the County Superintendent as the Board’s real property negotiator and directing the Superintendent to make notifications and offers to sell the Properties; and

**WHEREAS**, on November 13, 2019, the Board declared its intent and direction to the County Superintendent to offer the Properties for sale to entities as statutorily required pursuant to Government Code section 54220, et seq., and establishing the minimum price and terms of sale; and

**WHEREAS**, it is the Board’s intent that since no such public entities expressed an interest in purchasing the Properties, the Board will proceed with the sale of said Properties to members of the public and put the Properties out to bid in accordance with the terms of this Resolution, consistent with Resolution 19-20-V, and in accordance with applicable law.

**NOW, THEREFORE, BE IT RESOLVED** that the Board declares its intention to proceed with the sale of the Property in accordance with the law, since no such public entities expressed an interest in purchasing the property.

**BE IT FURTHER RESOLVED** that the Board hereby finds, determines, and orders as follows:

1. The Board hereby makes said Properties available for sale to the members of the public as follows:

Board will accept bids upon the Properties, pursuant to Mandatory Bid Instructions substantially in the form attached hereto as Exhibit “B” and incorporated herein by reference. All bids shall be accompanied by a deposit of ten thousand dollars (\$10,000) in the form of a certified check, cashier’s check, or money order and a signed copy of the Purchase and Sale Agreement in the form attached to Exhibit “B”. Upon selection by the Board, the accepted bidder’s deposit check shall be cashed. Deposits of rejected bids shall be refunded as soon as reasonably possible after rejection. Bids in the above-described form

may be submitted on or before 12:00 pm, July 31, 2020. Bids will be presented to the Board at a meeting of the Board on August 12, 2020. Pursuant to Education Code 17473, before accepting any written bids, the Board will also call for oral bids. The Board is expected to (but is not obligated to) award the bids no later than August 12, 2020. The selling price to any bidder shall be a minimum based on existing market conditions for the Properties as identified in the Mandatory Bid Instructions. The Board reserves the right to reject any and all bids.

2. A preliminary title report concerning the Properties will be available upon request to any interested party. However, the Board does not guarantee the contents of the preliminary title report.

3. All requests for bid documents and the preliminary title report should be directed to Ron Sherrod, Assistant Superintendent, Business Services, Sutter County Superintendent of Schools (“SCSOS”), 970 Klamath Lane, Yuba City, CA 95993 (phone) (530) 822-2900, (fax) (530) 671-3422, who is hereby authorized and directed to provide a copy of said documents to any party who so requests.

4. SCSOS staff are hereby authorized and directed to give notice of the adoption of this Resolution by posting copies of the Resolution in three (3) public places within SCSOS’ boundaries and at least fifteen (15) days prior to August 12, 2020, and by publication of the Resolution once per week for three (3) successive weeks before said date in a newspaper of general circulation published in the County of Sutter, California.

5. The disposal of said Properties is found to be exempt from the California Environmental Quality Act (“CEQA”) pursuant to Public Resource Code section 21084 and California Code of Regulations, Title 14, sections 15061(b)(2) and 15312. A Notice of Exemption regarding the disposal of said Properties is hereby approved and the Superintendent (or his designee) is directed to file the Notice of Exemption, together with a certified copy of this Resolution, with the County Clerk of Sutter County in accordance with the terms of CEQA and its implementing regulations.

6. SCSOS staff and consultants are authorized and directed to proceed with the steps necessary or convenient to effect the sale of all or some of the Properties in accordance with law and the terms of this Resolution.

**APPROVED AND ADOPTED** by the Sutter County Board of Education on this 29th day of June 2020, by the following vote:

McJunkin \_\_\_\_; Bains \_\_\_\_; Lachance \_\_\_\_; Richmond \_\_\_\_; and Turner \_\_\_\_.

Ayes: \_\_\_\_\_  
Noes: \_\_\_\_\_  
Absent: \_\_\_\_\_  
Abstain: \_\_\_\_\_

\_\_\_\_\_  
Ronald Turner, President  
Sutter County Board of Education

\_\_\_\_\_  
Tom Reusser, Ex-Officio Secretary  
Sutter County Board of Education

EXHIBIT "A"

SUTTER COUNTY BOARD OF EDUCATION PROPERTY  
LEGAL DESCRIPTION

950 Tharp Road, #300, Yuba City, CA 95993 [APN 58-050-072]

PARCEL ONE:

PARCEL 9 AS SHOWN ON PARCEL MAP NO. 1050, GATEWAY CENTER, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA ON DECEMBER 30, 2004, IN BOOK 7 OF PARCEL MAPS, PAGE 20. EXCEPTING THEREFROM FIFTY PERCENT (50%) OF ALL OIL, MINERAL, GEOTHERMAL AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979 AND RECORDED JUNE 8, 1979 IN BOOK 960 AT PAGE 106 OF OFFICIAL RECORDS.

PARCEL TWO:

TOGETHER WITH THEREFROM CROSS EASEMENTS BETWEEN ALL THE PARCELS FOR UTILITIES, ACCESS AND MAINTENANCE AS SET FORTH IN THAT CERTAIN DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS FOR GATEWAY CENTER RECORDED JUNE 20, 2005 IN THE OFFICIAL RECORDS OF SUTTER COUNTY, INSTRUMENT NO. 2005-0018222.

1699 Sierra Avenue, Yuba City, CA 95993 [APN 58-050-034]

PARCEL ONE:

PARCEL 5 AS SHOWN ON PARCEL MAP NO. 823, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA ON NOVEMBER 14, 1989 IN BOOK 5 OF MAPS, PAGE 33. EXCEPTING THEREFROM FIFTY PERCENT OF ALL OIL, MINERAL, GEOTHERMAL AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979 AND RECORDED JUNE 8, 1979 IN BOOK 960, AT PAGE 106.

PARCEL TWO:

TOGETHER WITH CROSS EASEMENTS OVER ALL PROPERTY NOT OCCUPIED BY BUILDINGS FOR WATER, SEWER, DRAINAGE, PARKING, LANDSCAPING AND MAINTENANCE THEREOF.

996 Klamath Lane, Yuba City, CA 95993 [APN 58-050-083]

PARCEL A:

PARCEL 1, AS SHOWN ON PARCEL MAP NO. 1139, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA, ON APRIL 10, 2008, IN BOOK 8 OF PARCEL MAPS, PAGE 9. EXCEPTING THEREFROM FIFTY PERCENT (50%) OF ALL OIL, MINERAL, GEOTHERMAL, AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979, AND RECORDED JUNE 8, 1979, IN BOOK 960, PAGE 106, OFFICIAL RECORDS.

PARCEL B:

A 30 FOOT ACCESS EASEMENT AS SAID EASEMENT IS SHOWN ON THE ABOVE MENTIONED PARCEL MAP.

**EXHIBIT “B”**  
**MANDATORY BID INSTRUCTIONS**

**MANDATORY BID INSTRUCTIONS FOR**  
**SUTTER COUNTY BOARD OF EDUCATION SURPLUS PROPERTY**

The Sutter County Board of Education hereby invites bids on surplus real property at: 950 Tharp Road, #300, Yuba City, CA 95993 [APN 58-050-072]; 1699 Sierra Avenue, Yuba City, CA 95993 [APN 58-050-034]; and 996 Klamath Lane, Yuba City, CA 95993 [APN 58-050-083] (collectively referred to as the “Properties”) as further described in Resolution Declaring Property Surplus and Intent to Sell Surplus Property, Inviting Sealed Bids Thereon and Directing Staff to Continue with Disposal of Surplus Real Property, adopted June 29, 2020.

1. **MANDATORY INSTRUCTIONS.** These instructions are mandatory to bid on surplus real properties at: 950 Tharp Road, #300, Yuba City, CA 95993 [APN 58-050-072]; 1699 Sierra Avenue, Yuba City, CA 95993 [APN 58-050-034]; and 996 Klamath Lane, Yuba City, CA 95993 [APN 58-050-083] (“Surplus Properties”) situated in Sutter County. The property at 950 Tharp Road will be sold separately and require a separate bid from the properties at 1699 Sierra Avenue and 996 Klamath Lane, which latter properties will be sold jointly. Failure to comply with one or more of these instructions may result in a bid being deemed non-responsive.

2. **BID DEPOSIT.** Each bid must be accompanied by a deposit of ten thousand dollars (\$10,000) (“Bid Deposit”). The bid shall be submitted in the form of a certified or cashier’s check or money order payable to the Board. The deposit of the successful bidder shall be applied to the payment of the purchase price. The deposit of unsuccessful bidders shall be refunded as soon as reasonably possible after the Board’s final rejection of the bid. Interest earned on the Bid Deposit shall be retained by the Board. Such interest shall not be refunded and shall not apply towards the payment for the purchase price of the Surplus Property by the successful bidder.

3. **MINIMUM BID.** Based on the Board’s evaluation of fair market value and potential and existing real estate market conditions, the bid for the 950 Tharp Road property shall be for at least one million one hundred-fifteen thousand dollars (\$1,115,000); and the bid for the 1699 Sierra Avenue and 996 Klamath Lane properties shall be for at least one million two hundred seventy thousand dollars (\$1,270,000). The bids shall be for a fee simple sale bid for all or a portion or portions of the Surplus Properties. The bid must demonstrate adequate assurances and the ability to complete the purchase.

4. **FORM OF BID.** No specific form of bid is required, except that it must include the minimum terms set forth herein.

5. **TIME AND CONTENTS OF BID.** Bids may be submitted on or before 12:00 pm., July 31, 2020. Bids must be submitted in a sealed envelope marked “Bid Form and Bid Deposit for Sutter County Superintendent of Schools Property” and include the address of the property or properties bid. The sealed envelope must include these Bid Instructions, with a signed Bidder Declaration and completed Bidder Information (see below), and a ten thousand dollars (\$10,000) bid deposit, in the form of a certified check, cashier’s check, or money order, and a signed copy of the Agreement for Purchase and Sale of Surplus Real Property attached hereto as Attachment 1 (“Agreement”), all of which must be received by Ron Sherrod, Assistant Superintendent, Business Services, Sutter County Superintendent of Schools (“District”), 970 Klamath Lane, Yuba City, CA 95993. Any questions regarding the bid should

be directed to Ron Sherrod at (phone) (530) 822-2900, (fax) (530) 671-3422 or [rons@sutter.k12.ca.us](mailto:rons@sutter.k12.ca.us) (email).

6. **BID OPENING AND ACCEPTANCE.** Bids will be presented to the Board at a meeting of the Board on August 12, 2020, or as soon thereafter as the matter may be heard. Pursuant to Education Code section 17473, before accepting any written bids, the Board will also call for oral bids. The Board reserves the right to reject any and all bids and to withdraw the Surplus Properties from the market. The Board reserves the right to determine who is a responsible bidder and also reserves the right to waive any and all defects in bids and to waive any irregularity. In the event that the highest responsible bidder fails to perform, the Board may, at its discretion, call for new bids, or offer the property to the second highest bidder. If the Board elects to offer the Surplus Properties to the second highest bidder, and if the second highest bidder accepts the award, the deposit requirements and terms and conditions of purchase of the Surplus Properties shall be the same as provided in the Board Resolution adopted on June 29, 2020.

7. **BIDDER DECLARATION.** In addition to signing the Agreement, each bidder must sign the following Declaration:

I, the undersigned Bidder, declare that I have carefully reviewed Board Resolution 19-20-XIII, Declaring Property Surplus and Intent to Sell Surplus Property, Inviting Sealed Bids Thereon and Directing Staff to Continue with Disposal of Surplus Real Property, adopted June 29, 2020, and these Bid Instructions. I have completely satisfied myself as to the nature and location of the Surplus Property, and have fully informed myself as to all conditions and matters which may in any way affect the purchase price of the Surplus Property. I further declare that I have conducted an independent investigation, inspection, and analysis of the Surplus Property and I am not relying in any way upon any information provided by Board. I declare that this Bid is genuine and not collusive.

Executed this \_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_, California

\_\_\_\_\_  
Signature of Bidder

8. **BIDDER INFORMATION.** Each bidder must provide the following information:

Name of Bidder \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_  
Facsimile Number \_\_\_\_\_



ATTACHMENT 1  
TO MANDATORY BID INSTRUCTIONS  
AGREEMENT FOR PURCHASE AND SALE OF SURPLUS REAL PROPERTY

This Agreement dated this 12th day of August, 2020 (“Effective Date”), is made by and between the Sutter County Board of Education ("Seller") and \_\_\_\_\_ ("Buyer").

WHEREAS, Seller is the fee title owner of that certain real property described in Exhibit “A”, attached hereto and incorporated herein by reference ("Property"); and

WHEREAS, Seller has declared the Property to be surplus within the meaning of Government Code Section 54221 and Education Code Section 17485, et seq.; and

WHEREAS, Seller desires to sell the Property as described herein; and

WHEREAS, the sale of the Property has been studied and considered by the Seller at a regularly scheduled public meeting as required by Education Code Section 17466; and

WHEREAS, the Property was offered for sale to other public agencies as required by Government Code Section 54222 and Education Code Section 17464, with no interest in purchase expressed by said agencies within the applicable statutory deadlines; and

WHEREAS, a resolution of intent to sell the Property (“Resolution”) was adopted by the Seller; and

WHEREAS, Buyer, desires to acquire the Property for other purposes through a purchase; and

WHEREAS, Seller has determined that the purchase of the Property to Buyer is appropriate as allowed by Education Code Section 17464.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, the Seller and Buyer agree as follows:

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Agreement of Purchase and Sale. Subject to the terms and conditions as set forth herein, Seller shall sell and Buyer shall purchase the Property for a total “Purchase Price” of \_\_\_\_\_ Dollars (\$\_\_\_\_\_).

2. Payment of Purchase Price and Costs.

2.1 The Purchase Price for the Property shall be paid as follows:

(a) Buyer has submitted with Buyer’s Bid a deposit of ten thousand dollars (\$10,000) in the form of a certified check, cashier’s check or money order (“Bid Deposit”) which Seller shall deposit into an escrow account along with this Agreement.

(b) On or before the close of escrow, as set forth in Section 3.6, Buyer shall deposit the balance of the Purchase Price, less the Bid Deposit, into the Escrow Account.

## 2.2 Withdrawal by Seller from Escrow Account

(a) This Bid Deposit shall become nonrefundable at the end of the Feasibility Period as set forth in Section 7 below. Accordingly, the Seller may withdraw the Bid Deposit at any time after the Feasibility Period.

(b) The Bid Deposit shall be credited to the Purchase Price, but may be retained by Seller as liquidated damages pursuant to Section 5 of this Agreement.

(c) Any interest that accrues in the Escrow Account shall inure to the benefit of the Seller and shall not be applied to the Purchase Price. Seller may withdraw the interest from the Escrow Account at anytime.

2.3 Buyer may elect, at any time prior to close of escrow, as set forth in Section 3.6, to pay the balance of the Purchase Price then owing, consistent with the terms of this Agreement, without prepayment penalty.

2.4 Buyer shall pay all closing and escrow costs, including, but not limited to, escrow fees and recording fees customarily paid by buyers in Sutter County. Real property taxes shall not be prorated because the Property will not be assessed until Buyer acquires title. Seller shall pay all closing costs customarily paid by sellers in Sutter County and documentary transfer taxes (to the extent applicable) and title insurance premiums.

## 3. Escrow.

3.1 This Agreement shall constitute escrow instructions to the Escrow Holder as well as the Agreement for the sale and purchase of the Property; provided, however, Buyer and Seller shall execute such supplementary instructions as may be necessary to carry out the terms of this Agreement or as may be reasonably requested by the Escrow Holder prior to the closing date.

3.2 The purchase and sale of the Property shall be completed through an escrow to be opened at Old Republic Title Company ("Escrow Holder").

3.3 Instruments in respect to the purchase and sale shall be deposited in escrow by Buyer and Seller as follows:

(a) Seller shall execute, prior to close of escrow, a grant deed prepared by the Escrow Holder.

(b) Buyer shall deposit the Bid Deposit plus the balance of the Purchase Price and all escrow fees and recording fees customary for buyers in Sutter County.

3.4 After all of the foregoing has been deposited by Buyer and Seller respectively, and Escrow Holder is prepared to issue a policy of title insurance in accord with Section 4 hereof, Escrow Holder shall:

- (a) Deliver the Purchase Price, less previous payments to Seller, cost of title insurance and transfer taxes (as applicable), to or on the order of Seller.
- (b) Record the grant deed to the Property and instruct the County Recorder to deliver the grant deed after recording to Buyer.
- (c) Provide a pro-forma policy of title insurance for review by Buyer and Seller within thirty (30) days.

3.5 Buyer shall advise the Title Company prior to the close of escrow of the manner in which title shall vest.

3.6 Escrow shall close within fifteen (15) days after the Parties complete their obligations set forth in Section 7. Escrow may be extended upon written agreement by the parties.

#### 4. Title.

4.1 The Escrow Holder shall issue to Buyer a CLTA standard coverage policy of title insurance with total liability in the amount of the Purchase Price showing marketable, insurable title to the Property vested in the Buyer subject to the Acceptable Exceptions.

4.2 Seller shall convey title to the subject Property by Grant Deed in an “as is condition,” without warranty, express or implied, including the exact area and size of the site, the condition of the site or any other improvements thereon, and subject to all liens, easements, assessments and encumbrances thereon of any nature and kind whatsoever and whether of record or not and subject to the conditions of title indicated on the Preliminary Title Report dated October 18, 2019 (“Report”), provided to Buyer by Seller.

4.3 Buyer hereby acknowledges that before it entered into this Agreement, it obtained a copy of the Report. Buyer has reviewed the Report and there is no condition of title that is objectionable or would serve as a basis to terminate this Agreement. Buyer acknowledges that Seller does not in any way guarantee the contents of the Report.

4.4 In the event that the pro-forma title policy discloses an encumbrance not disclosed by the Report on the Property upon which the bid was made, Seller shall have a reasonable opportunity to remove the encumbrance or the Buyer may waive the encumbrance. Any exception on the pro-forma title policy not disclosed by the Report that enhances the use or value of the Property shall not be deemed an encumbrance. Escrow shall be extended as necessary to address any such encumbrances.

5. Liquidated Damages.

If, for any reason Buyer breaches this Agreement, or fails to close escrow within the time specified in Section 3.6, Seller will suffer damages. The actual occurrence of damages and the actual amount of the damages which the Seller would suffer if the Agreement is breached are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the transaction, it is impracticable and extremely difficult to fix the actual damages. Damages that the Seller would suffer in the event of such breach include loss of the proceeds of the sale, activities, costs of administration, inspection, supervision and the loss suffered by the public within the jurisdiction of Seller by reason of such breach. Accordingly, the parties agree that Seller may retain the Bid Deposit already paid into the Escrow Account as liquidated damages in the event of such a breach.

\_\_\_\_\_  
Buyer's initials

\_\_\_\_\_  
Seller's initials

6. Entry Onto Premises. Upon written notice to Seller, Buyer may perform necessary soil samples, engineering, surveys, etc. Buyer shall hold Seller harmless from any and all claims caused by any actions undertaken pursuant to this Section 6, or actions of Buyer's employees, agents, or contractors; provided, however, that Buyer shall keep the Property free and clear of any and all liens and shall indemnify, defend and hold Seller harmless against all liabilities, claims, demands, damages or costs (including reasonable attorneys' fees), resulting from Buyer's exercise of its rights under this Article. Buyer's exercise of its right of entry shall not cause damage or become a nuisance thereon. Buyer at its sole cost and expense shall promptly restore the Property to the same condition in which it existed prior to the conduct of tests and inspections by Buyer thereon.
7. Feasibility Period. Before close of Escrow, Buyer shall have the right to review, in Buyer's sole and absolute discretion, the suitability of the Property for Buyer's use and development, including without limitation, any governmental land regulations, zoning ordinances, development costs, financial and market feasibility, all covenants, conditions and restrictions affecting the Property, and the physical condition of the Property, including, without limitation, soil and geological assessments and environmental assessments. This review shall take no longer than sixty (60) days from the Effective Date of this Agreement ("Feasibility Period"). Seller shall reasonably cooperate with Buyer in any and all investigations during the Feasibility Period and Seller shall use its reasonable efforts to cause engineers, architects, and surveyors, if any, to share with Buyer at Buyer's cost, any information or knowledge they have concerning the Property. Failure by Buyer to give written notice of disapproval by the close of Escrow shall be deemed notice of Buyer's approval. If Buyer disapproves in writing to the purchase and sale as specified in this Article, then Escrow shall terminate, Seller shall instruct Escrow Holder to return the Bid Deposit to Buyer, Escrow Holder shall then immediately return the Bid Deposit to Buyer without any additional instructions from Seller and Escrow Holder shall immediately return all other documents, instruments and monies to the Party that deposited them. Buyer acknowledges that as of close of Feasibility Period, Buyer will be aware of

all zoning regulations, other governmental requirements, site and physical conditions, and other matters affecting the use and condition of the Property and agrees to purchase the Property in the condition that it is in at close of escrow, subject only to Buyer's right to terminate as otherwise provided herein. At the end of the Feasibility Period, the Bid Deposit shall become non refundable.

8. No Warranties. Buyer acknowledges that Buyer is purchasing the Property "as is", solely in reliance on Buyer's own investigation, and that no representations or warranties of any kind whatsoever, including but not limited to the presence or absence of hazardous or toxic substances on the Property, express or implied, have been made by Seller, or Seller's agents, with respect to the Property or its fitness for any purpose. Buyer further acknowledges that as of the close of escrow, Buyer will be aware of all zoning regulations, other governmental requirements, site and physical conditions, and other matters affecting the use and condition of the Property and agrees to purchase the Property in the condition that it is in at close of escrow, subject only to Buyer's right to terminate as otherwise provided herein.

9. Notices.

9.1 Any notice, request, demand, instruction or other communication to be given to any party hereunder shall be in writing and delivered personally, or sent by facsimile, email, registered or certified mail as follows:

Seller: Sutter County Board of Education  
970 Klamath Lane  
Yuba City, CA 95993  
Attn: Ron Sherrod, Assistant Superintendent, Business Services

Buyer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The addresses for the purposes of this Section may be changed by giving written notice of such change in the manner provided herein for giving notice. Unless and until such written notice is received, the last address and addressee as stated by written notice, or as provided herein if no written notice of change has been sent or received, shall be deemed to continue in effect for all purposes hereunder.

9.2 Notice shall be deemed to have been given when delivered personally or two days after mailing to the above address if mailed. No notices shall be effective unless and until all persons entitled to notice shall have been notified in accordance with the foregoing.

10. Further Assurance. Buyer and Seller agree that at any time, or from time to time after the execution of this Agreement whether before or after the close of escrow, they will, upon request of the other, execute and deliver such further documents and do such further acts and things as such party may reasonably request in order to effect fully the purposes of this Agreement.

- 11. Survival of Covenants. Each of the covenants and agreements contained herein shall, to the extent applicable, survive the close of escrow.
- 12. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of each of the parties hereto, and to their respective successors and assigns.
- 13. Captions. The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision herein or of any document or instrument referred to herein.
- 14. Time. Time is of the essence in this Agreement.
- 15. Entire Agreement; Amendments. This Agreement, and the Exhibits hereto, embodies the entire Agreement and understanding between the parties relating to the subject matter hereof and may not be amended, waived or discharged except by an instrument in writing executed by the party against which enforcement of such amendment, waiver or discharge is sought. This Agreement supersedes all prior agreements and memoranda. The invalidity of any one of the covenants, agreements, conditions or provisions of the Agreement, nor any portion thereof, shall not affect the remaining portions thereof nor any part hereof and this Agreement shall be construed as if such covenant, agreement, condition or provision had not been inserted herein.
- 16. Approval/Ratification by Board of Education. This Agreement shall be subject to approval/ratification by Board of Trustees of the Sutter County Superintendent of Schools
- 17. Authority to Sign. Each person executing this Agreement on behalf of either party does hereby personally represent and warrant that he or she had the authority to execute the Agreement on behalf of and to fully bind such party.

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IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first above mentioned.

Sutter County Board  
of Education

Buyer:

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

EXHIBIT "A" TO THE AGREEMENT FOR PURCHASE AND SALE OF SURPLUS  
REAL PROPERTY

SUTTER COUNTY BOARD OF EDUCATION  
LEGAL DESCRIPTION

950 Tharp Road, #300, Yuba City, CA 95993 [APN 58-050-072]

PARCEL ONE:

PARCEL 9 AS SHOWN ON PARCEL MAP NO. 1050, GATEWAY CENTER, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA ON DECEMBER 30, 2004, IN BOOK 7 OF PARCEL MAPS, PAGE 20. EXCEPTING THEREFROM FIFTY PERCENT (50%) OF ALL OIL, MINERAL, GEOTHERMAL AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979 AND RECORDED JUNE 8, 1979 IN BOOK 960 AT PAGE 106 OF OFFICIAL RECORDS.

PARCEL TWO:

TOGETHER WITH THEREFROM CROSS EASEMENTS BETWEEN ALL THE PARCELS FOR UTILITIES, ACCESS AND MAINTENANCE AS SET FORTH IN THAT CERTAIN DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS FOR GATEWAY CENTER RECORDED JUNE 20, 2005 IN THE OFFICIAL RECORDS OF SUTTER COUNTY, INSTRUMENT NO. 2005-0018222.

1699 Sierra Avenue, Yuba City, CA 95993 [APN 58-050-034]

PARCEL ONE:

PARCEL 5 AS SHOWN ON PARCEL MAP NO. 823, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA ON NOVEMBER 14, 1989 IN BOOK 5 OF MAPS, PAGE 33. EXCEPTING THEREFROM FIFTY PERCENT OF ALL OIL, MINERAL, GEOTHERMAL AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979 AND RECORDED JUNE 8, 1979 IN BOOK 960, AT PAGE 106.

PARCEL TWO:

TOGETHER WITH CROSS EASEMENTS OVER ALL PROPERTY NOT OCCUPIED BY BUILDINGS FOR WATER, SEWER, DRAINAGE, PARKING, LANDSCAPING AND MAINTENANCE THEREOF.

996 Klamath Lane, Yuba City, CA 95993 [APN 58-050-083]

PARCEL A:

PARCEL 1, AS SHOWN ON PARCEL MAP NO. 1139, FILED IN THE OFFICE OF THE COUNTY RECORDER OF SUTTER COUNTY, CALIFORNIA, ON APRIL 10, 2008, IN BOOK 8 OF PARCEL MAPS, PAGE 9. EXCEPTING THEREFROM FIFTY PERCENT (50%) OF ALL OIL, MINERAL, GEOTHERMAL, AND SIMILAR RIGHTS, RESERVED IN DEED FROM DEL MONTE CORPORATION, DATED MAY 31, 1979, AND RECORDED JUNE 8, 1979, IN BOOK 960, PAGE 106, OFFICIAL RECORDS.

PARCEL B:

A 30 FOOT ACCESS EASEMENT AS SAID EASEMENT IS SHOWN ON THE ABOVE MENTIONED PARCEL MAP.

BOARD AGENDA ITEM: Adoption of Resolution No. 19-20-XIV Approval of a Material Revision to the Pathways Charter Academy Petition

BOARD MEETING DATE: June 29, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Joe Hendrix

Reports/Presentation

SUBMITTED BY:

Information

Joe Hendrix

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Joe Hendrix

BACKGROUND AND SUMMARY INFORMATION:

This item is being placed on the agenda to request the Board take action to approve a Material Revision to the Pathways Charter Academy Petition that was adopted by the Board December 13, 2019.

This Material Revision proposes revisions to the language of the Petition intended to clarify that, consistent with Education Code section 47605.5, PCA will serve pupils for whom the Sutter County Superintendent of Schools (SCSOS) would otherwise be responsible for providing direct educational and related services, as explicitly allowed for and intended by the Education Code.

This Material Revision does not propose to modify or change in any way the educational program or pupils to be served by PCA as expressly contemplated within the Petition.

Enclosed in the Board Packet is a copy of the Petition with Material Revisions noted in yellow and a copy reflecting the document with the revisions made.



**SUTTER COUNTY BOARD OF EDUCATION  
APPROVAL OF A MATERIAL REVISION TO  
THE PATHWAYS CHARTER ACADEMY PETITION**

**RESOLUTION No. 19-20-XIV**

**WHEREAS**, on December 13, 2019 the Sutter County Board of Education (“SCBOE”) approved an initial petition for the establishment of the Pathways Charter Academy (“PCA”) charter school, pursuant to Education Code sections 47605.5 and 47605 (“Petition”); and

**WHEREAS**, the Petition approved on December 13, 2019 proposed an educational program intended to serve pupils for whom the Sutter County Superintendent of Schools Office (“SCSOS”) would otherwise be responsible for providing direct educational and related services, as explicitly allowed for and intended by the Education Code; and

**WHEREAS**, on June 29, 2020, the Sutter County Superintendent of Schools Office (“SCSOS”) submitted to the SCBOE a request for a material revision to the terms of the PCA Petition (“Material Revision”); and

**WHEREAS**, the Material Revision proposes revisions to the language of the Petition intended to clarify that, consistent with Education Code section 47605.5, PCA will serve pupils for whom the SCSOS would otherwise be responsible for providing direct educational and related services, as explicitly allowed for and intended by the Education Code; and

**WHEREAS**, apart from the intended mere clarification of the Petition, the Material Revision does not propose to modify or change in any way the educational program or pupils to be served by PCA as expressly contemplated within the Petition approved by the SCBOE on December 13, 2019; and

**WHEREAS**, SCBOE has convened on June 29, 2020, to consider whether to grant or deny the Material Revision; and

**WHEREAS**, Sutter County Superintendent of Schools Office staff reviewed and analyzed the Material Revision and supporting documents, and determined that the Material Revision should be approved.

**NOW, THEREFORE, BE IT RESOLVED**, that:

1. The foregoing recitals are adopted and incorporated herein;
2. For the reasons given above, the Material Revision is hereby approved.

**APPROVED AND ADOPTED** by the Sutter County Board of Education on this 29th day of June 2020, by the following vote:

McJunkin \_\_\_\_\_; Bains \_\_\_\_\_; Lachance \_\_\_\_\_; Richmond \_\_\_\_\_; and Turner \_\_\_\_\_.

Ayes: \_\_\_\_\_  
Noes: \_\_\_\_\_  
Absent: \_\_\_\_\_  
Abstain: \_\_\_\_\_

\_\_\_\_\_  
Ronald Turner, President  
Sutter County Board of Education

\_\_\_\_\_  
Tom Reusser, Ex-Officio Secretary  
Sutter County Board of Education



**SUTTER COUNTY PATHWAYS  
CHARTER SCHOOL**

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

**July 1, 2020 to July1, 2025**

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# Charter School Intent and Charter Requirements

It was the intent of the California Legislature, in enacting the Charter Schools Act of 1992 (the “Act”), to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under the Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

*The Charter Schools Act (Education Code Section 47600 et seq.) requires each charter school to have a “charter” that provides a reasonably comprehensive description of fifteen (15) elements. The following provisions of this charter provide this and all other requirements of the Act.*

[insert] "...pursuant to Education Code section 47605, 47605.5, and other applicable laws, and located . . ."

## AFFIRMATIONS AND ASSURANCES

---

As the authorized lead petitioner, I, **Tom Reusser**, hereby certify that the information submitted in this petition for the establishment Pathways Charter Academy (herein referenced as "Pathways", "PCA", or "Charter School"), a California public charter school operated by the Sutter County Superintendent of Schools Office and located within the boundaries of Sutter County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. If awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- ❖ The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall admit all students who wish to attend the Charter School unless it receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the pupil or of his or her parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ❖ 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 the school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605(d)(3)]
- ❖ The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in the statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- ❖ The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)(2)]

- ❖ The Sutter County Superintendent of Schools declares that he shall be deemed the exclusive public school employer of the employees of PCA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ❖ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- ❖ The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing, certificate, permit, or other document equivalent to that which the teacher in other public schools are required to hold. As allowed, through June 30, 2025, flexibility will be given to non-core, non-college preparatory teachers who were teaching in a charter school during the 2019-2020 school year. [Ref. Education Code Section 47605(l)]
- ❖ The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- ❖ The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]-
- ❖ The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ❖ The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ❖ The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ❖ The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- ❖ The Charter School shall comply with Public Records Act.
- ❖ The Charter School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).
- ❖ The Charter School shall comply with the Ralph M. Brown Act.
- ❖ The Charter School shall comply with Government Code Section 1090, et seq., and other requirements as set forth in Education Code Section 47604.1.

- ❖ The Charter School shall comply with the Political Reform Act of 1974.
- ❖ The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



\_\_\_\_\_  
Tom Reusser  
Sutter County Superintendent of Schools

12-4-19

\_\_\_\_\_  
Date



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## Pathways Charter Academy

### Overview

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Location	1895 Lassen Boulevard Yuba City, Ca 95993
Educational Focus	Pathways Charter Academy provides an educational opportunity that offers California standards-aligned curriculum, individualized instruction through an independent study/personalized learning approach designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential. All students will complete a comprehensive intake assessment to create an individualized success plan that includes a rigorous individualized learning plan tailoring students' education to their personal needs, strengths, weaknesses, abilities, and interests. Social-emotional-behavioral supports, career exploration and preparation, and college attendance, are strong components of our educational focus to make learning relative and meaningful. Pathway Charter operates three programs; a core program Intensive Core Program, and a ComeBack Program for adult learners wishing to obtain a diploma or High School Equivalency.
Grades Served	Core Program: Grades Transitional Kindergarten(TK) – 12 Intensive Core Program: Grades TK-12 ComeBack Program: Adults ages 17-24, and potentially older students as allowed by statute
Flexible Instruction	All students are provided curriculum that meets the California standards for their grade level with high-interest delivery and regular and purposeful assessment that drives individualized instruction.

<p>Mission of School</p>	<p>Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Through this process, students become educated become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.</p>
<p>Schools Like Pathways Charter Academy</p>	<p>We are unaware of any school that utilizes results from such a comprehensive intake assessment to create an individualized success plan and individualized learning plan for every student that leverages this strong of a resource base to ensure students who have failed to thrive in traditional school environments and charter environments are successful.</p>
<p>For more Information</p>	<p>Web site: <a href="http://www.sutter.k12.ca.us">www.sutter.k12.ca.us</a>  Email: <a href="mailto:joeh@sutter.k12.ca.us">joeh@sutter.k12.ca.us</a>  Phone: 530.822.2932</p>

# INTRODUCTION

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## **Fulfilling the Intent for Charters**

California law supports and encourages the creation of charter schools for a variety of purposes. PCA will continue to fulfill the intent for the creation of charter schools under the Charter Schools Act by, among other things: improving pupil learning, especially for students who need or desire a non-traditional approach to learning; increasing learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as having barriers to success or are academically low achieving; and providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

## **Petition**

This Petition is hereby submitted to the Sutter County Board of Education for the establishment of Pathways Charter Academy (herein referred to as “Pathways”, “PCA”, or “Charter School”), a charter school offering non-classroom-based instruction and funded as specified. PCA shall be operated by the Sutter County Office of Education.

## **Term of Charter**

The requested term of the charter is to begin July 1, 2020 and end July 1, 2025.

## **First Year of Operation**

Pathway Charter Academy plans to begin classes in the 2020-2021 school year.

[add] "...as allowable by statute, including Education Code section 47605.5."

## **Amendment of Charter**

When considering changes to the Pathways Charter, the Sutter County Superintendent of Schools ("County Superintendent") will determine if the proposal constitutes a material change unless the change is specified as a material revision in Education Code. Material revisions to the Charter require approval by the Sutter County Board of Education ("Board").

VISION: Pathways Charter Academy envisions an educational program that offers a variety of individualized instructional approaches to meet the academic, social, emotional, behavioral, and career preparatory needs of students who require or prefer a non-traditional school setting. This model will enable our students to live successful, healthy, and stable lives as productive members of our community and the world.

MISSION: Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Students become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.

To accomplish our vision and mission, Pathways Charter Academy will provide a comprehensive multi-tiered systems of support approach through a flexible nonclassroom-based education structure as a foundation for serving students in grades TK-12 and adults, ages 17 and older, who require or prefer an alternative educational setting for success. Offerings will include a variety of strong learning components such as classroom learning labs, seat based instruction, online instruction, learning cohorts, college connections, career connections, supports for social-emotional and mental wellness, meaningful student and parent conferences focusing on progress toward goals, and other curricula supporting personalized learning.

We anticipate that students attending Pathways Charter Academy will typically enroll after unsuccessfully navigating the traditional school system or available charter structures. Older students will likely be credit deficient, have major gaps in their learning, and/or have experienced attendance, attitude, or behavior issues at previous schools. Students may have been suspended, expelled, or voluntarily withdrew from previous school settings. Students may also include those who are independent learners and divergent thinkers who enjoy learning autonomously. Parents of these students often seek alternatives for their children that provide unique opportunities which are not available in traditional schools.

### **Pathways Charter Academy: Meeting Needs of Students, Families, and the Community**

Pathways Charter Academy will complement other schools in the region by filling academic and social/emotional/behavioral support “holes” that currently exist. Evidence for the existence of these holes can be extrapolated from “CA Schools Dashboard” results as well as from interviews with students leaving existing schools voluntarily or through the student discipline processes. Pathways Charter will work collaboratively with other school systems to meet the needs of students.

Families who choose Pathways Charter Academy will have the support of credentialed teachers and support staff as they work toward the goal of having their children reach proficient or advanced levels in the core subject areas, improve in the areas of attendance, attitude, and behavior, and explore post high school options through college enrollment and/or career education.

Students and the community will benefit due to Pathways Charter Academy’s focus on providing students with meaningful career training and college courses and from our commitment to providing for students’ social, emotional, and behavioral needs to help them live successful, healthy, and stable lives as productive members of our community.

### **Guiding Principles**

There is a clear need to improve public education in California and the United States, and the statements below will serve as guiding principles for Pathways Charter Academy as we strive to improve student outcomes:

- We will value our students, families, staff, partners, and community.

- We will be open to all families/students committed to our mission and educational vision, with no tuition or academic entrance criteria required.
- We will be a public school with a specific college and career preparatory mission tailored to the student and familial needs outside of the traditional school day schedule.
- We will meet our students and families where they are and help them grow.
- We will offer a targeted, meaningful, goal oriented, rigorous academic curriculum, including math, English, and science, to all students.
- We will maintain high expectations for both academic and personal performance.
- We will provide a supportive school environment.
- We will partner with students, parents, other education agencies, career related organizations, and the community to improve student outcomes and support our community.
- We will achieve full adoption of the Common Core State Standards.
- We will provide comprehensive intake assessments for every student to prescribe individualized success plans and individualized learning plans.
- We will utilize common assessments in the core subject areas.
- We will utilize adaptive assessments to prescribe targeted intervention and extension instruction.
- We will provide students with exposure to college and career options and work diligently to support them in completing college and career pathways.
- We will utilize measurable student learning objectives to support student success.
- We will make A-G coursework available for all students and support them in being able to successfully complete those courses.
- We will provide access to STEAM education, encourages students to explore those areas, and support students who enroll in those courses.
- We will engage in informational sharing and decision making with all stakeholders.
- We will engage in communication with stakeholders and the governing board to ensure, monitor, and adjust, as necessary, alignment with the agreed upon expectations and results of the Charter School.

## FOUNDING TEAM AND SUPPORT

---

### Sutter County Superintendent of Schools Office

The Sutter County Superintendent of Schools Office serves students of all academic abilities from multiple counties in Northern California. We currently provide specialized programs for Regional Occupation Programs and Career Technical Education, Special Education, Community School, and collaborate to provide an educational program for students in Juvenile Hall. Our experience providing educational programs for students with disabilities, students at-risk, and students at-promise provides our team with a unique ability to provide a comprehensive and effective program to meet the needs of students needing an alternative education environment.

### Founding Team Members

The founding team has a strong record of educational leadership (including alternative education and special education), personnel leadership, and fiscal responsibility. Our ability to achieve academic success, strong and stable management, years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the operation of Pathways Charter Academy. In addition to the core leadership team, Pathways Charter Academy will have access to support from many other individuals who are highly qualified in their field of expertise.

The current executive leadership team is listed in the table below. All of the leaders listed offer specific expertise to support the organization as it grows.

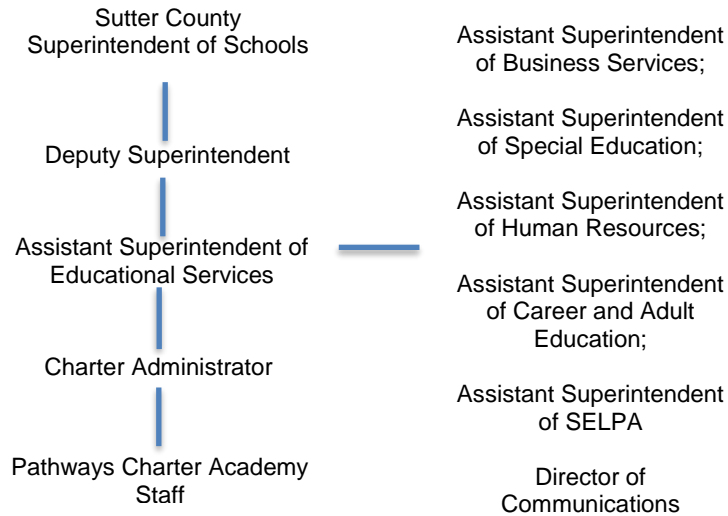
#### Executive Leadership Team

Executive Leadership Team	Background Experience
<b>Tom Reusser</b> Sutter County Superintendent	County Superintendent of Schools District Superintendent/Principal School Principal(Middle and High School) Teacher
<b>Joe Hendrix</b> Deputy Superintendent	District Superintendent/Principal School Administrator (TK-12) District Office Administrator Teacher Dropout Prevention Specialist
<b>Angela Huerta</b> Director of Communications	SCSOS Communications Director Elementary School Principal Elementary School Assistant Principal High School English Teacher

<p><b>Eric Pomeroy</b> Assistant Superintendent of Career and Adult Education</p>	<p>Assistant Superintendent Director of Career Technical Education and Adult Education Site Principal/Vice Principal Teacher/Testing Coordinator/Department Chair Mentor/Coach</p>
<p><b>Kathy Tamez</b> Director of Human Resources</p>	<p>Director of Human Resources County Credentials Coordinator County Credential Analyst</p>
<p><b>Brian Gault</b> Assistant Superintendent of Educational Services</p>	<p>Assistant Superintendent- Sutter County Superintendent of Schools Principal- Gray Avenue Middle School Assistant Principal- Barry School K-8 Assistant Principal- Lindhurst High School Teacher- Lindhurst High School Teacher- Opportunity Education at W.T. Ellis Continuation School</p>
<p><b>Bill Embleton</b> Assistant Superintendent of Special Education</p>	<p>Assistant Superintendent Principal Feather River Academy (FRA) Assistant Principal FRA Program Specialist – Yuba City Unified School District Program Coordinator School Psychologist School Counselor Administrator for North Valley Children Family Service, Foster Care &amp; Golden State Group Home Agencies Owner &amp; Operator of Nor-Cal Custom Trim</p>
<p><b>Ron Sherrod</b> Assistant Superintendent of Business Services</p>	<p>District Chief Business Officer (CBO) County Office School District Oversight Coordinator</p>
<p><b>John Kovach</b> Principal of Feather River Academy</p>	<p>School Principal County Expelled Youth 7-12 School Principal Traditional School Teacher K-12</p>

### Organization Chart for Pathways Charter Academy

The organization chart and table below illustrate the substantial support that the Sutter County Superintendent of Schools Office will provide to Pathways Charter Academy. The support will be critical to ensuring PCA is fiscally stable while providing a high-quality education where students succeed during and after high school. The individuals supporting PCA are dedicated to supporting the outcomes expressed in the charter document.



Key Programmatic Areas	Sources of Expertise
Charter School Law and Operations	<p><u>Internal</u>            Tom Reusser, County Superintendent            Joe Hendrix, County Deputy Superintendent            Ron Sherrod, Assistant Superintendent of Business Services</p> <p><u>External</u>            California Charter Schools Association            Charter School Development Center            SCSOS Legal Counsel            California Department of Education</p>



Key Programmatic Areas	Sources of Expertise
Educational Program	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Brian Gault, Assistant Superintendent of Educational Services  Bill Embleton, Assistant Superintendent of Special Education  Eric Pomeroy, Assistant Superintendent of Career and Adult Education  Angela Huerta, Director of Communications  Kristi Johnson, Director of Curriculum, Instruction, and Accountability  John Kovach, Principal of Feather River Academy</p> <p><u>External</u>  California Charter School Association  Charter School Development Center  California Department of Education</p>
Fiscal	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services  Joel Ryan, Director of External Business</p> <p><u>External</u>  School Services of California  FCMAT  California Department of Education  California Charter Schools Association  Charter School Development Center</p>
Personnel	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Kathy Tamez, Director of Human Resources</p> <p><u>External</u>  SCSOS Legal Counsel  California Charter Schools Association  Charter School Development Center</p>

Key Programmatic Areas	Sources of Expertise
<p style="text-align: center;">Audit</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services</p> <p><u>External</u>  SCSOS Auditor  California Charter Schools Association  Charter School Development Center  School Services of California  FCMAT</p>
<p style="text-align: center;">Compliance</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services  Brian Gault, Assistant Superintendent of Educational Services  Bill Embleton, Assistant Superintendent of Special Education  Kristi Johnson, Director of Curriculum, Instruction, and Accountability  Janine Hughes, Director of Special Education</p> <p><u>External</u>  SCSOS Auditor  SCSOS Legal Counsel  Charter School Development Center  California Charter School Association  California Department of Education  School Services of California  FCMAT</p>

Key Programmatic Areas	Sources of Expertise
<p style="text-align: center;">Law</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Kathy Tamez, Director of Human Resources  Bill Embleton, Assistant Superintendent of Special Education</p> <p><u>External</u>  SCSOS Legal Counsel  Charter School Development Center  California Charter School Association  California Department of Education</p>
<p style="text-align: center;">Special Education</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Bill Embleton, Assistant Superintendent of Special Education  Carolyn Patton, Assistant Superintendent of SELPA  Janine Hughes, Director of Special Education</p> <p><u>External</u>  Charter School Development Center  California Charter School Association  SCSOS Legal Counsel  California Department of Education</p>
<p style="text-align: center;">Regional Occupation Programs/Career  Technical Education</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Eric Pomeroy, Assistant Superintendent of Career and Adult Education  Doug Criddle, Regional CTE/ROP Coordinator</p> <p><u>External</u>  Charter School Development Center  California Charter School Association  California Department of Education</p>

Key Programmatic Areas	Sources of Expertise
Adult Education	Tom Reusser, County Superintendent Joe Hendrix, County Deputy Superintendent Eric Pomeroy, Assistant Superintendent of Career and Adult Education Rinky Basi, Director Business and Workforce Development  <u>External</u> Charter School Development Center California Charter School Association California Department of Education

Key programmatic areas and supporting personnel and resources

**A Strong Foundation for the Creation of Pathways Charter Academy**

As summarized above, the Executive Leadership Team, as well as other administration and experts from within the organization, clearly have the capacity to ensure an excellent academic and fiscal record for Pathways Charter Academy. We have the proven administrative capacity to manage and safeguard public funds for Pathways Charter Academy. Our administration and staff have a record of academic success serving distinctly different student populations including expelled youth, at-risk youth (including gang affiliated students, disenfranchised students, and teen parents), English language learners, and socially disadvantaged students. The Executive Leadership Team, Sutter County Superintendent of Schools Office staff, and the external professional groups have the skills and experience in education, management, finance, and law needed for the successful development and operation of Pathways Charter Academy.

## **ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM**

Governing Law: The petition must contain a reasonably comprehensive description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The petition must contain a reasonably comprehensive description of the annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the petition must contain a reasonably comprehensive description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Pathways Charter Academy will enable students to become self-motivated, competent and lifelong learners. In addition, we will provide the necessary foundation for students to become self-sufficient and caring adults who lead healthy lifestyles with social and emotional stability; enabling them to live successful lives as productive members of our community and the world.

The mission of PCA focuses on utilizing the independent study/personalized learning approach combined with a robust multi-tiered system of supports and opportunities for students to pursue learning related to college, careers, and other areas of interest. This approach supports individual development through choice of curriculum aligned with the Common Core State Standards (“CCSS”), the Next Generation Science Standards, the History-Social Science Framework, the English Language Development Standards (“ELD”), and remaining State Content Standards (collectively, “State Standards”). It engages parents along with students in learning and goal setting and provides instruction at our resource center, within the community, and through distance learning. The key to Personalized Learning success is the guidance of an assigned certificated Personalized Learning Teacher (“PLT”) who guides students and parents through the individualized supports, curriculum, and learning modes based on students’ individual needs, strengths, weaknesses, and interests. Our approach encourages students to be highly involved in the educational process, thereby becoming college and career ready.

### **Educational Philosophy**

PCA provides an educational model for TK-12 students and adults, ages 17 and older, who require or prefer an alternative educational setting for success. TK-12 students are served in the ***Pathways Charter Academy Core Program*** and adults are served in the ***Pathways Charter Academy ComeBack program***.

For both programs, PCA utilizes the independent study/personalized learning approach to ensure that all students will become self-motivated, competent, and lifelong learners while meeting the following PCA objectives:

- ❖ State Standards: All graduates will demonstrate course-work knowledge and performance that is consistent with the State Standards.
- ❖ Performance-based skills: All graduates will be effective readers, communicators, and critical thinkers as well as able to work collaboratively with others to accomplish tasks and goals.
- ❖ Character Development: All graduates will respect themselves and others. They will develop a Growth Mindset—showing a desire to learn, embracing challenges and overcoming obstacles.
- ❖ Physical and Mental Health: All graduates will be able to identify characteristics of good physical and mental health and will leave with the resources to achieve sound physical and mental health.

Our educational philosophy includes key attributes that comprise the Personalized Learning Model and are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on adequate supports for student success, parental (or other caring adult) involvement, one-on-one teacher and student interaction, connecting learning to the student in a meaningful way, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and curriculum choice.

## **What it Means to be an ‘Educated Person’ in the 21<sup>st</sup> Century**

PCA believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has mastered the State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to assertively challenge and question, yet has the mental stability to handle criticism, differing opinions, and diversity. Such a person understands the interrelationship of history, science, literature, and the arts. The learner has a thorough understanding of our national heritage. The learner has determined goals and direction for their future, while celebrating his or her strengths and acknowledging his or her weaknesses and needs. It is the goal of Pathways Charter Academy to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

PCA seeks to develop in each student the following academic and personal skills: curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and resource centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others’ individuality and creativity, as well as one’s own, while seeking to work within teams to create common solutions.

PCA believes that these skills develop the following personal habits and attitudes: accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn and/or succeed; concentration and perseverance; self-motivation and competence; managing time in a responsible manner; seeking a fair share of workload; working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

## How Learning Best Occurs

PCA believes learning best occurs when a variety of modes and methods of instruction are: targeted to students' needs, strengths, weaknesses, interests, and abilities; supported by a robust multi-tiered system of supports; enriched with opportunities for interest based learning and college/career learning; and implemented with all students being held to high academic and character standards. Collaborative efforts by all stakeholders will help our students achieve their goals, becoming self-motivated, confident, and life-long learners. PCA's basic educational philosophy is that learning occurs best when:

- ❖ Students' basic needs are met and they have an effective support network.
- ❖ Students and their families are valued and respected in the learning process.
- ❖ Instruction and learning activities are meaningful to the student and are assessment driven.
- ❖ A robust multi-tiered system of supports is in place to support student success.
- ❖ Each student receives a comprehensive intake assessment that becomes the foundation for developing his or her individualized plan for success and individualized learning plan.
- ❖ Small group learning and independent learning through student-tailored, State Standards-based curriculum is the primary arrangement for learning, but other instruction modes are available to meet students' needs.
- ❖ Students are permitted to work at their own pace while, at the same time, are challenged to stretch their capacities.
- ❖ Students master self-control and delay of gratification.
- ❖ Students are encouraged to work at the most rigorous pace their ability and circumstances allow.
- ❖ Curriculum that best suits the needs and learning styles of the student is used, allowing for alternative methods to master State Standards.
- ❖ Enrichment opportunities such as interest based learning, research, college and career exploration, internships, online instruction, use of technology and software, and community involvement are integrated in the student's educational program.
- ❖ Student conferencing and parent/teacher/student communication are viewed as critical aspects of an education.
- ❖ Parents, teachers, administrators, students, the community, and the global information network work together as a team to serve as part of the larger learning environment.
- ❖ All learners have the opportunity to advance to their fullest potential.

## Objectives

At enrollment, our Personalized Learning/independent study approach begins with a careful analysis of the student's individual needs based on intake assessment data that includes, but is not limited to attendance history, attitude history, behavior history, discipline history, academic history, assessment data, parent and student input, past learning inhibitors, and the student's learning modality, strengths,

weaknesses, and interests. Beginning with the very first meeting, we engage students and parents in learning and goal setting. PCA staff will be trained to guide students toward best-suited courses and learning options that lead toward a high school diploma and completion of a career or college pathway program. By using adaptive assessments to prescribe instructional goals and instruction, every student will receive targeted instruction matching their needs for intervention and extension of learning. This approach will allow each student to be appropriately challenged to expand their learning opportunities and to pace themselves to achieve maximum success. The student, parent, and teacher team will interact a minimum of twice every 30 school days to determine the student's goals for each learning period as well as to review overall goals.

Objectives of Pathways Charter Academy include, but shall not be limited to, the following:

- ❖ PCA will serve students from all social and economic groups.
- ❖ PCA will provide a personalized educational experience for students and offer a distinctly different choice in public education for families in Sutter County and its contiguous counties.
- ❖ PCA will enable students to become college and career ready.
- ❖ PCA will produce 21<sup>st</sup> century educated adults who are, at minimum, self-motivated, competent, and lifelong learners.

## **Parent Notification of Course Eligibility for College and Transfer Units**

Pathways Charter Academy intends to achieve accreditation by the Western Association of Schools and Colleges (WASC) and therefore will begin the process of accreditation within the first year of operation. PCA will inform high school students and parents of transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements during the enrollment and class registration meetings. This information will also be provided in our high school catalog, and on the school's website. Our high school catalog will identify University of California-approved "A-G" courses and teachers (PLT) will ensure that "A-G" requirements are met. High school students' success plans and learning plans will incorporate activities and courses that lead to college and career pathway completion as well as a high school diploma.

## **Graduation Requirements**

PCA's graduation requirements and high school course of study are aligned with college admission requirements and are consistent with WASC guidelines. Students entering the high school program through our own TK-12 program, as well as students who transfer from other high schools, meet with a Personalized Learning Teacher (PLT) and the school counselor to establish a high school graduation plan. Our high school handbook will include a complete description and recommended course of study for graduation and for college admission. Discussion of the impact of previous student coursework occurs during the pre-enrollment meeting as well as ongoing meetings. Issues include (1) aligning previous coursework with PCA's graduation requirements, (2) implementing an Individualized Learning Plan based on the student's intake assessment, including completed coursework, and (3) setting personal college/career goals.

Another factor in the teacher/parent/student planning process is fitting a plan into the student's more immediate goals, which may include transfer back into a local, comprehensive high school. In the event



the student has been expelled or has expectations that must be met in order to return to their district of residence, PCA will attempt to collaborate with the district in developing the student’s success plan and learning plan so the student can successfully return to the district.

PCA’s courses that meet UC/CSU entrance requirements will be listed in the high school catalog, available for download or viewing on the PCA website. The most current and accurate list can also be viewed directly at the University of California Doorways website.

In addition, a transcript of all student work is maintained by our staff and will be given to any school making a student cumulative file request. The coursework credit from prior schools is indicated as well as the credits earned through our program.

We also inform our parents and students of available post-secondary options and the impact of those options. The various methods of communication with parents and students involve, but are not limited to, the following:

- ❖ Personalized Learning Teacher – Provides ongoing communication including a pre-enrollment planning meeting
- ❖ Counselor – Provides consultation via phone, email and/or face-to-face meetings
- ❖ High School Catalog – Supports high school coursework planning, including graduation requirements, Career Technical Education (CTE) Pathways, Regional Occupation Programs (ROP), transferable coursework, requirements for admission to colleges and universities, courses that meet UC/CSU requirements, and career preparation information
- ❖ Website – Offers academic guidance for all grades
- ❖ News bulletins – Informs parents of PCA news through email, which can be filtered according to audience. These offer timely updates, deadlines, events, and other pertinent information.

Graduates from PCA will be equipped with strong academic skills and highly developed computer and network/research skills that will enable them to qualify for jobs in an increasingly technology-centered job market. PCA has developed a relationship with the local CTE and Regional Occupational Programs (ROP) that facilitate the highest quality of educational opportunities for the enhancement of personal growth through hands-on experience and course work in a variety of business, professional, and vocational environments prior to graduation.

The High School Program at PCA provides a long list of social activities such as student body events, community service projects, mentoring, and educational field trips to enhance peer and community interaction. PCA considers these activities important to the development of the whole student within the context of the rest of the High School Program.

## Students to be Served

Pathways Charter Academy is available to all students in grades TK-12 and adult learners age 17 and older who reside in Sutter County and its contiguous counties (Yuba, Yolo, Colusa, Sacramento, Butte, and Placer) as required by Education Code Section 51747.3. We offer our parent and student constituents an alternative to traditional public schools. PCA offers the means and ways for each family with enrolled students to fully participate and access all appropriate curricula, programs, and support. PCA, as a public school, does not charge fees or tuition. Pathways Charter Academy will educate

[add text to read] "[PCA] will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. No student shall be served unless allowed by law, including Education Code section 47605.5. Within these parameters, PCA is available to all students . . . ."

students who reflect the diversity of Sutter County and will conduct outreach to students through word of mouth, local publications, and/or social media if a group is not reasonably represented. Pathways Charter Academy anticipates it will serve approximately 20 students during the 2020-2021 school year, increasing enrollment by five or six percent each year of the term. Students who have been expelled will be accepted on a case by case basis.

[add] . . . , consistent with Education Code section 1981."

Anticipated opening year student enrollment by grade:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
0	0	0	0	0	0	0	3	9	5	4	4	4

PCA will serve families who desire a State Standards-based yet flexible and Personalized Learning approach to education within the non-classroom-based learning model. Our program will focus on supporting the following student groups:

[add] "Within the context of applicable statutes, including Education Code section 47605.5, our program . . ."

1. Students who struggle academically in the traditional classroom setting or have been placed in alternative education placement.
2. Students of all ability levels, including but not limited to, special education, college and career preparatory, and gifted.
3. Students who want to combine career and technical training with their core academic subjects.
4. Home-schooled students who want the support and accountability of a State Standards-based public school and options for site-based learning and supports.

## Curriculum and Instructional Design

While maintaining appropriate requirements for independent study, PCA offers a blended or hybrid educational program that may include any combination of the following components:

- ❖ Site based core subject instruction, labs, elective and core subject support, individual and group counseling and social-emotional support, enrichment programs, CTE courses, ROP courses, workshops, group projects, tutoring, clubs, library resources, and teacher guidance
- ❖ Curriculum catalogs offering choices in state adopted and State Standards aligned curriculum
- ❖ State Standards-based independent course of study facilitated by credentialed teachers who monitor student outcomes, develop customized curriculum, and mentor parents as they instruct their children
- ❖ Concurrent and/or dual enrollment in college courses
- ❖ Enrollment in distance learning courses
- ❖ Support through a variety of web-based instruction, applications and technological devices
- ❖ Enrollment in community enrichment and vocational courses

PCA’s program utilizes these instructional components in order to fulfill its mission by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Through this process, students become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.

These components enable students to complete high school requirements in a way that is meaningful and relevant to each student’s future pursuits. Such a tight connection between knowledge and application is fostered through personalized learning founded on strong teacher-parent-student relationships. Educational options are available to all students, affording a customized education that best suits the student’s interests, abilities, and goals. In this way, students are motivated to reach their academic potential. For example, students may choose to attend community college classes and graduate with college credit or gain experience as an intern in a preferred profession.

PCA’s curricula will meet research-based State Standards. Curriculum meeting California’s requirements for adoption will be provided for each core subject, ensuring our students have the curriculum foundation to master those standards. Our elementary and high school catalogs will detail the options available. At each adoption cycle, an adoption team, including teachers with background in the core area, will convene to review recommended curricula with the Personalized Learning Model and our student population in mind. Once adopted, the curricula will be made available to students. A PCA will then purchase additional copies as needed.

Each student’s Personalized Learning Team makes curricula choices based on the student’s success plan and learning plan, which takes into consideration factors such as academic performance level, grade level, learning style, social-emotional goals, and educational goals. Upon determining that a certain curriculum is not best suited for the student, which may occur initially or after a follow-up assessment, other options in our catalog are explored. For example, an elementary student whose reading skills are low may supplement his curriculum with a phonics remediation program or attend tutoring sessions. As explained above, careful planning between the parent, teacher, support staff, and student ensures that the complete core program is aligned to the students’ needs for success and the State Standards.

## How the Program Is Implemented

[add] "All students served and program elements shall be aligned with the requirements of a charter school operating pursuant to Education Code section 47605.5. Interested parents . . ."

Interested parents and students attend an orientation event at which they may signify their interest and ask questions pertaining to their circumstance. Parents and students may also schedule meetings throughout the year to discuss enrollment. If the family wishes to pursue enrollment, they will be directed to the Parent Student Handbook and the registration process found on PCA’s website. A teacher or other assigned staff then schedules an enrollment meeting at which the parent, student, and teacher get to know each other better, clarify the independent study program, answer questions, and develop an understanding of the student and family’s needs – all to ensure student success. A Master Agreement is signed finalizing enrollment.

Once enrolled, a comprehensive intake assessment is completed. The student will immediately complete an adaptive standards-based academic assessment and career interest inventory. Initial academic instruction will be prescribed from the academic assessment so the student can begin immediately while staff completes the intake assessment. PCA staff will analyze the student’s behavior history, social/emotional status (ACE Scores), academic history, credits earned (for high school students and adult learners in the ComeBack Program), current graduation track status, and current academic placement. PCA staff will use the results from the intake assessment to work with the student and parent to develop an individualized success plan and an Individualized Learning Plan (ILP).

The Individualized Success Plan (ISP) will establish social-emotional-behavioral goals and objectives as well as prescribing resources available through our multi-tiered system of supports. This plan will

support the student in successful completion of his or her learning goals and to graduate with the skills, abilities, and mental/physical health we desire each of our students to develop.

The Individualized Learning Plan (ILP), will establish individualized learning goals as well as prescribing the course of study, curriculum, instructional activities, and instructional mode for learning.

The teacher will refer to the success plan and ILP, in collaboration with the parent and student, to issue curricula and provide for and oversee the student's program.

The parent/student/teacher team meets regularly to evaluate progress toward goals, make assignments, and utilize assessments to inform ongoing instruction and prompt program adjustments. Growth is monitored and recorded at least twice during each 30-day learning period. The team discusses assignment completion, learning mastery, cooperation and pro-activity of the student; set goals for the next learning period; and addresses problems, brainstorms solutions, and always makes a plan for intervention.

At the end of each learning period, the teacher completes a Student Assignment and Work Record in which he/she records the extent to which assignments have been completed and progress has been attained. Students and parents agree to an accountability policy and Acknowledgement of Responsibilities, which states that at least 90% of assignments must be completed by their due date. According to the Independent Study Policy, failure to accomplish this goal will result in a Missing Assignment Report (MAR). If a Missing Assignment Report is issued, short-term goals are set and mandatory meetings are scheduled. Upon a second MAR, the Administrator/Designee sends a letter to the family conveying concerns and offering an opportunity to meet as a Student Success Team. A written record of the meeting is issued to all parties. A letter also follows a third MAR, which includes notification of disenrollment. Prior to disenrollment, students will be afforded all due process rights consistent with Education Code section 47605, subdivision (b)(5)(J). The parent/guardian may request a Student Success Team meeting to appeal the decision. The request must be made within 5 school days. If there is no response to the final letter, the teacher of record will complete the withdrawal form. PCA reserves the right to continue enrollment upon acceptable terms that it believes will result in student success.

Parental involvement and/or the involvement of at least one caring adult is critical if and when students are allowed to complete their studies entirely independently away from the resource center. For example, a student's intake assessment may indicate this is the best learning mode for the student at that time. Parents receive support by attending workshop trainings and implementing instructional advice from the teacher throughout the learning period. If the student is not performing successfully exclusively as an independent study student, the team works together to identify additional supports and/or changes in the academic setting.

Students may also attend at the resource center for a variety of core classes, electives, interventions, dual enrollment, career training, counseling sessions, social-emotional support activities, and enrichment support classes. Student interest and need provide the basis of class or group selections. Classes and groups are formed according to grade levels, skill level, social-emotional needs, mental health needs, and other appropriate determining measures. At minimum, PCA will offer classes, labs, and activities to support access to social-emotional development, college and career exploration and pathway completion, and other electives. PCA determines to limit class sizes to small numbers whenever possible, so qualified teachers may offer personalized attention to students within the classroom. PCA

will create small communities in the resource center where experimentation and creativity flourish and where students and staff know one another. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward learning. Students who have difficulty adapting to traditional school settings find the individualized nature of the Personalized Learning educational approach especially supportive of their unique needs and interests.

PCA administration will monitor all aspects of PCA including, but not limited to, curriculum and instruction. PCA staff will uphold their responsibility to maintain a healthy culture, ensure community collaboration, and facilitate the development and implementation of PCA's vision of learning.

## **Charter School Goals and Actions to Achieve the State Priorities**

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a description of PCA's annual goals to be achieved in the State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## **Attendance Accounting**

PCA will offer, at a minimum, the number of minutes of instruction as required by law set forth in Education Code Section 47612.5 and its implementing regulations on Independent Study. There is no "typical" school day. Each child adheres to a Personalized Learning Plan as designed by the parent/student/teacher team.

The attendance accounting procedures are as follows:

1. PCA, as a non-classroom-based charter school, uses both contemporaneous records and time value processes.
2. Under Education Code Section 51747.5, the independent study by each pupil or student shall be coordinated, evaluated and under the general supervision of a credentialed teacher. Charter schools may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by the certificated teacher.
3. PCA's attendance records will be clearly auditable and supported by all required apportionment documents in each student's work record.

## **Contemporaneous Records**

1. Contemporaneous records are being defined as a daily attendance log that documents and verifies evidence that the student is engaged in an "educational activity" on a given school day.
2. It is neither necessary nor appropriate to identify when the work was accomplished or the amount of work done on any given day provided it is completed by the assigned due date.
3. Full apportionment is based on a fiscal year of at least 175 school days and is proportionally reduced for every day less than 175.
4. The daily attendance log is reviewed and verified by the student's teacher.

5. Work samples during the attendance accounting period must be collected with dates that correspond to days within that period.
6. Learning Records, work samples, teacher evaluations, learning logs, and attendance records are referenced as required documentation.

### **Time Value**

Time value accounting is also completed by the PLT. The interpretation of time value is the assessment by the student's certificated teacher of the student's progress during the attendance period. This is a subjective assessment based upon the professional judgment of the certificated teacher. Teachers determine the time value of the work completed and report attendance based on progress during the attendance period. As allowed by law, a certificated designee of PCA may act on behalf of a designated teacher.

Pathways Charter Academy reserves the right to refine its master calendar at any time.

### **Ongoing Professional Development Program**

At Pathways Charter Academy, teachers are facilitators of learning, instructors capable of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. Detailed, formal training will begin for new teachers at the time of hire. New teachers will receive full days of training as needed in the independent study/Personalized Learning approach and systems. All teachers will attend staff training in August, which includes professional development in multi-tiered systems of supports, curriculum, technology, safety policies, and changes to program in general. Collaborative analysis of student data, school-wide data, and state assessment data as well as collaborating to set school-wide goals and individual student goals will occur as the school year begins. In addition, at the beginning of each school year, teachers will define the professional goals they wish to achieve. PCA's budget will support training in those areas, encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers will also be encouraged to attend the APLUS+ fall conference in which teachers collaborate with constituents within the personalized model of education. Regular staff meetings throughout the year will include professional development on professional learning communities, multi-tiered systems of support, curriculum and instruction support, collaboration, individual student progress analysis, and development of student services. This standard for professional development is based on the concept of *"what is good for the students – a wide variety of engaging learning opportunities, fostering a Growth Mindset, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners"*.

### **Plan for Students Who Are Academically Low Achieving**

A Personalized Learning approach supported by Individualized Success Plans and Individualized Learning Plans is inherently well suited for addressing the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically low achieving are identified immediately. PCA's strategy of providing every student an adaptive standards based academic assessment and targeted instruction based on those results specifically supports students who are academically low achieving with assessment driven instruction. PCA intends to utilize i-Ready curriculum, or a program PCA staff deems similar, to support low achieving students with additional targeted online intervention instruction. In addition, appropriate

curriculum designed to meet their needs in specific areas will be selected for these students.

PCA intends to receive Title 1 funds and will also use a protocol as a safety net to identify any students who are at risk, but not identified as such through the intake assessment process. Students identified as qualifying for Free and Reduced Price Meals (FRPM) and/or have scored at the “Standard Not Met” level in ELA or Mathematics on the CAASPP will meet with their PLT weekly to make sure they do not need additional supports. If it is determined that a student needs additional supports, a parent/student/teacher meeting will be held to adjust the student’s success plan and learning plan as appropriate.

All teachers will be trained to give appropriate attention and differentiation to students with learning problems. In addition to that, PCA will administer a range of assessments as needed throughout the year to evaluate progress and drive instruction. Low achieving students will be identified through our assessment system, regular conferences and progress check-ups with their teacher, conversations with parents, or conversations with other staff. Learning problems will be identified and strategies implemented to help the student succeed in the regular education program as identified above. The student’s progress toward goals and objectives will be closely monitored and documented by the PLT. If the student is successful with these interventions, the process will continue at that level. If the student’s needs cannot be met through this process, a formal referral for a Student Success Team (SST) meeting will be made. Through the SST process, goals and objectives will be further defined and monitored. Regular follow-up meetings will be determined. If the student is not showing improvement, a referral for assessment for special education and related services will be made. Teachers will be formally trained in Search/Serve procedures including the request for and implementation of 504 plans.

PCA will employ or contract with the Sutter County Superintendent of Schools Office’s Special Education Department for a Special Education Coordinator, a Resource Specialist, a Speech Pathologist, and a School Psychologist as needed to serve our Special Education students. Further explanation of our Special Education Services is included later in this charter petition.

## **Plan for Students Who Are Academically High Achieving**

A Personalized Learning approach supported by individualized success plans and individualized learning plans is also inherently well suited for addressing the needs of students who are academically high achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically high achieving are identified immediately. PCA’s strategy of providing every student an adaptive standards based academic assessment and targeted instruction based on those assessment results specifically supports students who are academically high achieving with assessment driven instruction. PCA intends to utilize i-Ready curriculum, or a program PCA staff deems similar, to support high achieving students with additional targeted online instruction. In addition, appropriate curriculum designed to meet their needs in specific areas will be selected for these students.

Students who are high achieving and self-motivated may proactively select projects and establish timelines for completing work. In collaboration with the team of student/parent/and teacher, the student may take advantage of the following:

- ❖ Weekly tutoring in challenging classes
- ❖ Complete UC Approved “A-G” coursework
- ❖ Center classes designed to meet the needs of accelerated students
- ❖ Curriculum supplements designed to challenge high-achieving students
- ❖ Dual or concurrent community college courses
- ❖ Distance learning programs in advanced courses, including AP courses

## Plan for English Learners

PCA, in accordance with our mission, will consider the individual student’s needs and learning style as well as the family’s needs when choosing their particular English Learner (“EL”) instructional approach. PCA will ensure our EL students have full access to PCA’s curriculum.

PCA will comply with all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

- ❖ Home Language Survey: PCA will administer the state-required home language survey upon a student’s initial enrollment.
- ❖ English Language Proficiency Assessments for California (“ELPAC”): Any new student who indicates on the Home Language Survey that English is not his/her native language will be administered the ELPAC Initial Assessment within 30 days of initial enrollment<sup>1</sup> and the ELPAC Summative Assessment at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient.
- ❖ Primary Language Proficiency Assessment (PLPA): PCA will administer the PLPA in addition to the ELPAC within the first 30 days of enrollment as appropriate.
- ❖ Any new student who is identified as an English Learner will be referred to the Administrator or designee to ensure appropriate services are provided.

A Language Development Team (LDT), made up of the parents, student, PLT, and the EL Coordinator, will oversee all ELD instruction, including curriculum selection and parent training. The team will evaluate student progress at each meeting, modify curriculum as needed, and provide support based on imbedded assessments. English Learners will meet with their PLT a minimum of once each week. Programs chosen for EL students will be considered in light of these four important steps to English mastery:

1. Oral, Aural, Reading and Writing Comprehension
2. Oral Language Production
3. Guided Reading and Writing
4. Independent Reading and Writing

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC Summative Assessment testing.



Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English (“SDAIE”), to help ensure that EL students comprehend the curriculum material. EL students at PCA will develop English language skills through either a tutoring/support program at home or at the resource center with an appropriately certificated teacher using direct instruction and/or specialized curriculum.

The English Language Development Standards provide the basis for instruction: This set of California state content standards for English Learners in grades K-12 is utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing.

Students will be redesignated as Fluent English Proficient (RFEP) according to the State’s criteria for reclassification along with teacher and parent input.

## **Plan for Students with Disabilities**

PCA is to be deemed a public school of the Sutter County Office of Education for purposes of special education in accordance with Education Code Section 47641(b). As such, by law, the County Office of Education is responsible for ensuring that all children with disabilities enrolled in PCA receive special education and instruction in a manner that is consistent with their individualized education program (IEP) and in compliance with the Individuals with Disabilities Education Improvement Act (IDEA) and implementing regulations. The Sutter County Superintendent of Schools Office operates a Special Education Department that provides services to students with disabilities and has sufficiently knowledgeable staff and resources to properly provide for PCA students with disabilities. The County Office of Education also administers a Special Education Local Plan Area (SELPA) that provides for needs of children residing within its regional boundaries, and PCA will be a member of the SELPA.

PCA will comply with all 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”), the IDEA, and SELPA local rules and regulations relating to the provision of special education and services including Child Search/Serve efforts. The SELPA local rules can be found here: [<http://www.sutter.k12.ca.us/documents/Departments/SELPA/Publications/Local%20Plan.pdf>].

## **Intervention**

Students entering the program with an existing IEP will be immediately entered into the Special Education Program. Those students will be evaluated to ensure proper goals and objectives are in place and served at PCA in full compliance with special education law.

Students entering our program who do not have an IEP will be carefully monitored by their Personalized Learning Teacher (PLT). This process is also used to meet the requirement of Search and Serve/Child Find for Special Education services. The constant interaction between teacher, parent, and student will provide ongoing opportunities for search and serve functions of the Charter School. Each student, upon enrollment, will complete a comprehensive intake assessment as described above. It is from that point of entry that the teacher will begin designing the student’s ILP. Unlike most site-based schools, each student at PCA will have his or her own ISP that includes his or her individualized learning plan; this

process is not just reserved for students in special education. Goals and objectives, student progress, and grade level competencies are evaluated at each student/parent/teacher meeting, which are conducted at least twice every 30 days, one face-to-face meeting and one other contact, which may take place by phone or video conference.

When goals and objectives are not being met, the PLT will meet with PCA staff to review the case and determine how our multi-tiered system of supports can best be utilized to support the student. The PLT may refer to the Pre-Referral Intervention Manual (PRIM) to identify problems and potential solutions. If the identified strategies are not successful, the PLT will request a Student Success Team Meeting. This SST will meet to define the student's strengths, areas of concern, and strategies to be employed to meet the defined goals. A follow-up meeting will usually be scheduled within the next 30 days and no longer than a semester to review student outcomes. If, after employing all appropriate strategies, no progress has been made, the teacher will request an assessment for special education services. A parent may request an assessment in writing at any time.

PCA will use intensive interventions including, but not limited to, Student Success Teams, intervention curriculum, individualized instruction, audio/visual formats, supplemental programs, intervention center classes, labs, tutoring, or support activities. These programs will be evaluated and assessed for effectiveness.

## **Section 504 of the Rehabilitation Act**

PCA shall be compliant with Section 504 and the Americans with Disabilities Act (ADA). The facilities utilized by PCA shall be accessible for all students with disabilities. PCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who meets qualifications for protections under Section 504 shall be provided appropriate protections under Section 504.

A 504 team will be assembled by the school administrator or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility for accommodations under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests selected and administered to accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by PCA’s professional staff.

A student’s 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be periodically reevaluated to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## ELEMENTS 2 AND 3, MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The petition must contain a reasonably comprehensive description of 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(C).

## **Charter School Goals, Actions, and Measurable Outcomes Aligned with the State Priorities**

As a California public charter school, Pathways Charter Academy will align its curriculum and instruction to the State Standards and thereby expect our students to become educated persons of the 21<sup>st</sup> century. Students will also become self-motivated, competent, and lifelong learners through self-assessment and team set goals. Assessments that form the basis for evaluating outcomes are discussed in the section below entitled “Methods of Assessment.”

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Pathway Charter Academy’s annual goals, actions and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d)(2)-(8), will be included in PCA’s Local Control and Accountability Plan (LCAP).

The following chart identifies PCA’s goals aligned with the State’s priorities, measurable outcomes, and Methods of measurement:

**PCA Goals and Outcomes Aligned to the Eight State Priorities**

**State Priority #1.** 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))

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will: Receive instruction from teachers who are appropriately credentialed in the subject areas;</p> <p>Have sufficient access to standards-aligned instructional materials; and</p> <p>Learn in facilities that are in good repair or better.</p>	<ul style="list-style-type: none"> <li>• The administrator will ensure personnel provide appropriate evidence of credentials and applicable licenses/authorizations held and that those credentials are appropriate for personnel assignments.</li> <li>• The Administrator will oversee the purchase of standards-aligned instructional materials.</li> <li>• The Administrator will provide resources for teachers to develop standards-aligned individualized learning plans and unit/lesson plans, and will monitor implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers.</li> <li>• Every teacher will provide the Administrator with unit/lesson plans, copies of individualized learning plans, and student work records to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students who are either high or low-achieving.</li> <li>• The administrator will create and maintain a 3 year facilities plan, ensure regular maintenance and repairs are made in a timely manner, ensure maintenance work orders are completed in a timely manner, and train staff in safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be no teacher misassignments as measured by the school’s personnel files showing 100% of teachers meet state requirements for credentialing and/or licenses/authorizations to teach assigned classes.</li> <li>• Each student will have appropriate textbooks and curriculum as measured by: A comparison of available curriculum with the number of students enrolled, teacher and student input, and by the school’s resolution regarding sufficiency of instructional materials.</li> <li>• The school will keep facilities in “good repair” or better as measured by visual inspections resulting in the school being identified as in “good repair” or better on the State’s facilities inspection tool (FIT).</li> </ul>

<b>State Priority #2.</b> Implementation of Common Core State Standards (CCSS), including how EL students will be enabled to gain academic content knowledge and English language proficiency		
<b>Annual Goals to Achieve Priority #2</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>The school will implement the CCSS in such a way that all students receive instruction in the academic and performance standards adopted by the state board while EL students receive additional support, scaffolding, and English language development (ELD) instruction to access the content areas and gain English proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>The Administrator will provide curriculum aligned with Common Core State Standards as required by law and professional development on CCSS aligned instruction, including how EL students will be enabled to gain academic content knowledge and English language proficiency .</li> <li>The Administrator will allow teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons and individualized learning plans.</li> <li>The Administrator will work with each teacher to create schedules showing when ELD instruction takes place for English learners (ELs).</li> <li>Teachers will create unit/lesson plans and individualized learning plans showing instruction alignment to CCSS with adaptations and modifications made for ELs and students with exceptional needs.</li> <li>Benchmark assessments and adaptive assessments will be utilized to drive CCSS aligned instruction and interventions for all students, including ELs.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will receive instruction on CCSS as measured by a comparison of students’ assignments and work records with appropriate Common Core State Standards, and by information contained in the school’s annual report on progress in implementing the standards for all content areas.</li> <li>Every EL student will receive differentiated instruction enabling them to gain academic content knowledge and English language proficiency as measured by an analysis of EL students’ individualized learning plans, assignments, and work records.</li> </ul>

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> <li>All students will learn in a collaborative environment with strong parent and community relationships that support their success.</li> </ul>	<ul style="list-style-type: none"> <li>School policy, practices, and employees will encourage parents to be actively involved in their children’s learning.</li> <li>The school will have a council or other parent advisory group that meets regularly to seek parent input for making decisions and promoting parent participation.</li> <li>The Administrator will establish partnerships with community organizations.</li> <li>The Administrator/designee will track parent attendance at school events and parent meetings.</li> <li>The Administrator will ensure that materials relating to parent involvement are translated into languages commonly spoken by the school’s parent community or that the information is appropriately communicated to parents who speak a language other than English.</li> <li>The Administrator will hold parent meetings during a variety of hours to inform parents about important school news and receive parental input.</li> </ul>	<ul style="list-style-type: none"> <li>The school will demonstrate high parent/guardian involvement as measured by: survey results indicating 90% or more of respondents agree that the school seeks parent involvement, including seeking parent input for making decisions and seeking parent involvement in how the school promotes parent participation; meeting records of the school’s advisory group(s) showing opportunities for parent/guardian input for making decisions and promoting parent participation; increasing attendance rates at school events as documented by sign-in sheets or head-counts when possible; and records showing at least 90% of assignment logs and student work logs are signed by parents/guardians.</li> </ul>

**State Priority #4.** 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 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

<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• Students, including English learners (ELs) and those in numerically significant subgroups, will meet or exceed State Standards or will meet their personalized goal for meeting or exceeding those standards on state mandated assessments.</li> <li>• The school will meet or exceed state academic progress requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the academic program and curriculum are implemented with fidelity.</li> <li>• The Administrator will develop growth metrics to ensure the school meets or exceeds state and federal academic progress requirements.</li> <li>• The school will utilize school wide benchmark assessments and adaptive assessments to measure student progress toward meeting or exceeding grade level CCSS and to drive intervention/instruction with the goal of ensuring each student, who did not score at standard met or standard exceeded, grows at least one performance level on the next State assessment while students who scored standard met or standard exceeded maintain or increase their level of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will meet or exceed State standards on State assessments as measured by students' results on mandated state assessments, or students will make adequate progress toward meeting those standards as measured by the academic performance indicator on the "CA Schools Dashboard" for the school showing academic performance levels of yellow, green, or blue for all students school-wide, significant subgroups, and EL students.</li> <li>• Student growth will also be measured by school-wide benchmark assessments and ongoing adaptive assessments.</li> <li>• The school will meet State targets for the percentage of pupils who have passed an AP exam with a score of 3 or higher as measured by AP</li> </ul>



<ul style="list-style-type: none"> <li>• English Learner (EL) students will meet or exceed State standards for language development or will meet their personalized goal for meeting or exceeding those standards for language proficiency and becoming redesignated as fluent English proficient.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the English Language Proficiency Assessments for California (ELPAC) or other applicable state assessment will be administered according to state regulations.</li> <li>• The Administrator and instructional staff will monitor reclassification rates of ELs.</li> <li>• Teachers will use formal and informal assessments to document students' progress in language proficiency and to drive intervention/instruction with the goal of ensuring each EL student meets, at minimum, the State expectations for progress toward reclassification.</li> </ul>	<p>exam scores.</p> <ul style="list-style-type: none"> <li>• The school will meet State targets for the Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness as measured by assessment scores.</li> <li>• All EL students will meet State growth targets for language development as measured by EL students' ELPAC results, or they will make adequate progress toward meeting those standards as measured by the English Learner Progress indicator on the "CA Schools Dashboard" for the school showing performance levels of yellow, green, or blue.</li> <li>• EL students will show consistent gains in language proficiency as measured by 75% of English Learners continuously enrolled for five (5) years or more achieving reclassification to Fluent English Proficient</li> </ul>
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**State Priority #5.** 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

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students will demonstrate positive engagement in learning.</p>	<ul style="list-style-type: none"> <li>• School staff will provide every student with a comprehensive intake assessment to create an individualized success plan that includes a rigorous and meaningful individualized learning plan that tailors students’ education to their personal needs, strengths, weaknesses, abilities, and interests.</li> <li>• School staff will provide a comprehensive multi-tiered systems of support approach through a flexible non-classroom-based education structure as a foundation for serving students who require or prefer an alternative educational setting for success.</li> <li>• School staff will incorporate career and college pathways into each student’s individualized learning plan as appropriate to make learning relative and meaningful.</li> <li>• The Administrator and/or designee will monitor school attendance rates regularly and employ strategies to maintain high attendance rates.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will achieve a 90% school attendance rate as measured student attendance records.</li> <li>• The school will achieve a 10% chronic absenteeism rate and lower that rate by 5% each year as measured by student attendance records, or it will make adequate progress toward meeting State targets as measured by the Chronic Absence Indicator on the “CA Schools Dashboard” for the school showing chronic absenteeism performance levels of yellow, green, or blue for all students school-wide and significant subgroups.</li> <li>• The school will establish a baseline dropout rate for middle school and high school in the first year and decrease dropout rates annually on a rolling three-year average as measured by middle school enrollment records and high school enrollment records.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Administrator and/or designee will oversee additional efforts to be made with parents of students with chronic attendance issues, including, but not limited to, individual meetings or home visits.</li> <li>• The Administrator will ensure the education program is implemented with fidelity and a positive learning environment is in place.</li> <li>• The Administrator will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Administrator will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will graduate all eligible students who attend the school for three consecutive years as high school students, as measured by student graduation records, or the school will make adequate progress toward meeting State targets for graduation as measured by the Graduation Rate Indicator on the “CA Schools Dashboard” for the school showing graduation rate performance levels of yellow, green, or blue for all students school-wide and significant subgroups.</li> </ul>
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**State Priority #6.** 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

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> <li>• Students will demonstrate respect for themselves and others, exercise self-regulation, and exhibit character traits of integrity and personal ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the education program is implemented with fidelity, especially the social-emotional-behavior supports and other multi-tiered interventions.</li> <li>• The Executive Administrator will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Administrator will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> <li>• The Administrator will ensure that parents and students clearly understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, and classroom meetings.</li> <li>• The Administrator will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school’s current efforts to create a positive school climate.</li> <li>• The Executive Administrator will oversee the distribution of parent, student, and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school’s efforts to create a positive school climate.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will establish a baseline for suspension and expulsion rates in year one and reduce each by at least 0.3% in each following year as measured by suspension and expulsion rates.</li> <li>• The school will make adequate progress toward meeting State targets for school climate as measured by the Conditions and Climate Indicator on the “CA Schools Dashboard” for the school showing a Conditions and Climate performance level of yellow, green, or blue for all students school-wide and significant subgroups.</li> <li>• At least 90% of stakeholders (parents, students, and staff) will view the school as safe and they are connected as measured by responses on local surveys of pupils, parents, teachers, and other staff at the school.</li> </ul>

**State Priority #7.** 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))

<b>Annual Goals to Achieve Priority #7</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• All Charter school students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• All ELs and students with exceptional needs, both high and low-achieving students, will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will provide instructional staff with the resources to create unit/lesson plans that differentiate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>• The Administrator will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular review of grades, attendance, teacher reporting, and online student management systems.</li> <li>• The Administrator will ensure that progress will be monitored through the use of a data and assessment management system, like Data Administrator, to track performance of numerically significant subgroups.</li> <li>• The Administrator will provide teacher coaching, opportunities for collaboration in PLCs, and regular feedback to ensure all students receive a broad course of study and instruction according to CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will have access to and be enrolled in a broad course of study, as described in Ed Code Section 51210 and 51220(a)-(i)) as measured by school-wide data relating to observations, conferences with teachers and students, unit/lesson plans, individualized learning plans, student schedules, and student work demonstrating access to and enrollment in a broad course of study with modifications/adaptations for ELs, students with exceptional needs, and high or low achieving students.</li> </ul>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of a broad course of study; and</li> <li>• Be prepared for college or a career.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the academic program is implemented with fidelity.</li> <li>• The Administrator will ensure the school uses effective curricula aligned to adopted State standards for each course as described in Ed Code Section 51210 and 51220(a)-(i))</li> <li>• The Administrator will ensure equity for each and every student in the school so all students have the opportunity to benefit fully from the broad course of study.</li> <li>• The Administrator will develop professional learning communities that are reflective, collaborative, and focused on issues of teaching and learning.</li> <li>• The Administrator will ensure students complete rigorous coursework, passing challenging exams, or receiving a state seal.</li> </ul>	<ul style="list-style-type: none"> <li>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210 and 51220(a)-(i)) as measured by a local survey of students.</li> <li>• 90% of students who have been enrolled in the school's high school grades for three consecutive years will be identified by the State as "prepared" for college or careers upon graduation as measured by: <ul style="list-style-type: none"> <li>Career Technical Education Pathway Completion; Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics; Advanced Placement Exams</li> <li>International Baccalaureate Exams; College Credit Course; a-g Completion; State Seal of Biliteracy; or Military Science / Leadership completion.</li> </ul> </li> <li>• The school will make adequate progress toward meeting State targets for</li> </ul>

		<p>preparing students to be college and career ready as measured by the College and Career Indicator on the “CA Schools Dashboard” for the school showing a College and Career performance level of yellow, green, or blue for all students school-wide and significant subgroups.</p>
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Each of these goals addresses the unique needs of all students attending PCA, including our numerically significant student subgroups. Due to enrollment swings that we expect to experience within a Personalized Learning type of education, we will review PCA’s accountability annually to ensure that the goals are met as outlined in the current year’s LCAP.

PCA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. PCA reserves the right to establish additional and/or amend PCA goals, actions, measurable outcomes, and methods of assessment throughout the duration of the charter through the annual LCAP update. PCA shall submit the LCAP to the Sutter County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP, revisions to the LCAP, and any revisions to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Pathways Charter Academy.

**Accountability**

State Standardized Assessments, including the CAASPP assessment system (with the California Science Test (CST) and the California Alternate Assessment (CAA)), ELPAC, and Physical Fitness Test (PFT), along with school benchmark assessments and adaptive assessments will serve as baseline performance data. Individual student goals will be set at minimum of reaching grade level State Standards (if the student is below grade level) or increasing at least one grade level by the end of the school year in ELA, reading, and math for all students, including academically high and low achievers and English Learners. PCA will continuously evaluate students’ progress toward individualized goals at regular staff meetings and discuss progress with parents and students at regularly scheduled conferences. Parents and students, in collaboration with the PLT, will be involved in choosing new curriculum and/or instructional strategies based on the continued success of each student. Regularly scheduled IEP team meetings will guide the curriculum and instructional strategies for Special Education students through specifically stated measurable outcomes.

To prepare for State Standardized assessments, critical thinking strategies will be taught throughout the year, practice performance tasks will be made available and encouraged, keyboard implementation will be a priority, and Interim Assessments will be administered as needed. PCA will also utilize an online adaptive assessment program to drive instruction towards standards, prepare students for the state testing format, and evaluate students' progress towards meeting their goals throughout the year. Curriculum and remediation strategies will be provided to students along with remediation strategies for standards that have not been attained by the student.

On-going research on best practices will be conducted and teachers will attend conferences and trainings in order to improve outcomes.

## **Methods by Which Student Outcomes Will Be Measured**

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on the assessment programs that both improve learning and provide assurances of accountability. Mastery will be measured using an assessment model that includes formative, summative, holistic, standardized, narrative, and norm-referenced measures. This approach is conducive to benchmarking students against themselves, evaluating groups of students, and assessing the whole school from year to year. As mentioned above, adaptive assessments will be used to drive individualized instruction on state standards. Methods by which outcomes aligned to the Eight State Priorities will be measured are listed in the table above (pages 36-46).

Student attainment of the Measurable Outcomes outlined in the LCAP will be measured using the following assessments:

- ❖ Students will average at least one year of progress in math and ELA each year, assessed using the results of the CAASPP data and/or PCA's benchmark assessment program.
- ❖ Students will demonstrate progress toward all Local and State indicators as reported through the California School Dashboard.
- ❖ Students will exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity and making positive choices for themselves and in interpersonal relationships. Social skills will be measured through Dashboard scores for discipline and/or through observations as teachers and parents work closely with each individual student.

Measurable student outcome goals will be set for each individual student at the beginning of each year based on their intake assessment, CAASPP results, adaptive assessments, curriculum embedded assessments, and/or benchmark assessments. Personalized Learning Teachers (PLTs) will identify each student's current performance level on the State Standards and provide remediation materials for any standard that has not been mastered. PLTs will also provide extension materials or advanced instruction for students who have mastered their current grade-level standards. Through careful review and reflection of the assessment results and the learning plan at each meeting, the PLT will be able to modify and adjust the student's ILP to help the student reach his or her academic goals.



Key measurement methods

Measurement Outcome	Method of Measurement	When Measured
State Content Standards	CAASPP tests, including California Standards Tests, and Smarter Balanced Tests; and all other required tests as adopted, to include all populations  PCA Benchmark Assessments and Adaptive Assessments  Curriculum embedded assessments/Observations	Annually  Upon enrollment and ongoing throughout the year  Upon enrollment and ongoing throughout the year
UC/CSU Eligibility	Course enrollments in A-G courses, course grades, SAT/ACT test results, and GPA	Upon enrollment; upon class enrollments and grades each semester; PSAT and ACT preparatory materials in 8 <sup>th</sup> grade through 12 <sup>th</sup> grade
College Level Coursework	Final Grades earned by students	End of course
Career Pathways Progress	Grades earned by students	End of learning periods
Social/Emotional & Behavioral Health	Self-Assessment/Adult Assessment/ Behavior Reports	Upon enrollment and end of learning periods
Self-Directed, Reflective Learner Standards	Observations during Goal Conferencing	Upon enrollment and end of learning periods

PCA believes that reading is an essential skill taught in school. When a student demonstrates difficulty with reading, an assessment will be administered. Based on the results, the PLT, parent, and student will identify strategies to improve the student's reading ability. The student will be reassessed throughout the year as needed to measure progress.

Other types of assessment may be utilized, especially to accommodate students' multiple learning styles. Those assessments include, but are not limited to:

- ❖ **Common Performance assessments and Portfolios** such as research papers, science projects, public presentations, parent and teacher observations, students' self-observations, both individual and teamwork content-area proficiency demonstrations, and portfolios (a systematic collection of student work over a period of time that exhibits a student's work and progress) may also be used to measure student progress toward, and mastery of, State Standards. Portfolios will help students develop critical thinking skills by providing the opportunity for them to assess their own learning, reflect critically and thoughtfully about their own work, set goals for improvement, and to increase awareness of their accomplishments. This will provide the staff, parents, and student with an authentic picture of the student's progress over time while simultaneously providing information for future instruction and student needs.
- ❖ **Math Placement:** According to the State of California's math placement mandate, PCA may issue a separate math placement test for all incoming high school and junior high students, students enrolling in a math support class, and any student whose math placement is uncertain. The assessment will help a student and his or her family seamlessly continue math study with appropriate leveled instruction and/or curriculum.
- ❖ **Videos:** Both video records of student work (e.g., showing a child reading aloud) and videos created by the students will serve as indicators of the student's progress toward, and mastery of, skills in designated areas.
- ❖ **Teacher verifications of student work from each content area:** The teacher will use common scoring criteria to assign a proficiency score to a student and then document the means by which the score was assigned. The PLT, in essence, will verify the student proficiency according to consistent scoring standards that are developed by PCA staff for each content area.
- ❖ **Journals:** Student journals may be used to reflect the student's own performance in academic areas and his or her use of critical thinking skills.
- ❖ **Projects:** Students may complete projects that represent a cumulative demonstration of the student's learning. These may be presented in written, oral, or visual formats and may include the use of various media. Rubrics will be used to indicate students' skills mastery.
- ❖ **Teacher observations and documentation:** Teachers will document student work and work habits in and outside the classroom, noting skills that are mastered and those requiring continued improvement. Included in these observations will be the student's attitudes and social behaviors.
- ❖ **Teacher-created Tests:** Teachers will design appropriate tasks that measure understanding and work mastery.
- ❖ **Report Cards:** Report cards will be used to document student progress toward skills mastery and will be distributed at regularly scheduled intervals during the school year. Report cards will be utilized for conferencing with students regarding students' progress toward goals. Grades will be based on completed work, projects, and portfolios.
- ❖ **Learning Period Meetings:** Parent-teacher-student meetings will be held a minimum of twice each learning period. These meetings allow the parents and students to share their learning experience

and discuss the student's accomplishments. Conferences will present an opportunity for parents, students, and teachers to set and evaluate goals for the student.

## Use and Data Reporting

PCA administration will use assessment results and stakeholder input to engage staff in refining our educational program. In each content area and grade level, scores will be analyzed to identify necessary changes to the curriculum and instructional model. For example, if scores in eighth grade math are indicating that many students are not meeting proficiency levels, an analysis of the curriculum and instructional model would ensue and changes would be recommended. Classes, labs, tutoring, supplemental curricula, and other resources may be added to augment the current instructional program.

Results of the CAASPP are disaggregated by student and teacher. Teachers will be provided with a list of the results for each student for whom they are listed as the teacher of record. Teachers will also be included on the team reviewing their students' intake assessment results and creating their students' success plans and learning plans. The Administrator or designee will review the plans for all students who score at the "Standard Not Met" level for math or ELA and monitor the effectiveness of the plans.

Students and parents are also provided CAASPP results during goal setting and reflection conferences.

Other standardized and embedded assessments, as mentioned in the assessment section, will be used to drive instruction, and teachers will be trained to use ongoing assessments to monitor student progress, identify areas of need, and modify instruction accordingly.

## ELEMENT 4

# GOVERNANCE STRUCTURE

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(D).

The Sutter County Board of Education (Board) will be the authorizing agency and governing body for Pathways Charter School and will possess the authority to renew and close the Charter School. The ultimate authority for the governance of PCA remains with the Board. However, the Board delegates authority to the Sutter County Superintendent of Schools to operate Pathways Charter Academy and to ensure that it is operated in accordance with the terms of this charter and applicable Sutter County Superintendent of Schools Office (SCSOS) 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 PCA’s progress toward meeting the goals specified in this Charter and on other matters of interest to the Board.

In addition, Pathways Charter Academy will seek input regarding its programs and operations from an advisory committee(s) comprised of individuals including, parents, teachers, administrators, classified staff, and community members. Meaningful parent involvement will be available to parents through participation on the advisory committee(s) as well as through participation on other required committees such as a school site council or English Language Advisory Committee. Parental participation and feedback will also be gathered through the LCAP process. Stakeholder meetings, parent surveys, and advisory committee participation are some of the ways parents are meaningfully involved. Other ways parents can be meaningfully involved is through attending site based activities such as Back to School Night, gatherings, holiday feasts, and professional development geared toward parent support and education.

SCSOS will provide all appropriate support services in order to contribute to the successful operation of Pathways Charter Academy. In general, direct support costs of personnel, financial, legal, purchasing, and facility services will be budgeted for, and paid by, revenue generated by student attendance as reported by Pathways Charter Academy and included in the overall budget of the SCSOS. Pathways Charter Academy will be supported and funded through the SCSOS in a similar manner to other SCSOS non-charter schools.

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

As a California public charter school, Pathways Charter Academy shall comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools.

## ELEMENT 5

# QUALIFICATIONS OF SCHOOL EMPLOYEES

**Governing Law:** The petition must contain a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the charter school. Education Code Section 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 the Sutter County Superintendent of Schools. 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.

In general, the following qualifications for key employees of Pathways Charter Academy are listed below:

The School Administrator shall possess leadership abilities and a comprehensive educational vision that is consistent with PCA's mission and educational program. In addition, the administrator should possess skills in hiring and supervising excellent teachers and support staff. The School Administrator shall hold an Administrative Services Credential as well as a current California teaching Credential. He or she will meet all legal requirements applicable to charter schools at all times.

Should there become a need for an Assistant Administrator/Vice Principal, that person shall hold an Administrative Services Credential as well as a current California teaching credential. He or she will meet all legal requirements applicable to charter schools at all times.

Pathways Charter Academy will recruit and hire teachers who hold a California Commission on Teacher Credentialing Teaching Certificate, permit, or other document required for the teacher's certificated assignment. Teachers serving EL students will hold the appropriate certification as required by law, and all PCA teachers who work with students with special needs will hold the appropriate certification as required by law for their position and function.

Additionally, teachers employed by the PCA must:

- ❖ Be flexible, resourceful, imaginative, and proficient in computer-based education as well as Internet navigation and online resources.
- ❖ Work well with a team.
- ❖ Be able to design and to tailor curriculum for individual students.
- ❖ Enjoy working with and being with students.
- ❖ Be facilitators of learning rather than dispensers of knowledge.
- ❖ Be committed to making a difference in the quality of PCA and in the lives of the students, families, and fellow staff members.

PCA may hire additional personnel to assist in providing supplementary instruction, management, and support services. All CORE staff will have the necessary qualifications, skills, experience, clearances, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at Pathways Charter Academy and shall be subject to periodic inspection by the County Superintendent's Office.

PCA may employ temporary or short-term personnel. In those cases, the Sutter County Superintendent of Schools shall determine the qualifications and educational experiences required for those persons.

## ELEMENT 6

# HEALTH AND SAFETY

Governing Law: The petition must contain a reasonably comprehensive description of the procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Pathways Charter Academy will follow the procedures currently established by the Sutter County Superintendent of Schools Office to ensure the health and safety of pupils and staff.

As with other SCSOS schools and programs, Pathways Charter Academy has access to the services and support of the SCSOS. Prior to hiring staff or opening school, The Sutter County Superintendent of Schools Office will draft procedures to ensure the health and safety of pupils and staff. At minimum, those policies will require:

- ❖ That each employee of the charter school furnish the charter school with a criminal record summary as described in Education Code Section 44237, and all teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.
- ❖ The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents; and
- ❖ That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Furthermore, PCA will comply 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, PCA will follow the safety and disaster plans approved by SCSOS, and, where applicable, the health and safety policies and procedures contained within the SCSOS Board Policies, Administrative Regulations, and Education Code sections 32280 through 32289.

PCA will collaborate with SCSOS regarding its policies and procedures for natural disasters and emergencies, including fires and earthquakes. PCA staff will also be provided with training on safety procedures and basic first aid in the same manner as is provided to SCSOS's other schools and departments.

PCA 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 SCSOS and Pathways Charter Academy shall adhere to existing California laws regarding fingerprinting and tuberculosis testing of employees. All employees working at PCA will be required to furnish SCSOS 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 volunteers who have frequent or prolonged contact with students shall furnish SCSOS 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 PCA students shall be required to provide records documenting immunizations to the extent required by law for all public non-classroom based schools. All rising 7th grade students should be immunized with a pertussis (whooping cough) vaccine booster.

PCA shall provide 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.

All Charter School staff will be mandated child abuse reporters and shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.). SCSOS will maintain 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 or program of SCSOS.

- ❖ PCA shall function as a drug, alcohol, and tobacco free environment which shall be appropriately communicated.
- ❖ All facilities shall comply with California Building Code as adopted and enforced by the local building enforcement agency and fire-safety requirements. Facilities utilized shall be assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- ❖ Each employee of PCA shall submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and PCA shall seek the criminal background check of vendors and volunteers who volunteer outside of the supervision of a PCA employee, as required by Education Code Section 45125.1.
- ❖ All volunteers must be professional in their conduct, and all confidential items will be handled by employees only.
- ❖ PCA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- ❖ PCA shall adhere to Education Code Section 49423 regarding administration of medication in school and will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- ❖ PCA shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.
- ❖ PCA shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.
- ❖ PCA 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.

- ❖ PCA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.
- ❖ PCA shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.
- ❖ PCA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school-day. PCA shall provide this meal for any eligible student on any school-day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by PCA.
- ❖ PCA shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).
- ❖ PCA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a).

These policies shall be incorporated as appropriate into student and staff handbooks and reviewed on an ongoing basis.

## **School Safety Plan**

PCA 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 the school’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- ❖ Child abuse reporting procedures.
- ❖ Routine and emergency disaster procedures.
- ❖ Policies for students who committed an act under Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- ❖ Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- ❖ A discrimination and harassment policy consistent with Education Code Section 200.
- ❖ Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable.
- ❖ Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- ❖ A safe and orderly environment conducive to learning.
- ❖ Procedures for conducting tactical responses to criminal incidents.

PCA will adopt a School Safety Plan detailing the above elements by June 30, 2020.



# ELEMENT 7

## MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE

Governing Law: The petition must contain a reasonably comprehensive description of the means by which the charter 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

[Delete language in ~~strikeout~~; add] "No student shall be denied admissions on the basis of a protected characteristic, including a disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic as defined in Education Code section 220. To the extent allowable by 47605.5, PCA intends to

Any child, regardless of ethnicity, national origin, gender, disability or socio-economic profile is equally welcome and eligible for admission. PCA intends to reflect the diversity of the general population of the County through various student recruitment and outreach activities that are designed to attract a diverse student population.

PCA will implement a recruitment strategy that includes, but will not necessarily be limited to, the following elements, which focus on achieving and maintaining a racial and ethnic balance among students that will be reflective of the general population residing within the territorial

- ~~Provision of Spanish and Punjabi language materials to the Superintendent of Schools Office;~~
- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational materials that will reach out to all of the various racial and ethnic groups represented in the territorial jurisdiction of Pathways Charter Academy

As part of its outreach to Spanish and Punjabi speakers, Pathways Charter Academy will translate into Spanish and Punjabi general information sheets and other key documents, including the school vision and mission statement and announcements on the PCA website.

Planned recruitment and outreach activities are:

Activity	When	Where
Beginning of year enrollment drive (social media ads, print ads, broadcast advertising, signs, banners, and/or flyers)	Annually in July/August	Radio stations, online, and in locations likely to be seen by diverse populations, such as libraries, public spaces, businesses, and religious institutions.
End of reporting period outreach social media ads, print ads, broadcast	Annually in November, March, May and June	Radio stations, online, and in locations likely to be seen by diverse populations, such as libraries, public spaces,

advertising, signs, banners, and/or flyers)		businesses, and religious institutions.
Website enrollment information	Ongoing throughout the year	School website, online
Word of mouth outreach	Ongoing throughout the year	Face to face conversations, email, text, social media contact, or phone calls to parents and students
Open House	August, January, and May	Pathways Charter Academy
Communication with districts	Ongoing throughout the year	School district offices within the boundaries of Pathways Charter Academy
Press releases and other communications with local print and broadcast news media	Ongoing throughout the year	Within the territorial jurisdiction of Pathways Charter Academy

PCA’s plan for monitoring and correcting ethnic imbalances in the school, if they arise, is:

- Monitor PCA’s student population at the beginning of the year and end of each reporting period, comparing PCA’s student population with the population of Sutter County.
- Analyze potential causes for any imbalance.
- Begin recruitment activities listed above any time a significant discrepancy exists and PCA anticipates having room for new students.

## ELEMENT 8

# STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: The petition must contain a reasonably comprehensive description of the admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d) Education Code Section 47605(b)(5)(H). [add at beginning] "Admission policies and procedures shall be consistent with statute, including Education Code section 47605.5 and shall be implemented consistent with same."

Pathways Charter Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

PCA shall admit all pupils who wish to attend PCA. No test or assessment shall be administered to students prior to acceptance and enrollment into PCA. PCA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Sutter County or adjacent counties as required by Education Code Section 51747.3., unless otherwise allowed by law.

[add at beginning] "As allowable by statute, including Education Code section 47605.5, PCA shall admit all pupils . . ."

Students who understand and value PCA’s mission and are committed to the Charter School’s instructional and educational philosophy are encouraged to apply. Participation at PCA requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians shall complete an enrollment process before admission, during which the program is described and discussed. PCA shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

After enrollment, PCA provides each student with an intake assessment, not as a means to prohibit or discourage students from attending, but rather to ensure appropriate supports are in place for student success and to ensure appropriate academic placement.

In accordance with Education Code Section 47605(d)(4)(A), PCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), PCA shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

[insert] "...based on applicable statute and the descriptions..."

Admission of students in particular programs within PCA will be limited based on the descriptions/parameters of the populations each program serves, as described below. No student otherwise eligible to enroll will be denied enrollment due to a disability or the charter schools inability to provide necessary services. To ensure fairness while maintaining the stability of our programs, each program’s enrollment cap will be published each year prior to the open enrollment period. Students added to the waiting list each year must go through the Open Enrollment Process, and the previous waiting list is null and void.

**The PCA Core Program** shall serve students in grades TK-12. Open Enrollment period is January 1<sup>st</sup> - March 15<sup>th</sup> of each year. Students wishing to participate in the Open Enrollment process will be notified through various means including emails to current students, announcements on the school website, announcements on social media, and/or announcements in local newspapers. Those students enrolled in the PCA Core Program will be expected to meet the terms of the Master Agreement and SCOS policy related to Independent Study.

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

[insert same as below]

**The PCA Intensive Core Program** shall serve students in grades TK-12; however, PCA may

[insert] "...shall, to the extent allowable by statute, including Education Code section 47605.5, serve students ..."

extend an enrollment preference for certain students given PCA’s unique educational program, mission, and goals. Enrollment preference for the PCA Intensive Core Program will be extended to students who have been expelled, referred by probation and/or referred by the School Attendance Review Board. When enrollment reaches 80% of stated capacity, the PCA Intensive Core program will no longer enroll students who wish to attend the school on a voluntary basis in order to maintain space for students who are referred to the program by a district, SAR, or who has been expelled. This program will maintain a waiting list and students who seek voluntary enrollment will be contacted and offered placement when enrollment falls below 80% of the stated enrollment cap. Students enrolled in this program who are absent from classes, labs, or assigned activities for more than ten consecutive school days without a valid excuse maybe disenrolled from the program and referred to their district of residence. Students will be provided all applicable due process procedures associated with disenrollment.

Continued enrollment in this program is contingent upon meeting the terms of the Independent Study Master Agreement and SCSOS policy related to Independent Study.

**The PCA ComeBack Program** shall serve students ages 17 through 24, and potentially older students as allowed by statute, who are at risk for any of the following reasons including, but not limited to:

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

[insert] "...shall, to the extent allowable by statute, including Education Code section 47605.5, serve students ..."

The PCA ComeBack 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 and who wishes to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following factors. Students may be:

- o Expelled from a school district within the geographic boundaries of Sutter County or adjacent counties.
- o Referred to a county community school by a Sutter County school district as a result of the recommendation by a School Attendance Review Board.
- o Referred by the Sutter 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.
- o Foster or homeless youth.
- o Referred by Probation pursuant to Sections 300, 601, 602 and 654 of the Welfare and Institutions Code.
- o On probation or parole and not in attendance in any school.

[insert]"or other student for whom the Sutter County Board of Education would otherwise be responsible for providing direct education and related services, who resides ..."

The PCA ComeBack Program serves at-risk pupils meeting the criteria discussed above and serves pupils ages 17 to 24, and potentially older students as allowed by statute, who meet at least one of the following criteria:

- o Pupil is enrolled in the PCA ComeBack Program that 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 PCA ComeBack Program plans to satisfy this requirement through local WIOA funded agencies.
  
- o Pupil is enrolled in the PCA ComeBack 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.

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 USC 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.

Special education and related services in the PCA ComeBack Program will be based upon the following considerations for each student:

- o 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.
- o Have a desire to return to school and earn a high school diploma.
- o 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).
- o Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education and/or employment.
- o Be willing to work in an independent study format and meet with the teacher weekly for assessment, conferences and retrieval of new assignments.

- o Be otherwise eligible to be enrolled in the PCA ComeBack program.

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 or designee. 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 PCA ComeBack Program from school districts and the Sutter County Probation Department require a transition IEP or Section 504 plan meeting. Participants in the PCA ComeBack Program are expected to meet the terms of the Independent Study Master Agreement and SCS policy related to Independent Study.

## Random Public Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. After the close of the open enrollment period, PCA will enroll students subject to capacity. If the number of applications for admission exceeds the number of available openings in an area or program, PCA shall hold a random public drawing (or "lottery") to determine admission for the impacted area or program, with the exception of existing students, who are guaranteed admission in the following school year. Upon the end of the first Learning Period (first semester) and fourth Learning Period (second semester), PCA will close enrollment if it is determined that such a late start would render the students disadvantaged in the learning process. PCA's lottery procedures include the following:

[add] "capacity, and as allowable by statute, including Education Code section 47605.5."

- ❖ A lottery will take place at the PCA's main office in a facility large enough to allow all interested parties to observe the drawing.
- ❖ All interested parties will know, prior to the holding of the lottery, how many openings are available in the Charter School and in the different areas or programs served by the Charter School.
- ❖ Admission preferences will be extended to the following students, in the following order:
  - Siblings of students admitted to or attending the Charter School and eligible students who are currently enrolled in another PCA Program when applying to change programs within PCA.
  - Children of PCA teachers and staff.
  - Residents of Sutter County.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

PCA shall adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The School Administrator will take all necessary efforts to ensure lottery procedures are fairly executed. Each interested family is assigned a number. Lottery spaces are filled by a random pulled number by the designated lottery official (appointed by the School Administrator). Separate lotteries may be conducted for each grade span TK-8 and 9-12, and each program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that

preference category until all vacancies have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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. PCA will continue to take applications after the open enrollment period and after the lottery and applicants will be placed on the waiting list. Students added to the waiting list each year must go through the Open Enrollment Process, and the previous waiting list is null and void.

# ELEMENT 9

## ANNUAL FINANCIAL AUDITS

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of PCA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Such an audit, at a minimum, verifies the accuracy of the Charter School's financial statements, revenue-related data collection and reporting practices, and examines PCA's internal controls. The books and records of PCA shall be kept in accordance with generally accepted accounting procedures, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Since Pathways Charter Academy will be a dependent charter school of the SCSOS, PCA will be audited as part of the annual audit of the SCSOS. The annual audit will be completed and a copy of the auditor's findings forwarded to the Sutter County Superintendent of Schools Office, the Sutter County Board of Education, the State Controller, and to the California Department of Education by the 15th of December of each year.

Pursuant to Education Code section 41020, the County Superintendent will review any audit exceptions or deficiencies and make recommendations. The County Superintendent will then submit a report to the County Board of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Sutter County Superintendent of Schools Office along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.



# ELEMENT 10

## SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The petition must contain a reasonably comprehensive description of the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Pathways Charter Academy shall implement site level student discipline policies and procedures consistent with Education Code and Sutter County Superintendent of Schools Office Philosophy of Discipline, policies and procedures.

The Sutter County Superintendent of Schools Philosophy of Discipline states, "The Sutter County Superintendent of Schools recognizes that self-discipline is both a learned behavior and a prerequisite for learning. The County strives to maintain a challenging, positive educational environment which is conducive to students achieving success and developing self-discipline. The Counties commitment to learning and the development of responsible citizens in a democracy requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are published, explained, and enforced. Standards of student conduct derive from the goals of

respect for self, for property, and for others. The enforcement of school rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly, uniformly and consistently without regard to age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.”

PCA procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

1. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.
2. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
  - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
3. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in section 2, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in sections (1) and (2).

Students who are expelled from PCA may be voluntarily placed in SCSOS’s Community School Independent Study program or other SCSOS operated program for expelled youth. Pathways Charter School will work with parents/students and local school districts to ensure that students who are expelled from PCA are provided with assistance in enrolling in an SCSOS operated program for expelled youth or are referred to the school district of residence for additional placement options.

PCA’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 will be 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.

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

PCA believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The following is a preliminary list of Prohibited student conduct which includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the school (NOTE: The school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged)
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27) (NOTE: Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee)
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time (NOTE: Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights

of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5))

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with SCSOS Policy.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with SCSOS policy and administrative regulation. The Administrator or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, SCSOS policy, or administrative regulation, for any off-campus conduct during non-school hours, which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities

These prohibitions and discipline are intended to ensure student and staff safety as well as to ensure a safe and effective learning environment.

The following is a preliminary list of the offenses for which students must and may be expelled.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate	May Recommend Expulsion (Discretionary)
<p><i>Education Code (EC) 48915(c)</i></p> <p>Act <b>must</b> be committed at school or school activity.</p> <ol style="list-style-type: none"> <li>1. Firearm               <ol style="list-style-type: none"> <li>a. Possessing a firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</li> <li>b. Selling or otherwise furnishing a firearm.</li> </ol> </li> <li>2. Brandishing a knife at another person.</li> <li>3. Unlawfully selling a controlled substance listed in <i>Health and</i></li> </ol>	<p>Act <b>must</b> be committed at school or school activity.</p> <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of</li> </ol>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> <li>a. Inflicted physical injury†</li> <li>b. Possessed dangerous objects</li> <li>c. Possessed drugs or alcohol (policy determines which offense)</li> <li>d. Sold look alike substance representing drugs or alcohol</li> <li>e. Committed robbery/extortion</li> <li>f. Caused damage to property‡</li> <li>g. Committed theft</li> <li>h. Used tobacco (policy determines which offense)</li> <li>i. Committed obscenity/profanity/vulgarity</li> <li>j. Possessed or sold drug paraphernalia</li> <li>k. Disrupted or defied school staff</li> <li>l. Received stolen property</li> <li>m. Possessed imitation firearm</li> <li>n. Committed sexual harassment</li> <li>o. Harassed, threatened or intimidated a student witness</li> </ol>

<p><i>Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>5. Possession of an explosive.</p> <p>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001</p>	<p>Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4).</p> <p>5. Assault or battery, or threat of, on a school employee.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>	<p>p. Sold prescription drug Soma</p> <p>q. Committed hazing</p> <p>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol> <p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school</p>
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		property" includes, but is not limited to, electronic files and databases.
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Pathways Charter Academy is providing the above lists as insight into discipline philosophy and expectations; however, PCA reserves the right to modify the list without the modification being considered a material revision.

# ELEMENT 11

## EMPLOYEE RETIREMENT SYSTEMS

**Governing Law:** The petition must contain a reasonably comprehensive description of 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(b)(5)(K).

SCSOS employees working at Pathways Charter Academy will accumulate service credit years in the same manner as all other members of STRS and PERS. Employees of PCA will participate in the State Teachers’ Retirement System (“STRS”), the Public Employees’ Retirement System (“PERS”), or federal Social Security depending upon each individual's eligibility. SCSOS will be responsible for administration of the retirement programs of all employees working at PCA.

# ELEMENT 12

## PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

**Governing Law:** The petition must contain a reasonably comprehensive description of the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend PCA. Students who opt not to attend PCA may attend other schools within their district of residence, other charter schools, or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in PCA shall be informed on admissions forms that students have

no right to admission in a particular school of a local education agency as a consequence of enrollment in PCA, except to the extent that such a right is extended by the local education agency.

# ELEMENT 13

## RETURN RIGHTS OF SCHOOL EMPLOYEES

Governing Law: The petition must contain a reasonably comprehensive description of the rights of an 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 Section 47605(b)(5)(M).

### **Certificated Employees:**

Any certificated individual who is a member of the Sutter County Superintendent of Schools Staff Association (certificated) bargaining unit who is offered employment at PCA, and chooses to leave non-charter school programs to work at the Charter School, will not be covered by the collective bargaining unit agreement between the Sutter County Superintendent of Schools Office and the Sutter County Superintendent of Schools Staff Association while working at the Charter School.

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

### **Option to Request Reassignment**

Certificated employees employed by SCSOS on or before June 30, 2020 who choose to leave non-charter programs to work at the Charter School will not be given any return rights back to a non-charter SCSOS program except for those that may be applicable to SCSOS employees under the Education Code. However, such employees will have the option to request a reassignment to a non-charter SCSOS program for the following school year if they notify the SCSOS's Human Resources Department in writing of the request for reassignment to a non-charter SCSOS program by no later than February 1 of each school year, for a reassignment in the following school year.

The SCSOS 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 SCSOS program.



Certificated employees hired by SCSOS to work at the Charter School after June 30, 2020 (New Hires), will be employees of SCSOS, but will not be given the option to request a reassignment to a non-charter SCSOS program as 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 SCSOS.

### **Classified Employees:**

SCSOS classified employees who perform work for both the Charter School and non-Charter School SCSOS programs will continue to be members of the CSEA-Chapter #634 (classified bargaining unit) and be covered by the classified bargaining unit agreement, and will be assigned pursuant to SCSOS 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 leave non-charter programs 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.

SCSOS classified employees who have obtained permanent status at the time they begin working exclusively at the Charter School will continue to have permanency with regards to employment by SCSOS in non-charter school programs, however, they will not have any right to a permanent employment assignment at the PCA.

### **Option to Request Reassignment**

Classified employees employed by SCSOS on or before June 30, 2020, who choose to leave non-charter programs to work exclusively at the Charter School, will not be given any return rights back to a non-charter SCSOS program except for those that may be applicable to SCSOS employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter SCSOS program for the following school year if they notify the SCSOS's Human Resources Department in writing of the request for reassignment to a non-charter SCSOS program by no later than February 1 of each school year for a reassignment in the following school year.

The SCSOS 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 SCSOS program.

Classified employees hired by SCSOS to work exclusively at the Charter School after June 30, 2020 (New Hires), will be employees of SCSOS, but will not be given the option to request a reassignment to a non-charter SCSOS program as 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 SCSOS.

## **Classified Employee Compensation and Benefits**

All classified employees who are part of the CSEA/Sutter County School Service Employees Chapter #634 classified bargaining unit (classified bargaining unit), who perform work for both the Charter School and non-Charter School SCSOS programs, will continue to be part of the classified bargaining unit and receive the same compensation and benefits as other SCSOS 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

# PROCEDURES

Governing Law: The petition must contain a reasonably comprehensive description of the procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Internal disputes that arise within Pathways Charter School will be resolved by the same procedures that are in place for disputes concerning any other school or program within the Sutter County Superintendent of Schools Office. If no clear procedure is determined, the following shall apply:

The Sutter County Board of Education will refer all complaints regarding operations of PCA to the Sutter County Superintendent of Schools for resolution.

In the event that any dispute arises relating to this charter, the parties agree to first frame the issue in written format (dispute statement) and to refer the issue to the Sutter County Superintendent of Schools or his designee. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, PCA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County Board of Education to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County Board of Education's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Board President and County Superintendent of Schools, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. If this meeting fails to resolve the dispute, the Board

President and County Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Board President and County Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Sutter County Board of Education and Sutter County Superintendent of Schools.

## ELEMENT 15

# EDUCATIONAL EMPLOYMENT RELATIONS ACT DECLARATION

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

Governing Law: The petition must contain "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 Academy for the purposes of the Education Employment Relations Act ("EERA") (Attachment E).

## ELEMENT 16

# CLOSURE PROTOCOL

Governing Law: The petition must contain a reasonably comprehensive description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Should Pathways Charter Academy cease to operate for any reason, the Sutter County Superintendent of Schools Office shall be the "responsible entity" to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962.

Closure of PCA will be documented by official action of the Sutter County Board of Education. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

PCA will promptly notify parents and students of PCA, PCA's SELPA, the retirement systems in which PCA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

PCA will ensure that the notification to the parents and students of PCA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close PCA.

PCA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, PCA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. PCA will ask the County Office of Education to store original records of PCA students. All student records of the Charter School shall be transferred to the County Office of Education upon closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, PCA will prepare final financial records. The Sutter County Superintendent of Schools will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the Sutter County Superintendent of Schools and will be provided to the Sutter County Board of Education promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to PCA.

PCA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of PCA, all assets of PCA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Sutter County Superintendent of Schools Office. A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County Office of Education or County Office property will be promptly returned upon PCA's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As specified by the budget, PCA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

### **Term, Renewal, and Revocation**

The term of this charter shall begin July 1, 2020 and shall expire five (5) years thereafter on July 1, 2025 PCA shall initiate a subsequent renewal of the charter at least four (4) months prior to expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The Sutter County Board of Education may revoke this charter in accordance with Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11965 and 11968.5.2. Prior to revocation, the Board shall notify PCA of any violation and give the Charter School a reasonable period of time within which to correct the violation, unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not corrected to the Board's satisfaction within the reasonable period of time specified, the Board may take action to revoke the charter in accordance with state law.

PCA agrees to and submits to the right of the Sutter County Office of Education to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, PCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Budgets**

**Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The required financial statements are attached (Appendices 1,,2, and 3) and provide reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including special education. Budget notes are included that clearly describe the assumptions of revenue estimates, including the basis for average daily attendance estimates and staffing levels. Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size.

## Funding

PCA is a dependent charter of the County Office of Education, and as such, funding passes through the County Office of Education.

## Financial Reporting

PCA will develop an annual calendar of deadlines and reporting timelines. PCA’s currently proposed calendar includes the following reports to the Sutter County Superintendent of Schools as required by Education Code section 47604.33:

### Pathways Charter Academy’s Financial Reporting Activity Calendar

Due Date	Activity
On the first Wednesday of October	CALPADS Snapshot
On or before July 1	<ul style="list-style-type: none"> <li>Preliminary budget for the current fiscal year.</li> <li>Local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.</li> </ul>
On or before December 15	<ul style="list-style-type: none"> <li>Interim financial report, reflecting changes through October 31.</li> <li>Copy of PCA’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools</li> </ul>
On or before March 15	Second interim financial report, reflecting changes through January 31
On or before September 15	Final un-audited report, full prior year
December 31, April 15, June 30	Attendance Reporting
Approved at next regular meeting	Board Minutes

## Reporting Requirements

PCA shall adhere to the County Office of Education’s reporting requirements and shall also provide the following reports as required by law:

- ❖ Average Daily Attendance (ADA) reports J18/19.
- ❖ School Accountability Report Card (SARC) – charter schools may use their own formats.
- ❖ LCAP

The PCA management team will be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful charter schools. PCA will provide regular communication, including an annual report to the County Board.

## Insurance

The Sutter County Superintendent of Schools Office shall provide insurance for PCA.

## Administrative Services

Governing Law: The petition must contain a reasonably comprehensive description of the manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Administrative services shall be provided by the Sutter County Superintendent of Schools Office.

## Facilities

Governing Law: The petition must contain a reasonably comprehensive description of the facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

PCA intends to locate at 1895 Lassen Boulevard, Yuba City, California in the Feather River Academy building; however, labs, classes, and other activities may also be conducted at other locations as allowed by code, including, but not limited to Sutter County Superintendent of Schools owned, leased, or otherwise operated facilities. Owned locations currently are:

Main Building 970 Klamath Lane Yuba City, CA 95993	Parking lot 996 Klamath Lane Yuba City, CA 95993
FRA 1895 Lassen Blvd Yuba City, CA 95993	One Stop 950 Tharp Rd #1000 Yuba City, CA 95993
Building 300 950 Tharp Rd #300 Yuba City, CA 95993	One Stop Training Center 950 Tharp Rd #1100 Yuba City, CA 95993

Sierra Building  
1699 Sierra Ave  
Yuba City, CA 95993

Shady Creek  
18601 Pathfinder Way  
Nevada City, CA 95959

## Transportation

As an independent study charter school, there is little need for transportation. In the case of students with disabilities, or other students who require transportation as a matter of law, PCA will utilize qualified transportation vendors or, if prudent, purchase vehicles to meet transportation.

## Potential Civil Liabilities

Governing Law: The petition must contain a reasonably comprehensive description of the potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

As a charter of the County Office of Education, both the Charter School and County Office of Education assume potential civil liabilities arising from the operation of PCA.

## Charter Revisions

Material revisions as defined in Education Code Section 47605(a)(1) shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.

## Communications

All official communications between the Sutter County Board of Education and PCA will be sent via First Class Mail or other appropriate means to the following:

### **Charter School**

1895 Lassen Boulevard  
Yuba City, California 95993

### **Board of Education**

970 Klamath Lane  
Yuba City, California 95993



**PATHWAYS CHARTER ACADEMY**  
**2020/21 Budget and Multi-Year Projection**

		Projected Enrollment: 29 Projected ADA: 26.10		
<b>REVENUES</b>		<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
	State Aid	303,249	311,885	321,894
	EPA	5,220	5,220	5,220
	In-Lieu of Property Taxes	-	-	-
	Title I	-	-	-
	Title II	-	-	-
	Lottery, Unrestricted	-	3,993	3,993
	Lottery, Restricted	-	1,409	1,409
	Interest	-	-	-
	Other Local Revenue	-	-	-
	<b>Total Revenues</b>	308,469	322,508	332,517
<b>EXPENDITURES</b>				
1100	Teacher Salaries	59,900	61,398	62,933
1200	Counselor Salaries	22,792	23,362	23,946
1300	Principal Salaries	27,550	27,550	27,550
2200	Classroom Support	6,751	6,751	6,751
3100	Total Certificated Benefits	45,041	45,700	46,394
3200	Total Classified Benefits	4,319	4,447	4,501
4100	Textbooks/Core Curricula Materials	3,750	1,932	1,992
4200	Other Books	-	-	-
4300	Materials & Supplies	4,000	4,121	4,250
4400	Non-Cap Equipment	5,500	2,833	2,922
5200	Travel/Conference	5,000	5,151	5,312
5300	Dues & Memberships	500	515	531
5400	Property & Liability Insurance	8,000	8,242	8,500
5500	Maintenance & Operations	-	-	-
5600	Rentals, Leases, & Repairs	11,374	11,717	12,084
5800	Contracts	21,750	16,612	17,132
5800	Contract Support Services	5,500	2,833	2,922
5800	Legal Fees	2,000	2,060	2,125
5800	Oversight Fee	9,254	9,513	9,813
5820	Advertising	1,500	1,545	1,594
5900	Communications	100	103	106
6400	Equipment	-	-	-
7600	Special Ed	21,000	21,634	22,311
	<b>Total Expenditures</b>	265,581	258,019	263,669
	Net Increase (Decrease) in Fund Balance	42,888	64,489	68,848
	Beginning Fund Balance	-	42,888	107,377
	Ending Fund Balance	42,888	107,377	176,224
	Charter School's Budgeted Reserve Percentage	16.15%	41.62%	66.84%
	Reserve for Economic Uncertainty @ 5% of Exps.	13,279	12,901	13,183

Proposed 2020-21 Budget and MYP Assumptions

SCENARIO 1

- 1.0 Certificated FTE. Use SCSOS Spec Ed/Alt Ed Salary Schedule @ STEP 5. Use SSC Dartboard for 2020-21 Benefits and SCSOS Benefits.
- 0.10 FTE Principal Salary & Benefits. Use J. Kovach salary and benefits to calculate.
- 0.40 FTE Counselor Salary & Benefits. Use S. Beaver salary and benefits to calculate.
- 0.20 FTE Secretary Salary & Benefits. Use D.Rosales salary and benefits to calculate.
- \$11K for Technology expenditures. Split 50%/50% between OB 4400/OB 5800. (**For MYP**: 50% of tech exps will be on-going)
- \$15K curriculum expenditures. Split 75%/25% between OB 5800 & 4100. (**For MYP**: 50% of curriculum exps will be on-going)
- Rent for 1 classroom @ 960 square feet. Get FMOF per square foot charge from SCSOS FMOF Model.
- Rent for 1 office @ 100 square feet. Get FMOF per square foot charge from SCSOS FMOF Model.
- Food to be purchased from YCUSD @ \$6 per student, for 10 students per day @ 175 school days.
- Oversight Fee: 3% (1% Oversight + 2% Administrative Support/Back Office)
- Budget \$8K for Liability Insurance & \$2K for Legal Fees. (**For MYP**: On-going expenditure.)
- Special Ed: Project Spec Ed student count @ 10% of total enrolled students.
- Special Ed Exps.: Budget exps at \$7.5K per Spec. Ed student.
- Budget \$5K for Professional Development.
- Use 80% UPP % for LCFF Calculation/Projection.
- Used 90% ADA to Enrollment Ratio for LCFF Calculation. Enrollment estimated at 29.
- Lottery Revenue projected at \$154/ADA for Unrestricted and \$53/ADA for Restricted per SSC Dartboard. (21-22 and 22-23 only)

## 2020-21 Projected Cash Flow

Revenue	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Totals
State Aid	303,249	-	-	112,202	-	-	-	-	-	-	-	-	-	303,249
EPA	5,220	-	-	1,305	-	-	-	-	-	-	-	-	-	5,220
In-lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>308,469</b>	-	-	<b>113,507</b>	-	-	-	<b>55,890</b>	-	<b>27,292</b>	<b>28,597</b>	<b>27,292</b>	<b>27,292</b>	<b>308,469</b>
<b>Expenditures</b>														
Teacher Salaries	59,900	-	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	59,900
Counselor Salaries	22,792	-	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	22,792
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	563	6,751
Total Certificated Benefits	45,041	493	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	45,041
Total Classified Benefits	4,319	360	360	360	360	360	360	360	360	360	360	360	360	4,319
Textbooks/Core Curricula Materials	3,750	-	2,813	-	-	-	938	-	-	-	-	-	-	3,750
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials & Supplies	4,000	1,000	500	250	250	250	250	250	250	250	250	250	250	4,000
Non-Cap Equipment	5,500	4,125	1,000	-	-	-	375	-	-	-	-	-	-	5,500
Travel/Conference	5,000	1,500	1,100	600	-	-	600	-	-	600	-	-	600	5,000
Dues & Memberships	500	-	500	-	-	-	-	-	-	-	-	-	-	500
Property & Liability Insurance	8,000	-	1,333	-	1,333	-	1,333	-	1,333	-	1,333	-	1,333	8,000
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals, Leases, & Repairs	11,374	948	948	948	948	948	948	948	948	948	948	948	948	11,374
Contracts	21,750	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	21,750
Contract Support Services	5,500	458	458	458	458	458	458	458	458	458	458	458	458	5,500
Legal Fees	2,000	1,000	100	100	100	100	100	100	100	100	100	100	100	2,000
Oversight Fee	9,254	-	-	2,314	-	-	-	-	-	2,314	-	-	-	9,254
Advertising	1,500	500	500	-	-	-	500	-	-	-	-	-	-	1,500
Communications	100	100	-	-	-	-	-	-	-	-	-	-	-	100
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed	21,000	-	-	-	-	-	10,500	-	-	-	-	-	-	21,000
<b>Total Expenditures</b>	<b>265,581</b>	<b>15,155</b>	<b>25,850</b>	<b>21,268</b>	<b>19,688</b>	<b>18,554</b>	<b>34,914</b>	<b>18,354</b>	<b>19,688</b>	<b>21,268</b>	<b>19,688</b>	<b>28,854</b>	<b>22,501</b>	<b>265,581</b>
Change in Cash Balance	42,888	(15,155)	(25,850)	92,239	(19,688)	(18,354)	20,976	(18,354)	7,605	7,330	7,605	(1,562)	6,096	
Beginning Cash Balance	-	-	(15,155)	(41,005)	51,234	31,547	13,192	34,168	15,814	23,419	30,749	38,353	36,792	
<b>Ending Cash Balance</b>	<b>42,888</b>	<b>(15,155)</b>	<b>(41,005)</b>	<b>51,234</b>	<b>31,547</b>	<b>13,192</b>	<b>34,168</b>	<b>15,814</b>	<b>23,419</b>	<b>30,749</b>	<b>38,353</b>	<b>36,792</b>	<b>42,888</b>	

## 2021-22 Projected Cash Flow

Revenue	Budget												Totals	
	July	August	September	October	November	December	January	February	March	April	May	June		
State Aid	311,885	15,594	15,594	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	311,885
EPA	5,220	-	-	1,305	-	-	1,305	-	-	-	-	-	1,305	5,220
In-Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Unrestricted	3,993	-	-	998	-	-	998	-	-	-	-	-	998	3,993
Lottery, Restricted	1,409	-	-	352	-	-	352	-	-	-	-	-	352	1,409
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>322,508</b>	<b>15,594</b>	<b>15,594</b>	<b>30,725</b>	<b>28,070</b>	<b>28,070</b>	<b>29,375</b>	<b>29,420</b>	<b>28,070</b>	<b>30,725</b>	<b>28,070</b>	<b>28,070</b>	<b>30,725</b>	<b>322,508</b>
<b>Expenditures</b>														
Teacher Salaries	61,398	-	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	61,398
Counselor Salaries	23,362	-	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	23,362
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	563	6,751
Total Certificated Benefits	45,700	486	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	45,700
Total Classified Benefits	4,447	371	371	371	371	371	371	371	371	371	371	371	371	4,447
Textbooks/Core Curricula Materials	1,932	-	1,449	-	-	483	-	-	-	-	-	-	-	1,932
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials & Supplies	4,121	1,030	515	258	258	258	258	258	258	258	258	258	258	4,121
Non-Cap Equipment	2,833	2,125	496	-	-	212	-	-	-	-	-	-	-	2,833
Travel/Conference	5,151	1,717	1,030	601	-	601	-	-	-	601	-	-	601	5,151
Dues & Memberships	515	-	515	-	-	-	-	-	-	-	-	-	-	515
Property & Liability Insurance	8,242	-	1,374	-	1,374	-	1,374	-	1,374	-	1,374	-	1,374	8,242
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals, Leases, & Repairs	11,717	976	976	976	976	976	976	976	976	976	976	976	976	11,717
Contracts	16,612	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	16,612
Contract Support Services	2,833	236	236	236	236	236	236	236	236	236	236	236	236	2,833
Legal Fees	2,060	1,030	103	103	103	103	103	103	103	103	103	103	103	2,060
Oversight Fee	9,513	-	-	2,378	-	2,378	-	-	-	2,378	-	-	2,378	9,513
Advertising	1,545	515	515	-	-	515	-	-	-	-	-	-	-	1,545
Communications	103	103	-	-	-	-	-	-	-	-	-	-	-	103
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed	21,634	-	-	-	-	10,817	-	-	-	-	-	-	-	21,634
<b>Total Expenditures</b>	<b>258,019</b>	<b>12,832</b>	<b>23,638</b>	<b>20,981</b>	<b>19,376</b>	<b>18,002</b>	<b>34,383</b>	<b>18,002</b>	<b>19,376</b>	<b>20,981</b>	<b>19,376</b>	<b>28,819</b>	<b>22,252</b>	<b>258,019</b>
Change in Cash Balance	64,489	2,762	(8,044)	9,744	8,694	10,067	(5,008)	11,418	8,694	9,744	8,694	(750)	8,473	
Beginning Cash Balance	42,888	42,888	45,650	37,606	47,350	56,044	66,111	61,103	72,521	81,215	90,959	99,653	98,903	
<b>Ending Cash Balance</b>	<b>107,377</b>	<b>45,650</b>	<b>37,606</b>	<b>47,350</b>	<b>56,044</b>	<b>66,111</b>	<b>61,103</b>	<b>72,521</b>	<b>81,215</b>	<b>90,959</b>	<b>99,653</b>	<b>98,903</b>	<b>107,377</b>	


## 2022-23 Projected Cash Flow

Revenue	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Totals
State Aid	321,894	16,095	16,095	28,970	28,970	28,970	28,970	28,970	28,970	28,970	28,970	28,970	28,970	321,894
EPA	5,220	-	-	1,305	-	-	1,305	-	-	1,305	-	-	1,305	5,220
In-Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Unrestricted	3,993	-	-	998	-	-	998	-	-	998	-	-	998	3,993
Lottery, Restricted	1,409	-	-	352	-	-	352	-	-	352	-	-	352	1,409
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>332,517</b>	<b>16,095</b>	<b>16,095</b>	<b>31,626</b>	<b>28,970</b>	<b>28,970</b>	<b>30,275</b>	<b>30,321</b>	<b>28,970</b>	<b>31,626</b>	<b>28,970</b>	<b>28,970</b>	<b>31,626</b>	<b>332,517</b>
<b>Expenditures</b>														
Teacher Salaries	62,933	-	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	62,933
Counselor Salaries	23,946	-	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	23,946
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	563	6,751
Total Certificated Benefits	46,394	486	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	46,394
Total Classified Benefits	4,501	375	375	375	375	375	375	375	375	375	375	375	375	4,501
Textbooks/Core Curricula Materials	1,992	-	1,494	-	-	-	498	-	-	-	-	-	-	1,992
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials & Supplies	4,250	1,062	531	266	266	266	266	266	266	266	266	266	266	4,250
Non-Cap Equipment	2,922	2,191	511	-	-	-	219	-	-	-	-	-	-	2,922
Travel/Conference	5,312	1,771	1,062	620	-	-	620	-	-	620	-	-	620	5,312
Dues & Memberships	531	-	531	-	-	-	-	-	-	-	-	-	-	531
Property & Liability Insurance	8,500	-	1,417	-	1,417	-	1,417	-	1,417	-	1,417	-	1,417	8,500
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals, Leases, & Repairs	12,084	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	12,084
Contracts	17,132	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	17,132
Contract Support Services	2,922	243	243	243	243	243	243	243	243	243	243	243	243	2,922
Legal Fees	2,125	1,062	106	106	106	106	106	106	106	106	106	106	106	2,125
Oversight Fee	9,813	-	-	2,453	-	-	2,453	-	-	2,453	-	-	2,453	9,813
Advertising	1,594	531	531	-	-	-	531	-	-	-	-	-	-	1,594
Communications	106	106	-	-	-	-	-	-	-	-	-	-	-	106
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Bd	22,311	-	-	-	-	-	11,156	-	-	-	-	-	-	22,311
<b>Total Expenditures</b>	<b>263,669</b>	<b>13,122</b>	<b>24,168</b>	<b>21,428</b>	<b>19,772</b>	<b>18,555</b>	<b>35,249</b>	<b>18,355</b>	<b>19,772</b>	<b>21,428</b>	<b>19,772</b>	<b>29,511</b>	<b>22,739</b>	<b>263,669</b>
Change in Cash Balance	68,848	2,972	(8,073)	10,198	9,199	10,615	(4,973)	11,966	9,199	10,198	9,199	(540)	8,888	
Beginning Cash Balance	107,377	107,377	110,349	102,276	112,474	121,673	132,288	127,315	139,281	148,480	158,678	167,877	167,337	
<b>Ending Cash Balance</b>	<b>176,224</b>	<b>110,349</b>	<b>102,276</b>	<b>112,474</b>	<b>121,673</b>	<b>132,288</b>	<b>127,315</b>	<b>139,281</b>	<b>148,480</b>	<b>158,678</b>	<b>167,877</b>	<b>167,337</b>	<b>176,224</b>	

Appendix 4

## Signatures

Education Code section 47605(a)(1) requires a charter school petition to either be “signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation,” or “signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.” Below is the required signature(s)

PRINT FULL NAME	SIGNATURE	CREDENTIAL NUMBER	POINT OF CONTACT
Michael b. O'Brien		190049367	Contact in care of Joe Hendrix at 530-822-2932
			Contact in care of Joe Hendrix at 530-822-2932
			Contact in care of Joe Hendrix at 530-822-2932



**SUTTER COUNTY PATHWAYS  
CHARTER SCHOOL**

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

**July 1, 2020 to July1, 2025**

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# Charter School Intent and Charter Requirements

It was the intent of the California Legislature, in enacting the Charter Schools Act of 1992 (the “Act”), to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under the Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

*The Charter Schools Act (Education Code Section 47600 et seq.) requires each charter school to have a “charter” that provides a reasonably comprehensive description of fifteen (15) elements. The following provisions of this charter provide this and all other requirements of the Act.*

## AFFIRMATIONS AND ASSURANCES

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As the authorized lead petitioner, I, **Tom Reusser**, hereby certify that the information submitted in this petition for the establishment Pathways Charter Academy (herein referenced as “Pathways”, “PCA”, or “Charter School”), a California public charter school operated by the Sutter County Superintendent of Schools Office pursuant to Education Code section 47605, 47605.5, and other applicable laws, and located within the boundaries of Sutter County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. If awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- ❖ The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ❖ The Charter School shall admit all students who wish to attend the Charter School unless it receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the pupil or of his or her parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ❖ 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 the school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605(d)(3)]
- ❖ The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in the statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- ❖ The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(c)(2)]

- ❖ The Sutter County Superintendent of Schools declares that he shall be deemed the exclusive public school employer of the employees of PCA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ❖ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- ❖ The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing, certificate, permit, or other document equivalent to that which the teacher in other public schools are required to hold. As allowed, through June 30, 2025, flexibility will be given to non-core, non-college preparatory teachers who were teaching in a charter school during the 2019-2020 school year. [Ref. Education Code Section 47605(l)]
- ❖ The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- ❖ The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]-
- ❖ The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ❖ The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ❖ The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ❖ The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- ❖ The Charter School shall comply with Public Records Act.
- ❖ The Charter School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).
- ❖ The Charter School shall comply with the Ralph M. Brown Act.
- ❖ The Charter School shall comply with Government Code Section 1090, et seq., and other requirements as set forth in Education Code Section 47604.1.

- ❖ The Charter School shall comply with the Political Reform Act of 1974.
- ❖ The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



\_\_\_\_\_  
Tom Reusser  
Sutter County Superintendent of Schools

12-4-19

\_\_\_\_\_  
Date

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## Pathways Charter Academy

### Overview

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Location	1895 Lassen Boulevard Yuba City, Ca 95993
Educational Focus	Pathways Charter Academy provides an educational opportunity that offers California standards-aligned curriculum, individualized instruction through an independent study/personalized learning approach designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential. All students will complete a comprehensive intake assessment to create an individualized success plan that includes a rigorous individualized learning plan tailoring students' education to their personal needs, strengths, weaknesses, abilities, and interests. Social-emotional-behavioral supports, career exploration and preparation, and college attendance, are strong components of our educational focus to make learning relative and meaningful. Pathway Charter operates three programs; a core program Intensive Core Program, and a ComeBack Program for adult learners wishing to obtain a diploma or High School Equivalency.
Grades Served	Core Program: Grades Transitional Kindergarten(TK) – 12 Intensive Core Program: Grades TK-12 ComeBack Program: Adults ages 17-24, and potentially older students as allowed by statute
Flexible Instruction	All students are provided curriculum that meets the California standards for their grade level with high-interest delivery and regular and purposeful assessment that drives individualized instruction.

<p>Mission of School</p>	<p>Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Through this process, students become educated become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.</p>
<p>Schools Like Pathways Charter Academy</p>	<p>We are unaware of any school that utilizes results from such a comprehensive intake assessment to create an individualized success plan and individualized learning plan for every student that leverages this strong of a resource base to ensure students who have failed to thrive in traditional school environments and charter environments are successful.</p>
<p>For more Information</p>	<p>Web site: <a href="http://www.sutter.k12.ca.us">www.sutter.k12.ca.us</a>  Email: <a href="mailto:joeh@sutter.k12.ca.us">joeh@sutter.k12.ca.us</a>  Phone: 530.822.2932</p>

## **INTRODUCTION**

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### **Fulfilling the Intent for Charters**

California law supports and encourages the creation of charter schools for a variety of purposes. PCA will continue to fulfill the intent for the creation of charter schools under the Charter Schools Act by, among other things: improving pupil learning, especially for students who need or desire a non-traditional approach to learning; increasing learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as having barriers to success or are academically low achieving; and providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

### **Petition**

This Petition is hereby submitted to the Sutter County Board of Education for the establishment of Pathways Charter Academy (herein referred to as “Pathways”, “PCA”, or “Charter School”), a charter school offering non-classroom-based instruction and funded as specified. PCA shall be operated by the Sutter County Office of Education.

### **Term of Charter**

The requested term of the charter is to begin July 1, 2020 and end July 1, 2025.

### **First Year of Operation**

Pathway Charter Academy plans to begin classes in the 2020-2021 school year.

### **Amendment of Charter**

When considering changes to the Pathways Charter, the Sutter County Superintendent of Schools ("County Superintendent") will determine if the proposal constitutes a material change unless the change is specified as a material revision in Education Code. Material revisions to the Charter require approval by the Sutter County Board of Education ("Board").

**VISION:** Pathways Charter Academy envisions an educational program that offers a variety of individualized instructional approaches to meet the academic, social, emotional, behavioral, and career preparatory needs of students who require or prefer a non-traditional school setting as allowable by statute, including Education Code section 47605.5. This model will enable our students to live successful, healthy, and stable lives as productive members of our community and the world.

**MISSION:** Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Students become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.



To accomplish our vision and mission, Pathways Charter Academy will provide a comprehensive multi-tiered systems of support approach through a flexible nonclassroom-based education structure as a foundation for serving students in grades TK-12 and adults, ages 17 and older, who require or prefer an alternative educational setting for success. Offerings will include a variety of strong learning components such as classroom learning labs, seat based instruction, online instruction, learning cohorts, college connections, career connections, supports for social-emotional and mental wellness, meaningful student and parent conferences focusing on progress toward goals, and other curricula supporting personalized learning.

We anticipate that students attending Pathways Charter Academy will typically enroll after unsuccessfully navigating the traditional school system or available charter structures. Older students will likely be credit deficient, have major gaps in their learning, and/or have experienced attendance, attitude, or behavior issues at previous schools. Students may have been suspended, expelled, or voluntarily withdrew from previous school settings. Students may also include those who are independent learners and divergent thinkers who enjoy learning autonomously. Parents of these students often seek alternatives for their children that provide unique opportunities which are not available in traditional schools.

### **Pathways Charter Academy: Meeting Needs of Students, Families, and the Community**

Pathways Charter Academy will complement other schools in the region by filling academic and social/emotional/behavioral support “holes” that currently exist. Evidence for the existence of these holes can be extrapolated from “CA Schools Dashboard” results as well as from interviews with students leaving existing schools voluntarily or through the student discipline processes. Pathways Charter will work collaboratively with other school systems to meet the needs of students.

Families who choose Pathways Charter Academy will have the support of credentialed teachers and support staff as they work toward the goal of having their children reach proficient or advanced levels in the core subject areas, improve in the areas of attendance, attitude, and behavior, and explore post high school options through college enrollment and/or career education.

Students and the community will benefit due to Pathways Charter Academy’s focus on providing students with meaningful career training and college courses and from our commitment to providing for students’ social, emotional, and behavioral needs to help them live successful, healthy, and stable lives as productive members of our community.

### **Guiding Principles**

There is a clear need to improve public education in California and the United States, and the statements below will serve as guiding principles for Pathways Charter Academy as we strive to improve student outcomes:

- We will value our students, families, staff, partners, and community.

- We will be open to all families/students committed to our mission and educational vision, with no tuition or academic entrance criteria required.
- We will be a public school with a specific college and career preparatory mission tailored to the student and familial needs outside of the traditional school day schedule.
- We will meet our students and families where they are and help them grow.
- We will offer a targeted, meaningful, goal oriented, rigorous academic curriculum, including math, English, and science, to all students.
- We will maintain high expectations for both academic and personal performance.
- We will provide a supportive school environment.
- We will partner with students, parents, other education agencies, career related organizations, and the community to improve student outcomes and support our community.
- We will achieve full adoption of the Common Core State Standards.
- We will provide comprehensive intake assessments for every student to prescribe individualized success plans and individualized learning plans.
- We will utilize common assessments in the core subject areas.
- We will utilize adaptive assessments to prescribe targeted intervention and extension instruction.
- We will provide students with exposure to college and career options and work diligently to support them in completing college and career pathways.
- We will utilize measurable student learning objectives to support student success.
- We will make A-G coursework available for all students and support them in being able to successfully complete those courses.
- We will provide access to STEAM education, encourages students to explore those areas, and support students who enroll in those courses.
- We will engage in informational sharing and decision making with all stakeholders.
- We will engage in communication with stakeholders and the governing board to ensure, monitor, and adjust, as necessary, alignment with the agreed upon expectations and results of the Charter School.

## FOUNDING TEAM AND SUPPORT

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### Sutter County Superintendent of Schools Office

The Sutter County Superintendent of Schools Office serves students of all academic abilities from multiple counties in Northern California. We currently provide specialized programs for Regional Occupation Programs and Career Technical Education, Special Education, Community School, and collaborate to provide an educational program for students in Juvenile Hall. Our experience providing educational programs for students with disabilities, students at-risk, and students at-promise provides our team with a unique ability to provide a comprehensive and effective program to meet the needs of students needing an alternative education environment.

### Founding Team Members

The founding team has a strong record of educational leadership (including alternative education and special education), personnel leadership, and fiscal responsibility. Our ability to achieve academic success, strong and stable management, years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the operation of Pathways Charter Academy. In addition to the core leadership team, Pathways Charter Academy will have access to support from many other individuals who are highly qualified in their field of expertise.

The current executive leadership team is listed in the table below. All of the leaders listed offer specific expertise to support the organization as it grows.

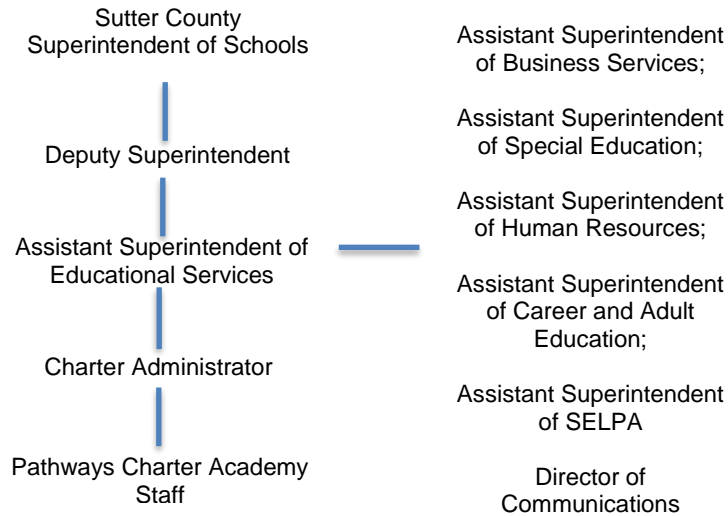
#### Executive Leadership Team

Executive Leadership Team	Background Experience
<b>Tom Reusser</b> Sutter County Superintendent	County Superintendent of Schools District Superintendent/Principal School Principal(Middle and High School) Teacher
<b>Joe Hendrix</b> Deputy Superintendent	District Superintendent/Principal School Administrator (TK-12) District Office Administrator Teacher Dropout Prevention Specialist
<b>Angela Huerta</b> Director of Communications	SCSOS Communications Director Elementary School Principal Elementary School Assistant Principal High School English Teacher

<p><b>Eric Pomeroy</b> Assistant Superintendent of Career and Adult Education</p>	<p>Assistant Superintendent Director of Career Technical Education and Adult Education Site Principal/Vice Principal Teacher/Testing Coordinator/Department Chair Mentor/Coach</p>
<p><b>Kathy Tamez</b> Director of Human Resources</p>	<p>Director of Human Resources County Credentials Coordinator County Credential Analyst</p>
<p><b>Brian Gault</b> Assistant Superintendent of Educational Services</p>	<p>Assistant Superintendent- Sutter County Superintendent of Schools Principal- Gray Avenue Middle School Assistant Principal- Barry School K-8 Assistant Principal- Lindhurst High School Teacher- Lindhurst High School Teacher- Opportunity Education at W.T. Ellis Continuation School</p>
<p><b>Bill Embleton</b> Assistant Superintendent of Special Education</p>	<p>Assistant Superintendent Principal Feather River Academy (FRA) Assistant Principal FRA Program Specialist – Yuba City Unified School District Program Coordinator School Psychologist School Counselor Administrator for North Valley Children Family Service, Foster Care &amp; Golden State Group Home Agencies Owner &amp; Operator of Nor-Cal Custom Trim</p>
<p><b>Ron Sherrod</b> Assistant Superintendent of Business Services</p>	<p>District Chief Business Officer (CBO) County Office School District Oversight Coordinator</p>
<p><b>John Kovach</b> Principal of Feather River Academy</p>	<p>School Principal County Expelled Youth 7-12 School Principal Traditional School Teacher K-12</p>

### Organization Chart for Pathways Charter Academy

The organization chart and table below illustrate the substantial support that the Sutter County Superintendent of Schools Office will provide to Pathways Charter Academy. The support will be critical to ensuring PCA is fiscally stable while providing a high-quality education where students succeed during and after high school. The individuals supporting PCA are dedicated to supporting the outcomes expressed in the charter document.



Key Programmatic Areas	Sources of Expertise
Charter School Law and Operations	<p><u>Internal</u>            Tom Reusser, County Superintendent            Joe Hendrix, County Deputy Superintendent            Ron Sherrod, Assistant Superintendent of Business Services</p> <p><u>External</u>            California Charter Schools Association            Charter School Development Center            SCSOS Legal Counsel            California Department of Education</p>

Key Programmatic Areas	Sources of Expertise
Educational Program	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Brian Gault, Assistant Superintendent of Educational Services  Bill Embleton, Assistant Superintendent of Special Education  Eric Pomeroy, Assistant Superintendent of Career and Adult Education  Angela Huerta, Director of Communications  Kristi Johnson, Director of Curriculum, Instruction, and Accountability  John Kovach, Principal of Feather River Academy</p> <p><u>External</u>  California Charter School Association  Charter School Development Center  California Department of Education</p>
Fiscal	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services  Joel Ryan, Director of External Business</p> <p><u>External</u>  School Services of California  FCMAT  California Department of Education  California Charter Schools Association  Charter School Development Center</p>
Personnel	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Kathy Tamez, Director of Human Resources</p> <p><u>External</u>  SCSOS Legal Counsel  California Charter Schools Association  Charter School Development Center</p>

Key Programmatic Areas	Sources of Expertise
<p style="text-align: center;">Audit</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services</p> <p><u>External</u>  SCSOS Auditor  California Charter Schools Association  Charter School Development Center  School Services of California  FCMAT</p>
<p style="text-align: center;">Compliance</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Ron Sherrod, Assistant Superintendent of Business Services  Brian Gault, Assistant Superintendent of Educational Services  Bill Embleton, Assistant Superintendent of Special Education  Kristi Johnson, Director of Curriculum, Instruction, and Accountability  Janine Hughes, Director of Special Education</p> <p><u>External</u>  SCSOS Auditor  SCSOS Legal Counsel  Charter School Development Center  California Charter School Association  California Department of Education  School Services of California  FCMAT</p>

Key Programmatic Areas	Sources of Expertise
<p style="text-align: center;">Law</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Kathy Tamez, Director of Human Resources  Bill Embleton, Assistant Superintendent of Special Education</p> <p><u>External</u>  SCSOS Legal Counsel  Charter School Development Center  California Charter School Association  California Department of Education</p>
<p style="text-align: center;">Special Education</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Bill Embleton, Assistant Superintendent of Special Education  Carolyn Patton, Assistant Superintendent of SELPA  Janine Hughes, Director of Special Education</p> <p><u>External</u>  Charter School Development Center  California Charter School Association  SCSOS Legal Counsel  California Department of Education</p>
<p style="text-align: center;">Regional Occupation Programs/Career  Technical Education</p>	<p><u>Internal</u>  Tom Reusser, County Superintendent  Joe Hendrix, County Deputy Superintendent  Eric Pomeroy, Assistant Superintendent of Career and Adult Education  Doug Criddle, Regional CTE/ROP Coordinator</p> <p><u>External</u>  Charter School Development Center  California Charter School Association  California Department of Education</p>



Key Programmatic Areas	Sources of Expertise
Adult Education	Tom Reusser, County Superintendent Joe Hendrix, County Deputy Superintendent Eric Pomeroy, Assistant Superintendent of Career and Adult Education Rinky Basi, Director Business and Workforce Development  <u>External</u> Charter School Development Center California Charter School Association California Department of Education

Key programmatic areas and supporting personnel and resources

**A Strong Foundation for the Creation of Pathways Charter Academy**

As summarized above, the Executive Leadership Team, as well as other administration and experts from within the organization, clearly have the capacity to ensure an excellent academic and fiscal record for Pathways Charter Academy. We have the proven administrative capacity to manage and safeguard public funds for Pathways Charter Academy. Our administration and staff have a record of academic success serving distinctly different student populations including expelled youth, at-risk youth (including gang affiliated students, disenfranchised students, and teen parents), English language learners, and socially disadvantaged students. The Executive Leadership Team, Sutter County Superintendent of Schools Office staff, and the external professional groups have the skills and experience in education, management, finance, and law needed for the successful development and operation of Pathways Charter Academy.

## **ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM**

Governing Law: The petition must contain a reasonably comprehensive description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The petition must contain a reasonably comprehensive description of the annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the petition must contain a reasonably comprehensive description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Pathways Charter Academy will enable students to become self-motivated, competent and lifelong learners. In addition, we will provide the necessary foundation for students to become self-sufficient and caring adults who lead healthy lifestyles with social and emotional stability; enabling them to live successful lives as productive members of our community and the world.

The mission of PCA focuses on utilizing the independent study/personalized learning approach combined with a robust multi-tiered system of supports and opportunities for students to pursue learning related to college, careers, and other areas of interest. This approach supports individual development through choice of curriculum aligned with the Common Core State Standards (“CCSS”), the Next Generation Science Standards, the History-Social Science Framework, the English Language Development Standards (“ELD”), and remaining State Content Standards (collectively, “State Standards”). It engages parents along with students in learning and goal setting and provides instruction at our resource center, within the community, and through distance learning. The key to Personalized Learning success is the guidance of an assigned certificated Personalized Learning Teacher (“PLT”) who guides students and parents through the individualized supports, curriculum, and learning modes based on students’ individual needs, strengths, weaknesses, and interests. Our approach encourages students to be highly involved in the educational process, thereby becoming college and career ready.

### **Educational Philosophy**

PCA provides an educational model for TK-12 students and adults, ages 17 and older, who require or prefer an alternative educational setting for success. TK-12 students are served in the ***Pathways Charter Academy Core Program*** and adults are served in the ***Pathways Charter Academy ComeBack program***.

For both programs, PCA utilizes the independent study/personalized learning approach to ensure that all students will become self-motivated, competent, and lifelong learners while meeting the following PCA objectives:

- ❖ State Standards: All graduates will demonstrate course-work knowledge and performance that is consistent with the State Standards.
- ❖ Performance-based skills: All graduates will be effective readers, communicators, and critical thinkers as well as able to work collaboratively with others to accomplish tasks and goals.
- ❖ Character Development: All graduates will respect themselves and others. They will develop a Growth Mindset—showing a desire to learn, embracing challenges and overcoming obstacles.
- ❖ Physical and Mental Health: All graduates will be able to identify characteristics of good physical and mental health and will leave with the resources to achieve sound physical and mental health.

Our educational philosophy includes key attributes that comprise the Personalized Learning Model and are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on adequate supports for student success, parental (or other caring adult) involvement, one-on-one teacher and student interaction, connecting learning to the student in a meaningful way, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and curriculum choice.

## **What it Means to be an ‘Educated Person’ in the 21<sup>st</sup> Century**

PCA believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has mastered the State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to assertively challenge and question, yet has the mental stability to handle criticism, differing opinions, and diversity. Such a person understands the interrelationship of history, science, literature, and the arts. The learner has a thorough understanding of our national heritage. The learner has determined goals and direction for their future, while celebrating his or her strengths and acknowledging his or her weaknesses and needs. It is the goal of Pathways Charter Academy to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

PCA seeks to develop in each student the following academic and personal skills: curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and resource centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others’ individuality and creativity, as well as one’s own, while seeking to work within teams to create common solutions.

PCA believes that these skills develop the following personal habits and attitudes: accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn and/or succeed; concentration and perseverance; self-motivation and competence; managing time in a responsible manner; seeking a fair share of workload; working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

## How Learning Best Occurs

PCA believes learning best occurs when a variety of modes and methods of instruction are: targeted to students' needs, strengths, weaknesses, interests, and abilities; supported by a robust multi-tiered system of supports; enriched with opportunities for interest based learning and college/career learning; and implemented with all students being held to high academic and character standards. Collaborative efforts by all stakeholders will help our students achieve their goals, becoming self-motivated, confident, and life-long learners. PCA's basic educational philosophy is that learning occurs best when:

- ❖ Students' basic needs are met and they have an effective support network.
- ❖ Students and their families are valued and respected in the learning process.
- ❖ Instruction and learning activities are meaningful to the student and are assessment driven.
- ❖ A robust multi-tiered system of supports is in place to support student success.
- ❖ Each student receives a comprehensive intake assessment that becomes the foundation for developing his or her individualized plan for success and individualized learning plan.
- ❖ Small group learning and independent learning through student-tailored, State Standards-based curriculum is the primary arrangement for learning, but other instruction modes are available to meet students' needs.
- ❖ Students are permitted to work at their own pace while, at the same time, are challenged to stretch their capacities.
- ❖ Students master self-control and delay of gratification.
- ❖ Students are encouraged to work at the most rigorous pace their ability and circumstances allow.
- ❖ Curriculum that best suits the needs and learning styles of the student is used, allowing for alternative methods to master State Standards.
- ❖ Enrichment opportunities such as interest based learning, research, college and career exploration, internships, online instruction, use of technology and software, and community involvement are integrated in the student's educational program.
- ❖ Student conferencing and parent/teacher/student communication are viewed as critical aspects of an education.
- ❖ Parents, teachers, administrators, students, the community, and the global information network work together as a team to serve as part of the larger learning environment.
- ❖ All learners have the opportunity to advance to their fullest potential.

## Objectives

At enrollment, our Personalized Learning/independent study approach begins with a careful analysis of the student's individual needs based on intake assessment data that includes, but is not limited to attendance history, attitude history, behavior history, discipline history, academic history, assessment data, parent and student input, past learning inhibitors, and the student's learning modality, strengths,

weaknesses, and interests. Beginning with the very first meeting, we engage students and parents in learning and goal setting. PCA staff will be trained to guide students toward best-suited courses and learning options that lead toward a high school diploma and completion of a career or college pathway program. By using adaptive assessments to prescribe instructional goals and instruction, every student will receive targeted instruction matching their needs for intervention and extension of learning. This approach will allow each student to be appropriately challenged to expand their learning opportunities and to pace themselves to achieve maximum success. The student, parent, and teacher team will interact a minimum of twice every 30 school days to determine the student's goals for each learning period as well as to review overall goals.

Objectives of Pathways Charter Academy include, but shall not be limited to, the following:

- ❖ PCA will serve students from all social and economic groups.
- ❖ PCA will provide a personalized educational experience for students and offer a distinctly different choice in public education for families in Sutter County and its contiguous counties.
- ❖ PCA will enable students to become college and career ready.
- ❖ PCA will produce 21<sup>st</sup> century educated adults who are, at minimum, self-motivated, competent, and lifelong learners.

## **Parent Notification of Course Eligibility for College and Transfer Units**

Pathways Charter Academy intends to achieve accreditation by the Western Association of Schools and Colleges (WASC) and therefore will begin the process of accreditation within the first year of operation. PCA will inform high school students and parents of transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements during the enrollment and class registration meetings. This information will also be provided in our high school catalog, and on the school's website. Our high school catalog will identify University of California-approved "A-G" courses and teachers (PLT) will ensure that "A-G" requirements are met. High school students' success plans and learning plans will incorporate activities and courses that lead to college and career pathway completion as well as a high school diploma.

## **Graduation Requirements**

PCA's graduation requirements and high school course of study are aligned with college admission requirements and are consistent with WASC guidelines. Students entering the high school program through our own TK-12 program, as well as students who transfer from other high schools, meet with a Personalized Learning Teacher (PLT) and the school counselor to establish a high school graduation plan. Our high school handbook will include a complete description and recommended course of study for graduation and for college admission. Discussion of the impact of previous student coursework occurs during the pre-enrollment meeting as well as ongoing meetings. Issues include (1) aligning previous coursework with PCA's graduation requirements, (2) implementing an Individualized Learning Plan based on the student's intake assessment, including completed coursework, and (3) setting personal college/career goals.

Another factor in the teacher/parent/student planning process is fitting a plan into the student's more immediate goals, which may include transfer back into a local, comprehensive high school. In the event

the student has been expelled or has expectations that must be met in order to return to their district of residence, PCA will attempt to collaborate with the district in developing the student's success plan and learning plan so the student can successfully return to the district.

PCA's courses that meet UC/CSU entrance requirements will be listed in the high school catalog, available for download or viewing on the PCA website. The most current and accurate list can also be viewed directly at the University of California Doorways website.

In addition, a transcript of all student work is maintained by our staff and will be given to any school making a student cumulative file request. The coursework credit from prior schools is indicated as well as the credits earned through our program.

We also inform our parents and students of available post-secondary options and the impact of those options. The various methods of communication with parents and students involve, but are not limited to, the following:

- ❖ Personalized Learning Teacher – Provides ongoing communication including a pre-enrollment planning meeting
- ❖ Counselor – Provides consultation via phone, email and/or face-to-face meetings
- ❖ High School Catalog – Supports high school coursework planning, including graduation requirements, Career Technical Education (CTE) Pathways, Regional Occupation Programs (ROP), transferable coursework, requirements for admission to colleges and universities, courses that meet UC/CSU requirements, and career preparation information
- ❖ Website – Offers academic guidance for all grades
- ❖ News bulletins – Informs parents of PCA news through email, which can be filtered according to audience. These offer timely updates, deadlines, events, and other pertinent information.

Graduates from PCA will be equipped with strong academic skills and highly developed computer and network/research skills that will enable them to qualify for jobs in an increasingly technology-centered job market. PCA has developed a relationship with the local CTE and Regional Occupational Programs (ROP) that facilitate the highest quality of educational opportunities for the enhancement of personal growth through hands-on experience and course work in a variety of business, professional, and vocational environments prior to graduation.

The High School Program at PCA provides a long list of social activities such as student body events, community service projects, mentoring, and educational field trips to enhance peer and community interaction. PCA considers these activities important to the development of the whole student within the context of the rest of the High School Program.

## **Students to be Served**

Pathways Charter Academy (PCA) will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. No student shall be served unless allowed by law, including Education Code section 47605.5. Within these parameters, PCA is available to all students in grades TK-12 and adult learners age 17 and older who reside in Sutter County and its contiguous counties (Yuba, Yolo, Colusa, Sacramento, Butte, and Placer) as required by Education Code Section 51747.3. We offer our parent and student constituents an alternative to traditional public schools. PCA offers the means and ways for each family with enrolled students to fully participate and access all appropriate curricula, programs, and support. PCA, as a public school, does not charge fees or tuition. Pathways Charter Academy will educate

students who reflect the diversity of Sutter County and will conduct outreach to students through word of mouth, local publications, and/or social media if a group is not reasonably represented. Pathways Charter Academy anticipates it will serve approximately 20 students during the 2020-2021 school year, increasing enrollment by five or six percent each year of the term. Students who have been expelled will be accepted on a case by case basis consistent with Education Code section 1981.

Anticipated opening year student enrollment by grade:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
0	0	0	0	0	0	0	3	9	5	4	4	4

PCA will serve families who desire a State Standards-based yet flexible and Personalized Learning approach to education within the non-classroom-based learning model. Within the context of applicable statutes, including Education Code section 47605.5, our program will focus on supporting the following student groups:

1. Students who struggle academically in the traditional classroom setting or have been placed in an alternative education placement.
2. Students of all ability levels, including but not limited to, special education, college and career preparatory, and gifted.
3. Students who want to combine career and technical training with their core academic subjects.
4. Home-schooled students who want the support and accountability of a State Standards-based public school and options for site-based learning and supports.

## Curriculum and Instructional Design

While maintaining appropriate requirements for independent study, PCA offers a blended or hybrid educational program that may include any combination of the following components:

- ❖ Site based core subject instruction, labs, elective and core subject support, individual and group counseling and social-emotional support, enrichment programs, CTE courses, ROP courses, workshops, group projects, tutoring, clubs, library resources, and teacher guidance
- ❖ Curriculum catalogs offering choices in state adopted and State Standards aligned curriculum
- ❖ State Standards-based independent course of study facilitated by credentialed teachers who monitor student outcomes, develop customized curriculum, and mentor parents as they instruct their children
- ❖ Concurrent and/or dual enrollment in college courses
- ❖ Enrollment in distance learning courses
- ❖ Support through a variety of web-based instruction, applications and technological devices
- ❖ Enrollment in community enrichment and vocational courses

PCA’s program utilizes these instructional components in order to fulfill its mission by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Through this process, students become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.

These components enable students to complete high school requirements in a way that is meaningful and relevant to each student's future pursuits. Such a tight connection between knowledge and application is fostered through personalized learning founded on strong teacher-parent-student relationships. Educational options are available to all students, affording a customized education that best suits the student's interests, abilities, and goals. In this way, students are motivated to reach their academic potential. For example, students may choose to attend community college classes and graduate with college credit or gain experience as an intern in a preferred profession.

PCA's curricula will meet research-based State Standards. Curriculum meeting California's requirements for adoption will be provided for each core subject, ensuring our students have the curriculum foundation to master those standards. Our elementary and high school catalogs will detail the options available. At each adoption cycle, an adoption team, including teachers with background in the core area, will convene to review recommended curricula with the Personalized Learning Model and our student population in mind. Once adopted, the curricula will be made available to students. A PCA will then purchase additional copies as needed.

Each student's Personalized Learning Team makes curricula choices based on the student's success plan and learning plan, which takes into consideration factors such as academic performance level, grade level, learning style, social-emotional goals, and educational goals. Upon determining that a certain curriculum is not best suited for the student, which may occur initially or after a follow-up assessment, other options in our catalog are explored. For example, an elementary student whose reading skills are low may supplement his curriculum with a phonics remediation program or attend tutoring sessions. As explained above, careful planning between the parent, teacher, support staff, and student ensures that the complete core program is aligned to the students' needs for success and the State Standards.

## **How the Program Is Implemented**

All students served and program elements shall be aligned with the requirements of a charter school operating pursuant to Education Code section 47605.5. Interested parents and students attend an orientation event at which they may signify their interest and ask questions pertaining to their circumstance. Parents and students may also schedule meetings throughout the year to discuss enrollment. If the family wishes to pursue enrollment, they will be directed to the Parent Student Handbook and the registration process found on PCA's website. A teacher or other assigned staff then schedules an enrollment meeting at which the parent, student, and teacher get to know each other better, clarify the independent study program, answer questions, and develop an understanding of the student and family's needs – all to ensure student success. A Master Agreement is signed finalizing enrollment.

Once enrolled, a comprehensive intake assessment is completed. The student will immediately complete an adaptive standards-based academic assessment and career interest inventory. Initial academic instruction will be prescribed from the academic assessment so the student can begin immediately while staff completes the intake assessment. PCA staff will analyze the student's behavior history, social/emotional status (ACE Scores), academic history, credits earned (for high school students and adult learners in the ComeBack Program), current graduation track status, and current academic placement. PCA staff will use the results from the intake assessment to work with the student and parent to develop an individualized success plan and an Individualized Learning Plan (ILP).

The Individualized Success Plan (ISP) will establish social-emotional-behavioral goals and objectives as well as prescribing resources available through our multi-tiered system of supports. This plan will



support the student in successful completion of his or her learning goals and to graduate with the skills, abilities, and mental/physical health we desire each of our students to develop.

The Individualized Learning Plan (ILP), will establish individualized learning goals as well as prescribing the course of study, curriculum, instructional activities, and instructional mode for learning.

The teacher will refer to the success plan and ILP, in collaboration with the parent and student, to issue curricula and provide for and oversee the student's program.

The parent/student/teacher team meets regularly to evaluate progress toward goals, make assignments, and utilize assessments to inform ongoing instruction and prompt program adjustments. Growth is monitored and recorded at least twice during each 30-day learning period. The team discusses assignment completion, learning mastery, cooperation and pro-activity of the student; set goals for the next learning period; and addresses problems, brainstorms solutions, and always makes a plan for intervention.

At the end of each learning period, the teacher completes a Student Assignment and Work Record in which he/she records the extent to which assignments have been completed and progress has been attained. Students and parents agree to an accountability policy and Acknowledgement of Responsibilities, which states that at least 90% of assignments must be completed by their due date. According to the Independent Study Policy, failure to accomplish this goal will result in a Missing Assignment Report (MAR). If a Missing Assignment Report is issued, short-term goals are set and mandatory meetings are scheduled. Upon a second MAR, the Administrator/Designee sends a letter to the family conveying concerns and offering an opportunity to meet as a Student Success Team. A written record of the meeting is issued to all parties. A letter also follows a third MAR, which includes notification of disenrollment. Prior to disenrollment, students will be afforded all due process rights consistent with Education Code section 47605, subdivision (b)(5)(J). The parent/guardian may request a Student Success Team meeting to appeal the decision. The request must be made within 5 school days. If there is no response to the final letter, the teacher of record will complete the withdrawal form. PCA reserves the right to continue enrollment upon acceptable terms that it believes will result in student success.

Parental involvement and/or the involvement of at least one caring adult is critical if and when students are allowed to complete their studies entirely independently away from the resource center. For example, a student's intake assessment may indicate this is the best learning mode for the student at that time. Parents receive support by attending workshop trainings and implementing instructional advice from the teacher throughout the learning period. If the student is not performing successfully exclusively as an independent study student, the team works together to identify additional supports and/or changes in the academic setting.

Students may also attend at the resource center for a variety of core classes, electives, interventions, dual enrollment, career training, counseling sessions, social-emotional support activities, and enrichment support classes. Student interest and need provide the basis of class or group selections. Classes and groups are formed according to grade levels, skill level, social-emotional needs, mental health needs, and other appropriate determining measures. At minimum, PCA will offer classes, labs, and activities to support access to social-emotional development, college and career exploration and pathway completion, and other electives. PCA determines to limit class sizes to small numbers whenever possible, so qualified teachers may offer personalized attention to students within the classroom. PCA

will create small communities in the resource center where experimentation and creativity flourish and where students and staff know one another. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward learning. Students who have difficulty adapting to traditional school settings find the individualized nature of the Personalized Learning educational approach especially supportive of their unique needs and interests.

PCA administration will monitor all aspects of PCA including, but not limited to, curriculum and instruction. PCA staff will uphold their responsibility to maintain a healthy culture, ensure community collaboration, and facilitate the development and implementation of PCA's vision of learning.

## **Charter School Goals and Actions to Achieve the State Priorities**

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a description of PCA's annual goals to be achieved in the State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## **Attendance Accounting**

PCA will offer, at a minimum, the number of minutes of instruction as required by law set forth in Education Code Section 47612.5 and its implementing regulations on Independent Study. There is no "typical" school day. Each child adheres to a Personalized Learning Plan as designed by the parent/student/teacher team.

The attendance accounting procedures are as follows:

1. PCA, as a non-classroom-based charter school, uses both contemporaneous records and time value processes.
2. Under Education Code Section 51747.5, the independent study by each pupil or student shall be coordinated, evaluated and under the general supervision of a credentialed teacher. Charter schools may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by the certificated teacher.
3. PCA's attendance records will be clearly auditable and supported by all required apportionment documents in each student's work record.

## **Contemporaneous Records**

1. Contemporaneous records are being defined as a daily attendance log that documents and verifies evidence that the student is engaged in an "educational activity" on a given school day.
2. It is neither necessary nor appropriate to identify when the work was accomplished or the amount of work done on any given day provided it is completed by the assigned due date.
3. Full apportionment is based on a fiscal year of at least 175 school days and is proportionally reduced for every day less than 175.
4. The daily attendance log is reviewed and verified by the student's teacher.

5. Work samples during the attendance accounting period must be collected with dates that correspond to days within that period.
6. Learning Records, work samples, teacher evaluations, learning logs, and attendance records are referenced as required documentation.

### **Time Value**

Time value accounting is also completed by the PLT. The interpretation of time value is the assessment by the student's certificated teacher of the student's progress during the attendance period. This is a subjective assessment based upon the professional judgment of the certificated teacher. Teachers determine the time value of the work completed and report attendance based on progress during the attendance period. As allowed by law, a certificated designee of PCA may act on behalf of a designated teacher.

Pathways Charter Academy reserves the right to refine its master calendar at any time.

### **Ongoing Professional Development Program**

At Pathways Charter Academy, teachers are facilitators of learning, instructors capable of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. Detailed, formal training will begin for new teachers at the time of hire. New teachers will receive full days of training as needed in the independent study/Personalized Learning approach and systems. All teachers will attend staff training in August, which includes professional development in multi-tiered systems of supports, curriculum, technology, safety policies, and changes to program in general. Collaborative analysis of student data, school-wide data, and state assessment data as well as collaborating to set school-wide goals and individual student goals will occur as the school year begins. In addition, at the beginning of each school year, teachers will define the professional goals they wish to achieve. PCA's budget will support training in those areas, encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers will also be encouraged to attend the APLUS+ fall conference in which teachers collaborate with constituents within the personalized model of education. Regular staff meetings throughout the year will include professional development on professional learning communities, multi-tiered systems of support, curriculum and instruction support, collaboration, individual student progress analysis, and development of student services. This standard for professional development is based on the concept of *"what is good for the students – a wide variety of engaging learning opportunities, fostering a Growth Mindset, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners"*.

### **Plan for Students Who Are Academically Low Achieving**

A Personalized Learning approach supported by Individualized Success Plans and Individualized Learning Plans is inherently well suited for addressing the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically low achieving are identified immediately. PCA's strategy of providing every student an adaptive standards based academic assessment and targeted instruction based on those results specifically supports students who are academically low achieving with assessment driven instruction. PCA intends to utilize i-Ready curriculum, or a program PCA staff deems similar, to support low achieving students with additional targeted online intervention instruction. In addition, appropriate

curriculum designed to meet their needs in specific areas will be selected for these students.

PCA intends to receive Title 1 funds and will also use a protocol as a safety net to identify any students who are at risk, but not identified as such through the intake assessment process. Students identified as qualifying for Free and Reduced Price Meals (FRPM) and/or have scored at the “Standard Not Met” level in ELA or Mathematics on the CAASPP will meet with their PLT weekly to make sure they do not need additional supports. If it is determined that a student needs additional supports, a parent/student/teacher meeting will be held to adjust the student’s success plan and learning plan as appropriate.

All teachers will be trained to give appropriate attention and differentiation to students with learning problems. In addition to that, PCA will administer a range of assessments as needed throughout the year to evaluate progress and drive instruction. Low achieving students will be identified through our assessment system, regular conferences and progress check-ups with their teacher, conversations with parents, or conversations with other staff. Learning problems will be identified and strategies implemented to help the student succeed in the regular education program as identified above. The student’s progress toward goals and objectives will be closely monitored and documented by the PLT. If the student is successful with these interventions, the process will continue at that level. If the student’s needs cannot be met through this process, a formal referral for a Student Success Team (SST) meeting will be made. Through the SST process, goals and objectives will be further defined and monitored. Regular follow-up meetings will be determined. If the student is not showing improvement, a referral for assessment for special education and related services will be made. Teachers will be formally trained in Search/Serve procedures including the request for and implementation of 504 plans.

PCA will employ or contract with the Sutter County Superintendent of Schools Office’s Special Education Department for a Special Education Coordinator, a Resource Specialist, a Speech Pathologist, and a School Psychologist as needed to serve our Special Education students. Further explanation of our Special Education Services is included later in this charter petition.

## **Plan for Students Who Are Academically High Achieving**

A Personalized Learning approach supported by individualized success plans and individualized learning plans is also inherently well suited for addressing the needs of students who are academically high achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically high achieving are identified immediately. PCA’s strategy of providing every student an adaptive standards based academic assessment and targeted instruction based on those assessment results specifically supports students who are academically high achieving with assessment driven instruction. PCA intends to utilize i-Ready curriculum, or a program PCA staff deems similar, to support high achieving students with additional targeted online instruction. In addition, appropriate curriculum designed to meet their needs in specific areas will be selected for these students.

Students who are high achieving and self-motivated may proactively select projects and establish timelines for completing work. In collaboration with the team of student/parent/and teacher, the student may take advantage of the following:

- ❖ Weekly tutoring in challenging classes
- ❖ Complete UC Approved “A-G” coursework
- ❖ Center classes designed to meet the needs of accelerated students
- ❖ Curriculum supplements designed to challenge high-achieving students
- ❖ Dual or concurrent community college courses
- ❖ Distance learning programs in advanced courses, including AP courses

## Plan for English Learners

PCA, in accordance with our mission, will consider the individual student’s needs and learning style as well as the family’s needs when choosing their particular English Learner (“EL”) instructional approach. PCA will ensure our EL students have full access to PCA’s curriculum.

PCA will comply with all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

- ❖ Home Language Survey: PCA will administer the state-required home language survey upon a student’s initial enrollment.
- ❖ English Language Proficiency Assessments for California (“ELPAC”): Any new student who indicates on the Home Language Survey that English is not his/her native language will be administered the ELPAC Initial Assessment within 30 days of initial enrollment<sup>1</sup> and the ELPAC Summative Assessment at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient.
- ❖ Primary Language Proficiency Assessment (PLPA): PCA will administer the PLPA in addition to the ELPAC within the first 30 days of enrollment as appropriate.
- ❖ Any new student who is identified as an English Learner will be referred to the Administrator or designee to ensure appropriate services are provided.

A Language Development Team (LDT), made up of the parents, student, PLT, and the EL Coordinator, will oversee all ELD instruction, including curriculum selection and parent training. The team will evaluate student progress at each meeting, modify curriculum as needed, and provide support based on imbedded assessments. English Learners will meet with their PLT a minimum of once each week. Programs chosen for EL students will be considered in light of these four important steps to English mastery:

1. Oral, Aural, Reading and Writing Comprehension
2. Oral Language Production
3. Guided Reading and Writing
4. Independent Reading and Writing

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC Summative Assessment testing.

Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English (“SDAIE”), to help ensure that EL students comprehend the curriculum material. EL students at PCA will develop English language skills through either a tutoring/support program at home or at the resource center with an appropriately certificated teacher using direct instruction and/or specialized curriculum.

The English Language Development Standards provide the basis for instruction: This set of California state content standards for English Learners in grades K-12 is utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing.

Students will be redesignated as Fluent English Proficient (RFEP) according to the State’s criteria for reclassification along with teacher and parent input.

## **Plan for Students with Disabilities**

PCA is to be deemed a public school of the Sutter County Office of Education for purposes of special education in accordance with Education Code Section 47641(b). As such, by law, the County Office of Education is responsible for ensuring that all children with disabilities enrolled in PCA receive special education and instruction in a manner that is consistent with their individualized education program (IEP) and in compliance with the Individuals with Disabilities Education Improvement Act (IDEA) and implementing regulations. The Sutter County Superintendent of Schools Office operates a Special Education Department that provides services to students with disabilities and has sufficiently knowledgeable staff and resources to properly provide for PCA students with disabilities. The County Office of Education also administers a Special Education Local Plan Area (SELPA) that provides for needs of children residing within its regional boundaries, and PCA will be a member of the SELPA.

PCA will comply with all 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”), the IDEA, and SELPA local rules and regulations relating to the provision of special education and services including Child Search/Serve efforts. The SELPA local rules can be found here: [<http://www.sutter.k12.ca.us/documents/Departments/SELPA/Publications/Local%20Plan.pdf>].

## **Intervention**

Students entering the program with an existing IEP will be immediately entered into the Special Education Program. Those students will be evaluated to ensure proper goals and objectives are in place and served at PCA in full compliance with special education law.

Students entering our program who do not have an IEP will be carefully monitored by their Personalized Learning Teacher (PLT). This process is also used to meet the requirement of Search and Serve/Child Find for Special Education services. The constant interaction between teacher, parent, and student will provide ongoing opportunities for search and serve functions of the Charter School. Each student, upon enrollment, will complete a comprehensive intake assessment as described above. It is from that point of entry that the teacher will begin designing the student’s ILP. Unlike most site-based schools, each student at PCA will have his or her own ISP that includes his or her individualized learning plan; this

process is not just reserved for students in special education. Goals and objectives, student progress, and grade level competencies are evaluated at each student/parent/teacher meeting, which are conducted at least twice every 30 days, one face-to-face meeting and one other contact, which may take place by phone or video conference.

When goals and objectives are not being met, the PLT will meet with PCA staff to review the case and determine how our multi-tiered system of supports can best be utilized to support the student. The PLT may refer to the Pre-Referral Intervention Manual (PRIM) to identify problems and potential solutions. If the identified strategies are not successful, the PLT will request a Student Success Team Meeting. This SST will meet to define the student's strengths, areas of concern, and strategies to be employed to meet the defined goals. A follow-up meeting will usually be scheduled within the next 30 days and no longer than a semester to review student outcomes. If, after employing all appropriate strategies, no progress has been made, the teacher will request an assessment for special education services. A parent may request an assessment in writing at any time.

PCA will use intensive interventions including, but not limited to, Student Success Teams, intervention curriculum, individualized instruction, audio/visual formats, supplemental programs, intervention center classes, labs, tutoring, or support activities. These programs will be evaluated and assessed for effectiveness.

## **Section 504 of the Rehabilitation Act**

PCA shall be compliant with Section 504 and the Americans with Disabilities Act (ADA). The facilities utilized by PCA shall be accessible for all students with disabilities. PCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who meets qualifications for protections under Section 504 shall be provided appropriate protections under Section 504.

A 504 team will be assembled by the school administrator or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility for accommodations under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests selected and administered to accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by PCA’s professional staff.

A student’s 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be periodically reevaluated to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## ELEMENTS 2 AND 3, MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The petition must contain a reasonably comprehensive description of 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(C).

## **Charter School Goals, Actions, and Measurable Outcomes Aligned with the State Priorities**

As a California public charter school, Pathways Charter Academy will align its curriculum and instruction to the State Standards and thereby expect our students to become educated persons of the 21<sup>st</sup> century. Students will also become self-motivated, competent, and lifelong learners through self-assessment and team set goals. Assessments that form the basis for evaluating outcomes are discussed in the section below entitled “Methods of Assessment.”

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Pathway Charter Academy’s annual goals, actions and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d)(2)-(8), will be included in PCA’s Local Control and Accountability Plan (LCAP).

The following chart identifies PCA’s goals aligned with the State’s priorities, measurable outcomes, and Methods of measurement:

**PCA Goals and Outcomes Aligned to the Eight State Priorities**

**State Priority #1.** 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))

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will: Receive instruction from teachers who are appropriately credentialed in the subject areas;</p> <p>Have sufficient access to standards-aligned instructional materials; and</p> <p>Learn in facilities that are in good repair or better.</p>	<ul style="list-style-type: none"> <li>• The administrator will ensure personnel provide appropriate evidence of credentials and applicable licenses/authorizations held and that those credentials are appropriate for personnel assignments.</li> <li>• The Administrator will oversee the purchase of standards-aligned instructional materials.</li> <li>• The Administrator will provide resources for teachers to develop standards-aligned individualized learning plans and unit/lesson plans, and will monitor implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers.</li> <li>• Every teacher will provide the Administrator with unit/lesson plans, copies of individualized learning plans, and student work records to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students who are either high or low-achieving.</li> <li>• The administrator will create and maintain a 3 year facilities plan, ensure regular maintenance and repairs are made in a timely manner, ensure maintenance work orders are completed in a timely manner, and train staff in safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be no teacher misassignments as measured by the school’s personnel files showing 100% of teachers meet state requirements for credentialing and/or licenses/authorizations to teach assigned classes.</li> <li>• Each student will have appropriate textbooks and curriculum as measured by: A comparison of available curriculum with the number of students enrolled, teacher and student input, and by the school’s resolution regarding sufficiency of instructional materials.</li> <li>• The school will keep facilities in “good repair” or better as measured by visual inspections resulting in the school being identified as in “good repair” or better on the State’s facilities inspection tool (FIT).</li> </ul>

<b>State Priority #2.</b> Implementation of Common Core State Standards (CCSS), including how EL students will be enabled to gain academic content knowledge and English language proficiency		
<b>Annual Goals to Achieve Priority #2</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>The school will implement the CCSS in such a way that all students receive instruction in the academic and performance standards adopted by the state board while EL students receive additional support, scaffolding, and English language development (ELD) instruction to access the content areas and gain English proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>The Administrator will provide curriculum aligned with Common Core State Standards as required by law and professional development on CCSS aligned instruction, including how EL students will be enabled to gain academic content knowledge and English language proficiency .</li> <li>The Administrator will allow teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons and individualized learning plans.</li> <li>The Administrator will work with each teacher to create schedules showing when ELD instruction takes place for English learners (ELs).</li> <li>Teachers will create unit/lesson plans and individualized learning plans showing instruction alignment to CCSS with adaptations and modifications made for ELs and students with exceptional needs.</li> <li>Benchmark assessments and adaptive assessments will be utilized to drive CCSS aligned instruction and interventions for all students, including ELs.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will receive instruction on CCSS as measured by a comparison of students’ assignments and work records with appropriate Common Core State Standards, and by information contained in the school’s annual report on progress in implementing the standards for all content areas.</li> <li>Every EL student will receive differentiated instruction enabling them to gain academic content knowledge and English language proficiency as measured by an analysis of EL students’ individualized learning plans, assignments, and work records.</li> </ul>

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> <li>All students will learn in a collaborative environment with strong parent and community relationships that support their success.</li> </ul>	<ul style="list-style-type: none"> <li>School policy, practices, and employees will encourage parents to be actively involved in their children’s learning.</li> <li>The school will have a council or other parent advisory group that meets regularly to seek parent input for making decisions and promoting parent participation.</li> <li>The Administrator will establish partnerships with community organizations.</li> <li>The Administrator/designee will track parent attendance at school events and parent meetings.</li> <li>The Administrator will ensure that materials relating to parent involvement are translated into languages commonly spoken by the school’s parent community or that the information is appropriately communicated to parents who speak a language other than English.</li> <li>The Administrator will hold parent meetings during a variety of hours to inform parents about important school news and receive parental input.</li> </ul>	<ul style="list-style-type: none"> <li>The school will demonstrate high parent/guardian involvement as measured by: survey results indicating 90% or more of respondents agree that the school seeks parent involvement, including seeking parent input for making decisions and seeking parent involvement in how the school promotes parent participation; meeting records of the school’s advisory group(s) showing opportunities for parent/guardian input for making decisions and promoting parent participation; increasing attendance rates at school events as documented by sign-in sheets or head-counts when possible; and records showing at least 90% of assignment logs and student work logs are signed by parents/guardians.</li> </ul>

**State Priority #4.** 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 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

<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• Students, including English learners (ELs) and those in numerically significant subgroups, will meet or exceed State Standards or will meet their personalized goal for meeting or exceeding those standards on state mandated assessments.</li> <li>• The school will meet or exceed state academic progress requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the academic program and curriculum are implemented with fidelity.</li> <li>• The Administrator will develop growth metrics to ensure the school meets or exceeds state and federal academic progress requirements.</li> <li>• The school will utilize school wide benchmark assessments and adaptive assessments to measure student progress toward meeting or exceeding grade level CCSS and to drive intervention/instruction with the goal of ensuring each student, who did not score at standard met or standard exceeded, grows at least one performance level on the next State assessment while students who scored standard met or standard exceeded maintain or increase their level of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will meet or exceed State standards on State assessments as measured by students' results on mandated state assessments, or students will make adequate progress toward meeting those standards as measured by the academic performance indicator on the "CA Schools Dashboard" for the school showing academic performance levels of yellow, green, or blue for all students school-wide, significant subgroups, and EL students.</li> <li>• Student growth will also be measured by school-wide benchmark assessments and ongoing adaptive assessments.</li> <li>• The school will meet State targets for the percentage of pupils who have passed an AP exam with a score of 3 or higher as measured by AP</li> </ul>

<ul style="list-style-type: none"> <li>• English Learner (EL) students will meet or exceed State standards for language development or will meet their personalized goal for meeting or exceeding those standards for language proficiency and becoming redesignated as fluent English proficient.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the English Language Proficiency Assessments for California (ELPAC) or other applicable state assessment will be administered according to state regulations.</li> <li>• The Administrator and instructional staff will monitor reclassification rates of ELs.</li> <li>• Teachers will use formal and informal assessments to document students' progress in language proficiency and to drive intervention/instruction with the goal of ensuring each EL student meets, at minimum, the State expectations for progress toward reclassification.</li> </ul>	<p>exam scores.</p> <ul style="list-style-type: none"> <li>• The school will meet State targets for the Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness as measured by assessment scores.</li> <li>• All EL students will meet State growth targets for language development as measured by EL students' ELPAC results, or they will make adequate progress toward meeting those standards as measured by the English Learner Progress indicator on the "CA Schools Dashboard" for the school showing performance levels of yellow, green, or blue.</li> <li>• EL students will show consistent gains in language proficiency as measured by 75% of English Learners continuously enrolled for five (5) years or more achieving reclassification to Fluent English Proficient</li> </ul>
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**State Priority #5.** 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

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students will demonstrate positive engagement in learning.</p>	<ul style="list-style-type: none"> <li>• School staff will provide every student with a comprehensive intake assessment to create an individualized success plan that includes a rigorous and meaningful individualized learning plan that tailors students’ education to their personal needs, strengths, weaknesses, abilities, and interests.</li> <li>• School staff will provide a comprehensive multi-tiered systems of support approach through a flexible non-classroom-based education structure as a foundation for serving students who require or prefer an alternative educational setting for success.</li> <li>• School staff will incorporate career and college pathways into each student’s individualized learning plan as appropriate to make learning relative and meaningful.</li> <li>• The Administrator and/or designee will monitor school attendance rates regularly and employ strategies to maintain high attendance rates.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will achieve a 90% school attendance rate as measured student attendance records.</li> <li>• The school will achieve a 10% chronic absenteeism rate and lower that rate by 5% each year as measured by student attendance records, or it will make adequate progress toward meeting State targets as measured by the Chronic Absence Indicator on the “CA Schools Dashboard” for the school showing chronic absenteeism performance levels of yellow, green, or blue for all students school-wide and significant subgroups.</li> <li>• The school will establish a baseline dropout rate for middle school and high school in the first year and decrease dropout rates annually on a rolling three-year average as measured by middle school enrollment records and high school enrollment records.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Administrator and/or designee will oversee additional efforts to be made with parents of students with chronic attendance issues, including, but not limited to, individual meetings or home visits.</li> <li>• The Administrator will ensure the education program is implemented with fidelity and a positive learning environment is in place.</li> <li>• The Administrator will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Administrator will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will graduate all eligible students who attend the school for three consecutive years as high school students, as measured by student graduation records, or the school will make adequate progress toward meeting State targets for graduation as measured by the Graduation Rate Indicator on the “CA Schools Dashboard” for the school showing graduation rate performance levels of yellow, green, or blue for all students school-wide and significant subgroups.</li> </ul>
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**State Priority #6.** 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

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> <li>• Students will demonstrate respect for themselves and others, exercise self-regulation, and exhibit character traits of integrity and personal ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the education program is implemented with fidelity, especially the social-emotional-behavior supports and other multi-tiered interventions.</li> <li>• The Executive Administrator will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Administrator will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> <li>• The Administrator will ensure that parents and students clearly understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, and classroom meetings.</li> <li>• The Administrator will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school’s current efforts to create a positive school climate.</li> <li>• The Executive Administrator will oversee the distribution of parent, student, and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school’s efforts to create a positive school climate.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will establish a baseline for suspension and expulsion rates in year one and reduce each by at least 0.3% in each following year as measured by suspension and expulsion rates.</li> <li>• The school will make adequate progress toward meeting State targets for school climate as measured by the Conditions and Climate Indicator on the “CA Schools Dashboard” for the school showing a Conditions and Climate performance level of yellow, green, or blue for all students school-wide and significant subgroups.</li> <li>• At least 90% of stakeholders (parents, students, and staff) will view the school as safe and they are connected as measured by responses on local surveys of pupils, parents, teachers, and other staff at the school.</li> </ul>

**State Priority #7.** 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))

<b>Annual Goals to Achieve Priority #7</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• All Charter school students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• All ELs and students with exceptional needs, both high and low-achieving students, will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will provide instructional staff with the resources to create unit/lesson plans that differentiate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>• The Administrator will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular review of grades, attendance, teacher reporting, and online student management systems.</li> <li>• The Administrator will ensure that progress will be monitored through the use of a data and assessment management system, like Data Administrator, to track performance of numerically significant subgroups.</li> <li>• The Administrator will provide teacher coaching, opportunities for collaboration in PLCs, and regular feedback to ensure all students receive a broad course of study and instruction according to CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will have access to and be enrolled in a broad course of study, as described in Ed Code Section 51210 and 51220(a)-(i)) as measured by school-wide data relating to observations, conferences with teachers and students, unit/lesson plans, individualized learning plans, student schedules, and student work demonstrating access to and enrollment in a broad course of study with modifications/adaptations for ELs, students with exceptional needs, and high or low achieving students.</li> </ul>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of a broad course of study; and</li> <li>• Be prepared for college or a career.</li> </ul>	<ul style="list-style-type: none"> <li>• The Administrator will ensure the academic program is implemented with fidelity.</li> <li>• The Administrator will ensure the school uses effective curricula aligned to adopted State standards for each course as described in Ed Code Section 51210 and 51220(a)-(i))</li> <li>• The Administrator will ensure equity for each and every student in the school so all students have the opportunity to benefit fully from the broad course of study.</li> <li>• The Administrator will develop professional learning communities that are reflective, collaborative, and focused on issues of teaching and learning.</li> <li>• The Administrator will ensure students complete rigorous coursework, passing challenging exams, or receiving a state seal.</li> </ul>	<ul style="list-style-type: none"> <li>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210 and 51220(a)-(i)) as measured by a local survey of students.</li> <li>• 90% of students who have been enrolled in the school's high school grades for three consecutive years will be identified by the State as "prepared" for college or careers upon graduation as measured by: <ul style="list-style-type: none"> <li>Career Technical Education Pathway Completion; Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics; Advanced Placement Exams</li> <li>International Baccalaureate Exams; College Credit Course; a-g Completion; State Seal of Biliteracy; or Military Science / Leadership completion.</li> </ul> </li> <li>• The school will make adequate progress toward meeting State targets for</li> </ul>

		<p>preparing students to be college and career ready as measured by the College and Career Indicator on the “CA Schools Dashboard” for the school showing a College and Career performance level of yellow, green, or blue for all students school-wide and significant subgroups.</p>
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Each of these goals addresses the unique needs of all students attending PCA, including our numerically significant student subgroups. Due to enrollment swings that we expect to experience within a Personalized Learning type of education, we will review PCA’s accountability annually to ensure that the goals are met as outlined in the current year’s LCAP.

PCA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. PCA reserves the right to establish additional and/or amend PCA goals, actions, measurable outcomes, and methods of assessment throughout the duration of the charter through the annual LCAP update. PCA shall submit the LCAP to the Sutter County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP, revisions to the LCAP, and any revisions to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Pathways Charter Academy.

**Accountability**

State Standardized Assessments, including the CAASPP assessment system (with the California Science Test (CST) and the California Alternate Assessment (CAA)), ELPAC, and Physical Fitness Test (PFT), along with school benchmark assessments and adaptive assessments will serve as baseline performance data. Individual student goals will be set at minimum of reaching grade level State Standards (if the student is below grade level) or increasing at least one grade level by the end of the school year in ELA, reading, and math for all students, including academically high and low achievers and English Learners. PCA will continuously evaluate students’ progress toward individualized goals at regular staff meetings and discuss progress with parents and students at regularly scheduled conferences. Parents and students, in collaboration with the PLT, will be involved in choosing new curriculum and/or instructional strategies based on the continued success of each student. Regularly scheduled IEP team meetings will guide the curriculum and instructional strategies for Special Education students through specifically stated measurable outcomes.

To prepare for State Standardized assessments, critical thinking strategies will be taught throughout the year, practice performance tasks will be made available and encouraged, keyboard implementation will be a priority, and Interim Assessments will be administered as needed. PCA will also utilize an online adaptive assessment program to drive instruction towards standards, prepare students for the state testing format, and evaluate students' progress towards meeting their goals throughout the year. Curriculum and remediation strategies will be provided to students along with remediation strategies for standards that have not been attained by the student.

On-going research on best practices will be conducted and teachers will attend conferences and trainings in order to improve outcomes.

## **Methods by Which Student Outcomes Will Be Measured**

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on the assessment programs that both improve learning and provide assurances of accountability. Mastery will be measured using an assessment model that includes formative, summative, holistic, standardized, narrative, and norm-referenced measures. This approach is conducive to benchmarking students against themselves, evaluating groups of students, and assessing the whole school from year to year. As mentioned above, adaptive assessments will be used to drive individualized instruction on state standards. Methods by which outcomes aligned to the Eight State Priorities will be measured are listed in the table above (pages 36-46).

Student attainment of the Measurable Outcomes outlined in the LCAP will be measured using the following assessments:

- ❖ Students will average at least one year of progress in math and ELA each year, assessed using the results of the CAASPP data and/or PCA's benchmark assessment program.
- ❖ Students will demonstrate progress toward all Local and State indicators as reported through the California School Dashboard.
- ❖ Students will exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity and making positive choices for themselves and in interpersonal relationships. Social skills will be measured through Dashboard scores for discipline and/or through observations as teachers and parents work closely with each individual student.

Measurable student outcome goals will be set for each individual student at the beginning of each year based on their intake assessment, CAASPP results, adaptive assessments, curriculum embedded assessments, and/or benchmark assessments. Personalized Learning Teachers (PLTs) will identify each student's current performance level on the State Standards and provide remediation materials for any standard that has not been mastered. PLTs will also provide extension materials or advanced instruction for students who have mastered their current grade-level standards. Through careful review and reflection of the assessment results and the learning plan at each meeting, the PLT will be able to modify and adjust the student's ILP to help the student reach his or her academic goals.

Key measurement methods

Measurement Outcome	Method of Measurement	When Measured
State Content Standards	CAASPP tests, including California Standards Tests, and Smarter Balanced Tests; and all other required tests as adopted, to include all populations  PCA Benchmark Assessments and Adaptive Assessments  Curriculum embedded assessments/Observations	Annually  Upon enrollment and ongoing throughout the year  Upon enrollment and ongoing throughout the year
UC/CSU Eligibility	Course enrollments in A-G courses, course grades, SAT/ACT test results, and GPA	Upon enrollment; upon class enrollments and grades each semester; PSAT and ACT preparatory materials in 8 <sup>th</sup> grade through 12 <sup>th</sup> grade
College Level Coursework	Final Grades earned by students	End of course
Career Pathways Progress	Grades earned by students	End of learning periods
Social/Emotional & Behavioral Health	Self-Assessment/Adult Assessment/ Behavior Reports	Upon enrollment and end of learning periods
Self-Directed, Reflective Learner Standards	Observations during Goal Conferencing	Upon enrollment and end of learning periods

PCA believes that reading is an essential skill taught in school. When a student demonstrates difficulty with reading, an assessment will be administered. Based on the results, the PLT, parent, and student will identify strategies to improve the student's reading ability. The student will be reassessed throughout the year as needed to measure progress.

Other types of assessment may be utilized, especially to accommodate students' multiple learning styles. Those assessments include, but are not limited to:

- ❖ **Common Performance assessments and Portfolios** such as research papers, science projects, public presentations, parent and teacher observations, students' self-observations, both individual and teamwork content-area proficiency demonstrations, and portfolios (a systematic collection of student work over a period of time that exhibits a student's work and progress) may also be used to measure student progress toward, and mastery of, State Standards. Portfolios will help students develop critical thinking skills by providing the opportunity for them to assess their own learning, reflect critically and thoughtfully about their own work, set goals for improvement, and to increase awareness of their accomplishments. This will provide the staff, parents, and student with an authentic picture of the student's progress over time while simultaneously providing information for future instruction and student needs.
- ❖ **Math Placement:** According to the State of California's math placement mandate, PCA may issue a separate math placement test for all incoming high school and junior high students, students enrolling in a math support class, and any student whose math placement is uncertain. The assessment will help a student and his or her family seamlessly continue math study with appropriate leveled instruction and/or curriculum.
- ❖ **Videos:** Both video records of student work (e.g., showing a child reading aloud) and videos created by the students will serve as indicators of the student's progress toward, and mastery of, skills in designated areas.
- ❖ **Teacher verifications of student work from each content area:** The teacher will use common scoring criteria to assign a proficiency score to a student and then document the means by which the score was assigned. The PLT, in essence, will verify the student proficiency according to consistent scoring standards that are developed by PCA staff for each content area.
- ❖ **Journals:** Student journals may be used to reflect the student's own performance in academic areas and his or her use of critical thinking skills.
- ❖ **Projects:** Students may complete projects that represent a cumulative demonstration of the student's learning. These may be presented in written, oral, or visual formats and may include the use of various media. Rubrics will be used to indicate students' skills mastery.
- ❖ **Teacher observations and documentation:** Teachers will document student work and work habits in and outside the classroom, noting skills that are mastered and those requiring continued improvement. Included in these observations will be the student's attitudes and social behaviors.
- ❖ **Teacher-created Tests:** Teachers will design appropriate tasks that measure understanding and work mastery.
- ❖ **Report Cards:** Report cards will be used to document student progress toward skills mastery and will be distributed at regularly scheduled intervals during the school year. Report cards will be utilized for conferencing with students regarding students' progress toward goals. Grades will be based on completed work, projects, and portfolios.
- ❖ **Learning Period Meetings:** Parent-teacher-student meetings will be held a minimum of twice each learning period. These meetings allow the parents and students to share their learning experience

and discuss the student's accomplishments. Conferences will present an opportunity for parents, students, and teachers to set and evaluate goals for the student.

## Use and Data Reporting

PCA administration will use assessment results and stakeholder input to engage staff in refining our educational program. In each content area and grade level, scores will be analyzed to identify necessary changes to the curriculum and instructional model. For example, if scores in eighth grade math are indicating that many students are not meeting proficiency levels, an analysis of the curriculum and instructional model would ensue and changes would be recommended. Classes, labs, tutoring, supplemental curricula, and other resources may be added to augment the current instructional program.

Results of the CAASPP are disaggregated by student and teacher. Teachers will be provided with a list of the results for each student for whom they are listed as the teacher of record. Teachers will also be included on the team reviewing their students' intake assessment results and creating their students' success plans and learning plans. The Administrator or designee will review the plans for all students who score at the "Standard Not Met" level for math or ELA and monitor the effectiveness of the plans.

Students and parents are also provided CAASPP results during goal setting and reflection conferences.

Other standardized and embedded assessments, as mentioned in the assessment section, will be used to drive instruction, and teachers will be trained to use ongoing assessments to monitor student progress, identify areas of need, and modify instruction accordingly.

## ELEMENT 4

# GOVERNANCE STRUCTURE

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(D).

The Sutter County Board of Education (Board) will be the authorizing agency and governing body for Pathways Charter School and will possess the authority to renew and close the Charter School. The ultimate authority for the governance of PCA remains with the Board. However, the Board delegates authority to the Sutter County Superintendent of Schools to operate Pathways Charter Academy and to ensure that it is operated in accordance with the terms of this charter and applicable Sutter County Superintendent of Schools Office (SCSOS) 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 PCA’s progress toward meeting the goals specified in this Charter and on other matters of interest to the Board.

In addition, Pathways Charter Academy will seek input regarding its programs and operations from an advisory committee(s) comprised of individuals including, parents, teachers, administrators, classified staff, and community members. Meaningful parent involvement will be available to parents through participation on the advisory committee(s) as well as through participation on other required committees such as a school site council or English Language Advisory Committee. Parental participation and feedback will also be gathered through the LCAP process. Stakeholder meetings, parent surveys, and advisory committee participation are some of the ways parents are meaningfully involved. Other ways parents can be meaningfully involved is through attending site based activities such as Back to School Night, gatherings, holiday feasts, and professional development geared toward parent support and education.

SCSOS will provide all appropriate support services in order to contribute to the successful operation of Pathways Charter Academy. In general, direct support costs of personnel, financial, legal, purchasing, and facility services will be budgeted for, and paid by, revenue generated by student attendance as reported by Pathways Charter Academy and included in the overall budget of the SCSOS. Pathways Charter Academy will be supported and funded through the SCSOS in a similar manner to other SCSOS non-charter schools.

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

As a California public charter school, Pathways Charter Academy shall comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools.

## ELEMENT 5

# QUALIFICATIONS OF SCHOOL EMPLOYEES

**Governing Law:** The petition must contain a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the charter school. Education Code Section 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 the Sutter County Superintendent of Schools. 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.

In general, the following qualifications for key employees of Pathways Charter Academy are listed below:

The School Administrator shall possess leadership abilities and a comprehensive educational vision that is consistent with PCA's mission and educational program. In addition, the administrator should possess skills in hiring and supervising excellent teachers and support staff. The School Administrator shall hold an Administrative Services Credential as well as a current California teaching Credential. He or she will meet all legal requirements applicable to charter schools at all times.

Should there become a need for an Assistant Administrator/Vice Principal, that person shall hold an Administrative Services Credential as well as a current California teaching credential. He or she will meet all legal requirements applicable to charter schools at all times.

Pathways Charter Academy will recruit and hire teachers who hold a California Commission on Teacher Credentialing Teaching Certificate, permit, or other document required for the teacher's certificated assignment. Teachers serving EL students will hold the appropriate certification as required by law, and all PCA teachers who work with students with special needs will hold the appropriate certification as required by law for their position and function.

Additionally, teachers employed by the PCA must:

- ❖ Be flexible, resourceful, imaginative, and proficient in computer-based education as well as Internet navigation and online resources.
- ❖ Work well with a team.
- ❖ Be able to design and to tailor curriculum for individual students.
- ❖ Enjoy working with and being with students.
- ❖ Be facilitators of learning rather than dispensers of knowledge.
- ❖ Be committed to making a difference in the quality of PCA and in the lives of the students, families, and fellow staff members.

PCA may hire additional personnel to assist in providing supplementary instruction, management, and support services. All CORE staff will have the necessary qualifications, skills, experience, clearances, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at Pathways Charter Academy and shall be subject to periodic inspection by the County Superintendent's Office.

PCA may employ temporary or short-term personnel. In those cases, the Sutter County Superintendent of Schools shall determine the qualifications and educational experiences required for those persons.

## ELEMENT 6

# HEALTH AND SAFETY

Governing Law: The petition must contain a reasonably comprehensive description of the procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

Pathways Charter Academy will follow the procedures currently established by the Sutter County Superintendent of Schools Office to ensure the health and safety of pupils and staff.

As with other SCSOS schools and programs, Pathways Charter Academy has access to the services and support of the SCSOS. Prior to hiring staff or opening school, The Sutter County Superintendent of Schools Office will draft procedures to ensure the health and safety of pupils and staff. At minimum, those policies will require:

- ❖ That each employee of the charter school furnish the charter school with a criminal record summary as described in Education Code Section 44237, and all teachers shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.
- ❖ The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents; and
- ❖ That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Furthermore, PCA will comply 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, PCA will follow the safety and disaster plans approved by SCSOS, and, where applicable, the health and safety policies and procedures contained within the SCSOS Board Policies, Administrative Regulations, and Education Code sections 32280 through 32289.

PCA will collaborate with SCSOS regarding its policies and procedures for natural disasters and emergencies, including fires and earthquakes. PCA staff will also be provided with training on safety procedures and basic first aid in the same manner as is provided to SCSOS's other schools and departments.

PCA 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 SCSOS and Pathways Charter Academy shall adhere to existing California laws regarding fingerprinting and tuberculosis testing of employees. All employees working at PCA will be required to furnish SCSOS 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 volunteers who have frequent or prolonged contact with students shall furnish SCSOS 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 PCA students shall be required to provide records documenting immunizations to the extent required by law for all public non-classroom based schools. All rising 7th grade students should be immunized with a pertussis (whooping cough) vaccine booster.

PCA shall provide 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.

All Charter School staff will be mandated child abuse reporters and shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.). SCSOS will maintain 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 or program of SCSOS.

- ❖ PCA shall function as a drug, alcohol, and tobacco free environment which shall be appropriately communicated.
- ❖ All facilities shall comply with California Building Code as adopted and enforced by the local building enforcement agency and fire-safety requirements. Facilities utilized shall be assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- ❖ Each employee of PCA shall submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and PCA shall seek the criminal background check of vendors and volunteers who volunteer outside of the supervision of a PCA employee, as required by Education Code Section 45125.1.
- ❖ All volunteers must be professional in their conduct, and all confidential items will be handled by employees only.
- ❖ PCA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- ❖ PCA shall adhere to Education Code Section 49423 regarding administration of medication in school and will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- ❖ PCA shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.
- ❖ PCA shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.
- ❖ PCA 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.

- ❖ PCA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.
- ❖ PCA shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.
- ❖ PCA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school-day. PCA shall provide this meal for any eligible student on any school-day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by PCA.
- ❖ PCA shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).
- ❖ PCA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a).

These policies shall be incorporated as appropriate into student and staff handbooks and reviewed on an ongoing basis.

## **School Safety Plan**

PCA 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 the school’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- ❖ Child abuse reporting procedures.
- ❖ Routine and emergency disaster procedures.
- ❖ Policies for students who committed an act under Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- ❖ Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- ❖ A discrimination and harassment policy consistent with Education Code Section 200.
- ❖ Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable.
- ❖ Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- ❖ A safe and orderly environment conducive to learning.
- ❖ Procedures for conducting tactical responses to criminal incidents.

PCA will adopt a School Safety Plan detailing the above elements by June 30, 2020.

# ELEMENT 7

## MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE

Governing Law: The petition must contain a reasonably comprehensive description of the means by which the charter 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 Section 47605(b)(5)(G).

No student shall be denied admissions on the basis of a protected characteristic, including a disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic as defined in Education Code section 220. To the extent allowable by Education Code section 47605.5, PCA intends to reflect the diversity of the general population of the County through various student recruitment and outreach activities that are designed to attract a diverse population.

PCA will implement a recruitment strategy that includes, but will not necessarily be limited to, the following elements, which focus on achieving and maintaining a racial and ethnic balance among students that will be reflective of the general population residing within the territorial jurisdiction of the Sutter County Superintendent of Schools Office:

\*Provision of Spanish language materials

\*An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based application process

\*The development and distribution of promotional and informational materials that will reach out to all of the various racial and ethnic groups represented in the territorial jurisdiction of Pathways Charter Academy

As part of its outreach to Spanish and Punjabi speakers, Pathways Charter Academy will translate into Spanish and Punjabi general information sheets and other key documents, including the school vision and mission statement and announcements on the PCA website.

Planned recruitment and outreach activities are:

Activity	When	Where
Beginning of year enrollment drive (social media ads, print ads, broadcast advertising, signs, banners, and/or flyers)	Annually in July/August	Radio stations, online, and in locations likely to be seen by diverse populations, such as libraries, public spaces, businesses, and religious institutions.
End of reporting period outreach social media ads, print ads, broadcast	Annually in November, March, May and June	Radio stations, online, and in locations likely to be seen by diverse populations, such as libraries, public spaces,

advertising, signs, banners, and/or flyers)		businesses, and religious institutions.
Website enrollment information	Ongoing throughout the year	School website, online
Word of mouth outreach	Ongoing throughout the year	Face to face conversations, email, text, social media contact, or phone calls to parents and students
Open House	August, January, and May	Pathways Charter Academy
Communication with districts	Ongoing throughout the year	School district offices within the boundaries of Pathways Charter Academy
Press releases and other communications with local print and broadcast news media	Ongoing throughout the year	Within the territorial jurisdiction of Pathways Charter Academy

PCA’s plan for monitoring and correcting ethnic imbalances in the school, if they arise, is:

- Monitor PCA’s student population at the beginning of the year and end of each reporting period, comparing PCA’s student population with the population of Sutter County.
- Analyze potential causes for any imbalance.
- Begin recruitment activities listed above any time a significant discrepancy exists and PCA anticipates having room for new students.

## ELEMENT 8

# STUDENT ADMISSION POLICIES AND PROCEDURES

**Governing Law:** The petition must contain a reasonably comprehensive description of the admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

Admission policies and procedures shall be consistent with statute, including Education Code section 47505.5 and shall be implemented consistent with same. Pathways Charter Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

As allowable by statute, including Education Code section 47605.5, PCA shall admit all pupils who wish to attend PCA. No test or assessment shall be administered to students prior to acceptance and enrollment into PCA. PCA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Sutter County or adjacent counties as required by Education Code Section 51747.3., unless otherwise allowed by law.

Students who understand and value PCA's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply. Participation at PCA requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians shall complete an enrollment process before admission, during which the program is described and discussed. PCA shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

After enrollment, PCA provides each student with an intake assessment, not as a means to prohibit or discourage students from attending, but rather to ensure appropriate supports are in place for student success and to ensure appropriate academic placement.

In accordance with Education Code Section 47605(d)(4)(A), PCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), PCA shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Admission of students in particular programs within PCA will be limited based on applicable statute and the descriptions/parameters of the populations each program serves, as described below. No student otherwise eligible to enroll will be denied enrollment due to a disability or the charter schools inability to provide necessary services. To ensure fairness while maintaining the stability of our programs, each program's enrollment cap will be published each year prior to the open enrollment period. Students added to the waiting list each year must go through the Open Enrollment Process, and the previous waiting list is null and void.

**The PCA Core Program** shall, to the extent allowable by statute, including Education Code section 47605.5, serve students in grades TK-12. Open Enrollment period is January 1<sup>st</sup> - March 15<sup>th</sup> of each year. Students wishing to participate in the Open Enrollment process will be notified through various means including emails to current students, announcements on the school website, announcements on social media, and/or announcements in local newspapers. Those students enrolled in the PCA Core Program will be expected to meet the terms of the Master Agreement and SCSOS policy related to Independent Study.

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

**The PCA Intensive Core Program** shall, to the extent allowable by statute, including Education Code section 47605.5, serve students in grades TK-12; however, PCA may extend an enrollment preference



for certain students given PCA's unique educational program, mission, and goals. Enrollment preference for the PCA Intensive Core Program will be extended to students who have been expelled, referred by probation and/or referred by the School Attendance Review Board. When enrollment reaches 80% of stated capacity, the PCA Intensive Core program will no longer enroll students who wish to attend the school on a voluntary basis in order to maintain space for students who are referred to the program by a district, SARB, or who has been expelled. This program will maintain a waiting list and students who seek voluntary enrollment will be contacted and offered placement when enrollment falls below 80% of the stated enrollment cap. Students enrolled in this program who are absent from classes, labs, or assigned activities for more than ten consecutive school days without a valid excuse maybe disenrolled from the program and referred to their district of residence. Students will be provided all applicable due process procedures associated with disenrollment.

Continued enrollment in this program is contingent upon meeting the terms of the Independent Study Master Agreement and SCSOS policy related to Independent Study.

**The PCA ComeBack Program** shall, to the extent allowable by statute, including Education Code section 47605.5, serve students ages 17 through 24, and potentially older students as allowed by statute, who are at risk for any of the following reasons including, but not limited to:

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

The PCA ComeBack Program may enroll any eligible student who qualifies for enrollment in a county community school under Education Code 1981 or other student for whom the Sutter County Board of Education would otherwise be responsible for providing direct education and related services, who resides in the State of California and who wishes to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following factors. Students may be:

- o Expelled from a school district within the geographic boundaries of Sutter County or adjacent counties.
- o Referred to a county community school by a Sutter County school district as a result of the recommendation by a School Attendance Review Board.
- o Referred by the Sutter 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.
- o Foster or homeless youth.
- o Referred by Probation pursuant to Sections 300, 601, 602 and 654 of the Welfare and Institutions Code.
- o On probation or parole and not in attendance in any school.

The PCA ComeBack Program serves at-risk pupils meeting the criteria discussed above and serves pupils ages 17 to 24, and potentially older students as allowed by statute, who meet at least one of the following criteria:

- o Pupil is enrolled in the PCA ComeBack Program that 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 PCA ComeBack Program plans to satisfy this requirement through local WIOA funded agencies.
  
- o Pupil is enrolled in the PCA ComeBack 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.

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 USC 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.

Special education and related services in the PCA ComeBack Program will be based upon the following considerations for each student:

- o 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.
- o Have a desire to return to school and earn a high school diploma.
- o 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).
- o Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education and/or employment.
- o Be willing to work in an independent study format and meet with the teacher weekly for assessment, conferences and retrieval of new assignments.

- o Be otherwise eligible to be enrolled in the PCA ComeBack program.

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 or designee. 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 PCA ComeBack Program from school districts and the Sutter County Probation Department require a transition IEP or Section 504 plan meeting. Participants in the PCA ComeBack Program are expected to meet the terms of the Independent Study Master Agreement and SCS policy related to Independent Study.

## Random Public Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. After the close of the open enrollment period, PCA will enroll students subject to capacity, and as allowable by statute, including Education Code section 47605.5. If the number of applications for admission exceeds the number of available openings in an area or program, PCA shall hold a random public drawing (or “lottery”) to determine admission for the impacted area or program, with the exception of existing students, who are guaranteed admission in the following school year. Upon the end of the first Learning Period (first semester) and fourth Learning Period (second semester), PCA will close enrollment if it is determined that such a late start would render the students disadvantaged in the learning process. PCA’s lottery procedures include the following:

- ❖ A lottery will take place at the PCA’s main office in a facility large enough to allow all interested parties to observe the drawing.
- ❖ All interested parties will know, prior to the holding of the lottery, how many openings are available in the Charter School and in the different areas or programs served by the Charter School.
- ❖ Admission preferences will be extended to the following students, in the following order:
  - Siblings of students admitted to or attending the Charter School and eligible students who are currently enrolled in another PCA Program when applying to change programs within PCA.
  - Children of PCA teachers and staff.
  - Residents of Sutter County.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

PCA shall adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The School Administrator will take all necessary efforts to ensure lottery procedures are fairly executed. Each interested family is assigned a number. Lottery spaces are filled by a random pulled number by the designated lottery official (appointed by the School Administrator). Separate lotteries may be conducted for each grade span TK-8 and 9-12, and each program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that

preference category until all vacancies have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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. PCA will continue to take applications after the open enrollment period and after the lottery and applicants will be placed on the waiting list. Students added to the waiting list each year must go through the Open Enrollment Process, and the previous waiting list is null and void.

# ELEMENT 9

## ANNUAL FINANCIAL AUDITS

Governing Law: The petition must contain a reasonably comprehensive description of 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 Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of PCA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Such an audit, at a minimum, verifies the accuracy of the Charter School's financial statements, revenue-related data collection and reporting practices, and examines PCA's internal controls. The books and records of PCA shall be kept in accordance with generally accepted accounting procedures, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Since Pathways Charter Academy will be a dependent charter school of the SCSOS, PCA will be audited as part of the annual audit of the SCSOS. The annual audit will be completed and a copy of the auditor's findings forwarded to the Sutter County Superintendent of Schools Office, the Sutter County Board of Education, the State Controller, and to the California Department of Education by the 15th of December of each year.

Pursuant to Education Code section 41020, the County Superintendent will review any audit exceptions or deficiencies and make recommendations. The County Superintendent will then submit a report to the County Board of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Sutter County Superintendent of Schools Office along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

# ELEMENT 10

## SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The petition must contain a reasonably comprehensive description of the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Pathways Charter Academy shall implement site level student discipline policies and procedures consistent with Education Code and Sutter County Superintendent of Schools Office Philosophy of Discipline, policies and procedures.

The Sutter County Superintendent of Schools Philosophy of Discipline states, "The Sutter County Superintendent of Schools recognizes that self-discipline is both a learned behavior and a prerequisite for learning. The County strives to maintain a challenging, positive educational environment which is conducive to students achieving success and developing self-discipline. The Counties commitment to learning and the development of responsible citizens in a democracy requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are published, explained, and enforced. Standards of student conduct derive from the goals of

respect for self, for property, and for others. The enforcement of school rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly, uniformly and consistently without regard to age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.”

PCA procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

1. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.
2. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
  - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
3. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in section 2, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in sections (1) and (2).

Students who are expelled from PCA may be voluntarily placed in SCSOS’s Community School Independent Study program or other SCSOS operated program for expelled youth. Pathways Charter School will work with parents/students and local school districts to ensure that students who are expelled from PCA are provided with assistance in enrolling in an SCSOS operated program for expelled youth or are referred to the school district of residence for additional placement options.

PCA’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 will be 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.

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

PCA believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The following is a preliminary list of Prohibited student conduct which includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the school (NOTE: The school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged)
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27) (NOTE: Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee)
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time (NOTE: Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights



of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5))

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with SCSOS Policy.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with SCSOS policy and administrative regulation. The Administrator or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, SCSOS policy, or administrative regulation, for any off-campus conduct during non-school hours, which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities

These prohibitions and discipline are intended to ensure student and staff safety as well as to ensure a safe and effective learning environment.

The following is a preliminary list of the offenses for which students must and may be expelled.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate	May Recommend Expulsion (Discretionary)
<p><i>Education Code (EC) 48915(c)</i></p> <p>Act <b>must</b> be committed at school or school activity.</p> <ol style="list-style-type: none"> <li>1. Firearm               <ol style="list-style-type: none"> <li>a. Possessing a firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</li> <li>b. Selling or otherwise furnishing a firearm.</li> </ol> </li> <li>2. Brandishing a knife at another person.</li> <li>3. Unlawfully selling a controlled substance listed in <i>Health and</i></li> </ol>	<p>Act <b>must</b> be committed at school or school activity.</p> <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of</li> </ol>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> <li>a. Inflicted physical injury†</li> <li>b. Possessed dangerous objects</li> <li>c. Possessed drugs or alcohol (policy determines which offense)</li> <li>d. Sold look alike substance representing drugs or alcohol</li> <li>e. Committed robbery/extortion</li> <li>f. Caused damage to property‡</li> <li>g. Committed theft</li> <li>h. Used tobacco (policy determines which offense)</li> <li>i. Committed obscenity/profanity/vulgarity</li> <li>j. Possessed or sold drug paraphernalia</li> <li>k. Disrupted or defied school staff</li> <li>l. Received stolen property</li> <li>m. Possessed imitation firearm</li> <li>n. Committed sexual harassment</li> <li>o. Harassed, threatened or intimidated a student witness</li> </ol>

<p><i>Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>5. Possession of an explosive.</p> <p>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001</p>	<p>Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4).</p> <p>5. Assault or battery, or threat of, on a school employee.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>	<p>p. Sold prescription drug Soma</p> <p>q. Committed hazing</p> <p>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol> <p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school</p>
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		property" includes, but is not limited to, electronic files and databases.
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Pathways Charter Academy is providing the above lists as insight into discipline philosophy and expectations; however, PCA reserves the right to modify the list without the modification being considered a material revision.

# ELEMENT 11

## EMPLOYEE RETIREMENT SYSTEMS

**Governing Law:** The petition must contain a reasonably comprehensive description of 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(b)(5)(K).

SCSOS employees working at Pathways Charter Academy will accumulate service credit years in the same manner as all other members of STRS and PERS. Employees of PCA will participate in the State Teachers’ Retirement System (“STRS”), the Public Employees’ Retirement System (“PERS”), or federal Social Security depending upon each individual's eligibility. SCSOS will be responsible for administration of the retirement programs of all employees working at PCA.

# ELEMENT 12

## PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

**Governing Law:** The petition must contain a reasonably comprehensive description of the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend PCA. Students who opt not to attend PCA may attend other schools within their district of residence, other charter schools, or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in PCA shall be informed on admissions forms that students have

no right to admission in a particular school of a local education agency as a consequence of enrollment in PCA, except to the extent that such a right is extended by the local education agency.

# ELEMENT 13

## RETURN RIGHTS OF SCHOOL EMPLOYEES

Governing Law: The petition must contain a reasonably comprehensive description of the rights of an 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 Section 47605(b)(5)(M).

### **Certificated Employees:**

Any certificated individual who is a member of the Sutter County Superintendent of Schools Staff Association (certificated) bargaining unit who is offered employment at PCA, and chooses to leave non-charter school programs to work at the Charter School, will not be covered by the collective bargaining unit agreement between the Sutter County Superintendent of Schools Office and the Sutter County Superintendent of Schools Staff Association while working at the Charter School.

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

### **Option to Request Reassignment**

Certificated employees employed by SCSOS on or before June 30, 2020 who choose to leave non-charter programs to work at the Charter School will not be given any return rights back to a non-charter SCSOS program except for those that may be applicable to SCSOS employees under the Education Code. However, such employees will have the option to request a reassignment to a non-charter SCSOS program for the following school year if they notify the SCSOS's Human Resources Department in writing of the request for reassignment to a non-charter SCSOS program by no later than February 1 of each school year, for a reassignment in the following school year.

The SCSOS 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 SCSOS program.

Certificated employees hired by SCSOS to work at the Charter School after June 30, 2020 (New Hires), will be employees of SCSOS, but will not be given the option to request a reassignment to a non-charter SCSOS program as 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 SCSOS.

### **Classified Employees:**

SCSOS classified employees who perform work for both the Charter School and non-Charter School SCSOS programs will continue to be members of the CSEA-Chapter #634 (classified bargaining unit) and be covered by the classified bargaining unit agreement, and will be assigned pursuant to SCSOS 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 leave non-charter programs 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.

SCSOS classified employees who have obtained permanent status at the time they begin working exclusively at the Charter School will continue to have permanency with regards to employment by SCSOS in non-charter school programs, however, they will not have any right to a permanent employment assignment at the PCA.

### **Option to Request Reassignment**

Classified employees employed by SCSOS on or before June 30, 2020, who choose to leave non-charter programs to work exclusively at the Charter School, will not be given any return rights back to a non-charter SCSOS program except for those that may be applicable to SCSOS employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter SCSOS program for the following school year if they notify the SCSOS's Human Resources Department in writing of the request for reassignment to a non-charter SCSOS program by no later than February 1 of each school year for a reassignment in the following school year.

The SCSOS 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 SCSOS program.

Classified employees hired by SCSOS to work exclusively at the Charter School after June 30, 2020 (New Hires), will be employees of SCSOS, but will not be given the option to request a reassignment to a non-charter SCSOS program as 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 SCSOS.

## Classified Employee Compensation and Benefits

All classified employees who are part of the CSEA/Sutter County School Service Employees Chapter #634 classified bargaining unit (classified bargaining unit), who perform work for both the Charter School and non-Charter School SCSOS programs, will continue to be part of the classified bargaining unit and receive the same compensation and benefits as other SCSOS 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 PROCEDURES

Governing Law: The petition must contain a reasonably comprehensive description of the procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Internal disputes that arise within Pathways Charter School will be resolved by the same procedures that are in place for disputes concerning any other school or program within the Sutter County Superintendent of Schools Office. If no clear procedure is determined, the following shall apply:

The Sutter County Board of Education will refer all complaints regarding operations of PCA to the Sutter County Superintendent of Schools for resolution.

In the event that any dispute arises relating to this charter, the parties agree to first frame the issue in written format (dispute statement) and to refer the issue to the Sutter County Superintendent of Schools or his designee. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, PCA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County Board of Education to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County Board of Education's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Board President and County Superintendent of Schools, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. If this meeting fails to resolve the dispute, the Board

President and County Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Board President and County Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Sutter County Board of Education and Sutter County Superintendent of Schools.

## ELEMENT 15

# EDUCATIONAL EMPLOYMENT RELATIONS ACT DECLARATION

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

Governing Law: The petition must contain "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 Academy for the purposes of the Education Employment Relations Act ("EERA") (Attachment E).

## ELEMENT 16

# CLOSURE PROTOCOL

Governing Law: The petition must contain a reasonably comprehensive description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Should Pathways Charter Academy cease to operate for any reason, the Sutter County Superintendent of Schools Office shall be the "responsible entity" to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962.



Closure of PCA will be documented by official action of the Sutter County Board of Education. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

PCA will promptly notify parents and students of PCA, PCA's SELPA, the retirement systems in which PCA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

PCA will ensure that the notification to the parents and students of PCA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close PCA.

PCA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, PCA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. PCA will ask the County Office of Education to store original records of PCA students. All student records of the Charter School shall be transferred to the County Office of Education upon closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, PCA will prepare final financial records. The Sutter County Superintendent of Schools will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the Sutter County Superintendent of Schools and will be provided to the Sutter County Board of Education promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to PCA.

PCA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of PCA, all assets of PCA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Sutter County Superintendent of Schools Office. A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County Office of Education or County Office property will be promptly returned upon PCA's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As specified by the budget, PCA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

### **Term, Renewal, and Revocation**

The term of this charter shall begin July 1, 2020 and shall expire five (5) years thereafter on July 1, 2025 PCA shall initiate a subsequent renewal of the charter at least four (4) months prior to expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The Sutter County Board of Education may revoke this charter in accordance with Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11965 and 11968.5.2. Prior to revocation, the Board shall notify PCA of any violation and give the Charter School a reasonable period of time within which to correct the violation, unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not corrected to the Board's satisfaction within the reasonable period of time specified, the Board may take action to revoke the charter in accordance with state law.

PCA agrees to and submits to the right of the Sutter County Office of Education to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, PCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Budgets**

**Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The required financial statements are attached (Appendices 1,,2, and 3) and provide reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including special education. Budget notes are included that clearly describe the assumptions of revenue estimates, including the basis for average daily attendance estimates and staffing levels. Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size.

## Funding

PCA is a dependent charter of the County Office of Education, and as such, funding passes through the County Office of Education.

## Financial Reporting

PCA will develop an annual calendar of deadlines and reporting timelines. PCA’s currently proposed calendar includes the following reports to the Sutter County Superintendent of Schools as required by Education Code section 47604.33:

### Pathways Charter Academy’s Financial Reporting Activity Calendar

Due Date	Activity
On the first Wednesday of October	CALPADS Snapshot
On or before July 1	<ul style="list-style-type: none"> <li>• Preliminary budget for the current fiscal year.</li> <li>• Local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.</li> </ul>
On or before December 15	<ul style="list-style-type: none"> <li>• Interim financial report, reflecting changes through October 31.</li> <li>• Copy of PCA’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools</li> </ul>
On or before March 15	Second interim financial report, reflecting changes through January 31
On or before September 15	Final un-audited report, full prior year
December 31, April 15, June 30	Attendance Reporting
Approved at next regular meeting	Board Minutes

## Reporting Requirements

PCA shall adhere to the County Office of Education’s reporting requirements and shall also provide the following reports as required by law:

- ❖ Average Daily Attendance (ADA) reports J18/19.
- ❖ School Accountability Report Card (SARC) – charter schools may use their own formats.
- ❖ LCAP

The PCA management team will be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful charter schools. PCA will provide regular communication, including an annual report to the County Board.

## Insurance

The Sutter County Superintendent of Schools Office shall provide insurance for PCA.

## Administrative Services

Governing Law: The petition must contain a reasonably comprehensive description of the manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Administrative services shall be provided by the Sutter County Superintendent of Schools Office.

## Facilities

Governing Law: The petition must contain a reasonably comprehensive description of the facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

PCA intends to locate at 1895 Lassen Boulevard, Yuba City, California in the Feather River Academy building; however, labs, classes, and other activities may also be conducted at other locations as allowed by code, including, but not limited to Sutter County Superintendent of Schools owned, leased, or otherwise operated facilities. Owned locations currently are:

Main Building 970 Klamath Lane Yuba City, CA 95993	Parking lot 996 Klamath Lane Yuba City, CA 95993
FRA 1895 Lassen Blvd Yuba City, CA 95993	One Stop 950 Tharp Rd #1000 Yuba City, CA 95993
Building 300 950 Tharp Rd #300 Yuba City, CA 95993	One Stop Training Center 950 Tharp Rd #1100 Yuba City, CA 95993

Sierra Building  
1699 Sierra Ave  
Yuba City, CA 95993

Shady Creek  
18601 Pathfinder Way  
Nevada City, CA 95959

## Transportation

As an independent study charter school, there is little need for transportation. In the case of students with disabilities, or other students who require transportation as a matter of law, PCA will utilize qualified transportation vendors or, if prudent, purchase vehicles to meet transportation.

## Potential Civil Liabilities

Governing Law: The petition must contain a reasonably comprehensive description of the potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

As a charter of the County Office of Education, both the Charter School and County Office of Education assume potential civil liabilities arising from the operation of PCA.

## Charter Revisions

Material revisions as defined in Education Code Section 47605(a)(1) shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.

## Communications

All official communications between the Sutter County Board of Education and PCA will be sent via First Class Mail or other appropriate means to the following:

### **Charter School**

1895 Lassen Boulevard  
Yuba City, California 95993

### **Board of Education**

970 Klamath Lane  
Yuba City, California 95993

**PATHWAYS CHARTER ACADEMY**  
**2020/21 Budget and Multi-Year Projection**

		Projected Enrollment: 29 Projected ADA: 26.10		
<b>REVENUES</b>		<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
	State Aid	303,249	311,885	321,894
	EPA	5,220	5,220	5,220
	In-Lieu of Property Taxes	-	-	-
	Title I	-	-	-
	Title II	-	-	-
	Lottery, Unrestricted	-	3,993	3,993
	Lottery, Restricted	-	1,409	1,409
	Interest	-	-	-
	Other Local Revenue	-	-	-
	<b>Total Revenues</b>	308,469	322,508	332,517
<b>EXPENDITURES</b>				
1100	Teacher Salaries	59,900	61,398	62,933
1200	Counselor Salaries	22,792	23,362	23,946
1300	Principal Salaries	27,550	27,550	27,550
2200	Classroom Support	6,751	6,751	6,751
3100	Total Certificated Benefits	45,041	45,700	46,394
3200	Total Classified Benefits	4,319	4,447	4,501
4100	Textbooks/Core Curricula Materials	3,750	1,932	1,992
4200	Other Books	-	-	-
4300	Materials & Supplies	4,000	4,121	4,250
4400	Non-Cap Equipment	5,500	2,833	2,922
5200	Travel/Conference	5,000	5,151	5,312
5300	Dues & Memberships	500	515	531
5400	Property & Liability Insurance	8,000	8,242	8,500
5500	Maintenance & Operations	-	-	-
5600	Rentals, Leases, & Repairs	11,374	11,717	12,084
5800	Contracts	21,750	16,612	17,132
5800	Contract Support Services	5,500	2,833	2,922
5800	Legal Fees	2,000	2,060	2,125
5800	Oversight Fee	9,254	9,513	9,813
5820	Advertising	1,500	1,545	1,594
5900	Communications	100	103	106
6400	Equipment	-	-	-
7600	Special Ed	21,000	21,634	22,311
	<b>Total Expenditures</b>	265,581	258,019	263,669
	Net Increase (Decrease) in Fund Balance	42,888	64,489	68,848
	Beginning Fund Balance	-	42,888	107,377
	Ending Fund Balance	42,888	107,377	176,224
	Charter School's Budgeted Reserve Percentage	16.15%	41.62%	66.84%
	Reserve for Economic Uncertainty @ 5% of Exps.	13,279	12,901	13,183

Proposed 2020-21 Budget and MYP Assumptions
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**SCENARIO 1**

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- 1.0 Certificated FTE. Use SCSOS Spec Ed/Alt Ed Salary Schedule @ STEP 5. Use SSC Dartboard for 2020-21 Benefits and SCSOS Benefits.
- 0.10 FTE Principal Salary & Benefits. Use J. Kovach salary and benefits to calculate.
- 0.40 FTE Counselor Salary & Benefits. Use S. Beaver salary and benefits to calculate.
- 0.20 FTE Secretary Salary & Benefits. Use D.Rosales salary and benefits to calculate.
- \$11K for Technology expenditures. Split 50%/50% between OB 4400/OB 5800. (**For MYP**: 50% of tech exps will be on-going)
- \$15K curriculum expenditures. Split 75%/25% between OB 5800 & 4100. (**For MYP**: 50% of curriculum exps will be on-going)
- Rent for 1 classroom @ 960 square feet. Get FMOF per square foot charge from SCSOS FMOF Model.
- Rent for 1 office @ 100 square feet. Get FMOF per square foot charge from SCSOS FMOF Model.
- Food to be purchased from YCUSD @ \$6 per student, for 10 students per day @ 175 school days.
- Oversight Fee: 3% (1% Oversight + 2% Administrative Support/Back Office)
- Budget \$8K for Liability Insurance & \$2K for Legal Fees. (**For MYP**: On-going expenditure.)
- Special Ed: Project Spec Ed student count @ 10% of total enrolled students.
- Special Ed Exps.: Budget exps at \$7.5K per Spec. Ed student.
- Budget \$5K for Professional Development.
- Use 80% UPP % for LCFF Calculation/Projection.
- Used 90% ADA to Enrollment Ratio for LCFF Calculation. Enrollment estimated at 29.
- Lottery Revenue projected at \$154/ADA for Unrestricted and \$53/ADA for Restricted per SSC Dartboard. (21-22 and 22-23 only)

## 2020-21 Projected Cash Flow

Revenue	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Totals
State Aid	303,249	-	-	112,202	-	-	-	54,585	-	-	-	-	27,292	303,249
EPA	5,220	-	-	1,305	-	-	-	1,305	-	-	1,305	-	-	5,220
In-lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>308,469</b>	-	-	<b>113,507</b>	-	-	-	<b>55,890</b>	-	<b>27,292</b>	<b>28,597</b>	<b>27,292</b>	<b>27,292</b>	<b>308,469</b>
<b>Expenditures</b>														
Teacher Salaries	59,900	-	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	59,900
Counselor Salaries	22,792	-	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	22,792
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	563	6,751
Total Certificated Benefits	45,041	493	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	45,041
Total Classified Benefits	4,319	360	360	360	360	360	360	360	360	360	360	360	360	4,319
Textbooks/Core Curricula Materials	3,750	-	2,813	-	-	-	938	-	-	-	-	-	-	3,750
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials & Supplies	4,000	1,000	500	250	250	250	250	250	250	250	250	250	250	4,000
Non-Cap Equipment	5,500	4,125	1,000	-	-	-	375	-	-	-	-	-	-	5,500
Travel/Conference	5,000	1,500	1,100	600	-	-	600	-	-	600	-	-	600	5,000
Dues & Memberships	500	-	500	-	-	-	-	-	-	-	-	-	-	500
Property & Liability Insurance	8,000	-	1,333	-	1,333	-	1,333	-	1,333	-	1,333	-	1,333	8,000
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals, Leases, & Repairs	11,374	948	948	948	948	948	948	948	948	948	948	948	948	11,374
Contracts	21,750	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	21,750
Contract Support Services	5,500	458	458	458	458	458	458	458	458	458	458	458	458	5,500
Legal Fees	2,000	1,000	100	100	100	100	100	100	100	100	100	100	100	2,000
Oversight Fee	9,254	-	-	2,314	-	-	2,314	-	-	2,314	-	-	2,314	9,254
Advertising	1,500	500	500	-	-	-	500	-	-	-	-	-	-	1,500
Communications	100	100	-	-	-	-	-	-	-	-	-	-	-	100
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed	21,000	-	-	-	-	-	10,500	-	-	-	-	-	-	21,000
<b>Total Expenditures</b>	<b>265,581</b>	<b>15,155</b>	<b>25,850</b>	<b>21,268</b>	<b>19,688</b>	<b>18,354</b>	<b>34,914</b>	<b>18,354</b>	<b>19,688</b>	<b>21,268</b>	<b>19,688</b>	<b>28,854</b>	<b>22,501</b>	<b>265,581</b>
Change in Cash Balance	42,888	(15,155)	(25,850)	92,239	(19,688)	(18,354)	20,976	(18,354)	7,605	7,330	7,605	(1,562)	6,096	
Beginning Cash Balance	-	-	(15,155)	(41,005)	51,234	31,547	13,192	34,168	15,814	23,419	30,749	38,353	36,792	
<b>Ending Cash Balance</b>	<b>42,888</b>	<b>(15,155)</b>	<b>(41,005)</b>	<b>51,234</b>	<b>31,547</b>	<b>13,192</b>	<b>34,168</b>	<b>15,814</b>	<b>23,419</b>	<b>30,749</b>	<b>38,353</b>	<b>36,792</b>	<b>42,888</b>	



## 2021-22 Projected Cash Flow

Revenue	Budget												Totals	
	July	August	September	October	November	December	January	February	March	April	May	June		
State Aid	311,885	15,594	15,594	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	28,070	311,885
EPA	5,220	-	-	1,305	-	1,305	-	-	-	-	-	-	1,305	5,220
In-Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery, Unrestricted	3,993	-	-	998	-	-	-	-	-	-	-	-	998	3,993
Lottery, Restricted	1,409	-	-	352	-	-	-	-	-	-	-	-	352	1,409
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>322,508</b>	<b>15,594</b>	<b>15,594</b>	<b>30,725</b>	<b>28,070</b>	<b>28,070</b>	<b>28,070</b>	<b>29,375</b>	<b>29,420</b>	<b>28,070</b>	<b>30,725</b>	<b>28,070</b>	<b>28,070</b>	<b>322,508</b>
<b>Expenditures</b>														
Teacher Salaries	61,398	-	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	5,582	61,398
Counselor Salaries	23,362	-	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	23,362
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	563	6,751
Total Certificated Benefits	45,700	486	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	45,700
Total Classified Benefits	4,447	371	371	371	371	371	371	371	371	371	371	371	371	4,447
Textbooks/Core Curricula Materials	1,932	-	1,449	-	-	483	-	-	-	-	-	-	-	1,932
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials & Supplies	4,121	1,030	515	258	258	258	258	258	258	258	258	258	258	4,121
Non-Cap Equipment	2,833	2,125	496	-	-	212	-	-	-	-	-	-	-	2,833
Travel/Conference	5,151	1,717	1,030	601	-	601	-	-	-	-	-	-	601	5,151
Dues & Memberships	515	-	515	-	-	-	-	-	-	-	-	-	-	515
Property & Liability Insurance	8,242	-	1,374	-	1,374	-	1,374	-	-	1,374	-	-	1,374	8,242
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals, Leases, & Repairs	11,717	976	976	976	976	976	976	976	976	976	976	976	976	11,717
Contracts	16,612	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	16,612
Contract Support Services	2,833	236	236	236	236	236	236	236	236	236	236	236	236	2,833
Legal Fees	2,060	1,030	103	103	103	103	103	103	103	103	103	103	103	2,060
Oversight Fee	9,513	-	-	2,378	-	2,378	-	-	-	-	-	-	2,378	9,513
Advertising	1,545	515	515	-	-	515	-	-	-	-	-	-	-	1,545
Communications	103	103	-	-	-	-	-	-	-	-	-	-	-	103
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed	21,634	-	-	-	-	10,817	-	-	-	-	-	-	-	21,634
<b>Total Expenditures</b>	<b>258,019</b>	<b>12,832</b>	<b>23,638</b>	<b>20,981</b>	<b>19,376</b>	<b>18,002</b>	<b>34,383</b>	<b>18,002</b>	<b>19,376</b>	<b>20,981</b>	<b>19,376</b>	<b>28,819</b>	<b>22,252</b>	<b>258,019</b>
Change in Cash Balance	64,489	2,762	(8,044)	9,744	8,694	10,067	(5,008)	11,418	8,694	9,744	8,694	(750)	8,473	
Beginning Cash Balance	42,888	42,888	45,650	37,606	47,350	56,044	66,111	61,103	72,521	81,215	90,959	99,653	98,903	
<b>Ending Cash Balance</b>	<b>107,377</b>	<b>45,650</b>	<b>37,606</b>	<b>47,350</b>	<b>56,044</b>	<b>66,111</b>	<b>61,103</b>	<b>72,521</b>	<b>81,215</b>	<b>90,959</b>	<b>99,653</b>	<b>98,903</b>	<b>107,377</b>	

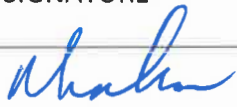
## 2022-23 Projected Cash Flow

Revenue	Budget		Totals											
	July	August	September	October	November	December	January	February	March	April	May	June	Totals	
State Aid	321,894	16,095	16,095	28,970	28,970	28,970	28,970	28,970	28,970	28,970	28,970	28,970	321,894	
EPA	5,220	-	-	1,305	-	-	1,305	-	-	-	-	-	5,220	
In-Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lottery, Unrestricted	3,993	-	-	998	-	-	998	-	-	-	-	-	3,993	
Lottery, Restricted	1,409	-	-	352	-	-	352	-	-	-	-	-	1,409	
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenues</b>	<b>332,517</b>	<b>16,095</b>	<b>16,095</b>	<b>31,626</b>	<b>28,970</b>	<b>28,970</b>	<b>30,275</b>	<b>30,321</b>	<b>28,970</b>	<b>31,626</b>	<b>28,970</b>	<b>28,970</b>	<b>332,517</b>	
<b>Expenditures</b>														
Teacher Salaries	62,933	-	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	62,933	
Counselor Salaries	23,946	-	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	2,177	23,946	
Principal Salaries	27,550	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	27,550	
Classroom Support	6,751	563	563	563	563	563	563	563	563	563	563	563	6,751	
Total Certificated Benefits	46,394	486	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	46,394	
Total Classified Benefits	4,501	375	375	375	375	375	375	375	375	375	375	375	4,501	
Textbooks/Core Curricula Materials	1,992	-	1,494	-	-	-	498	-	-	-	-	-	1,992	
Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	
Materials & Supplies	4,250	1,062	531	266	266	266	266	266	266	266	266	266	4,250	
Non-Cap Equipment	2,922	2,191	511	-	-	219	-	-	-	-	-	-	2,922	
Travel/Conference	5,312	1,771	1,062	620	-	620	-	-	-	-	-	-	5,312	
Dues & Memberships	531	-	531	-	-	-	-	-	-	-	-	-	531	
Property & Liability Insurance	8,500	-	1,417	-	1,417	-	1,417	-	1,417	-	1,417	-	8,500	
Maintenance & Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rentals, Leases, & Repairs	12,084	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	12,084	
Contracts	17,132	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	17,132	
Contract Support Services	2,922	243	243	243	243	243	243	243	243	243	243	243	2,922	
Legal Fees	2,125	1,062	106	106	106	106	106	106	106	106	106	106	2,125	
Oversight Fee	9,813	-	-	2,453	-	-	2,453	-	-	-	-	-	9,813	
Advertising	1,594	531	531	-	-	-	531	-	-	-	-	-	1,594	
Communications	106	106	-	-	-	-	-	-	-	-	-	-	106	
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Bd	22,311	-	-	-	-	-	11,156	-	-	-	-	-	22,311	
<b>Total Expenditures</b>	<b>263,669</b>	<b>13,122</b>	<b>24,168</b>	<b>21,428</b>	<b>19,772</b>	<b>18,555</b>	<b>35,249</b>	<b>18,355</b>	<b>19,772</b>	<b>21,428</b>	<b>19,772</b>	<b>29,511</b>	<b>263,669</b>	
Change in Cash Balance	68,848	2,972	(8,073)	10,198	9,199	10,615	(4,973)	11,966	9,199	10,198	9,199	(540)	8,888	
Beginning Cash Balance	107,377	107,377	110,349	102,276	112,474	121,673	132,288	127,315	139,281	148,480	158,678	167,877	167,337	
<b>Ending Cash Balance</b>	<b>176,224</b>	<b>110,349</b>	<b>102,276</b>	<b>112,474</b>	<b>121,673</b>	<b>132,288</b>	<b>127,315</b>	<b>139,281</b>	<b>148,480</b>	<b>158,678</b>	<b>167,877</b>	<b>167,337</b>	<b>176,224</b>	

Appendix 4

## Signatures

Education Code section 47605(a)(1) requires a charter school petition to either be “signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation,” or “signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.” Below is the required signature(s)

PRINT FULL NAME	SIGNATURE	CREDENTIAL NUMBER	POINT OF CONTACT
Michael b. O'Brien		190049367	Contact in care of Joe Hendrix at 530-822-2932
			Contact in care of Joe Hendrix at 530-822-2932
			Contact in care of Joe Hendrix at 530-822-2932

Agenda Item No. 8.0

BOARD AGENDA ITEM: Pathways Charter Academy School Calendar 2020-2021

BOARD MEETING DATE: June 29, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Brian Gault

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Joe Hendrix

BACKGROUND AND SUMMARY INFORMATION:

Approve the 2020-2021 School Calendar for Pathways Charter Academy

**Pathways Charter Academy  
STUDENT ATTENDANCE CALENDAR  
2020-2021**

	Beginning & End of School
	Student Non Attendance Day
	Legal Holiday
	End of Quarter

First day of school August 5, 2020  
Last day of school June 4, 2021

All County Day August 10, 2020

**August 2020**

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

18

**September 2020**

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

21

**October 2020**

M	T	W	TH	F
		1	2	3
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

18

**Legal /Observed Holidays**

September 7, 2020 Labor Day  
November 11, 2020 Veteran's Day  
November 26, 2020 Thanksgiving Day  
December 25, 2020 Christmas Day  
January 1, 2021 New Year's Day  
January 18, 2021 Martin Luther King Day  
February 12, 2021 Lincoln's Birthday (observed)  
February 15, 2021 President's Day (observed)  
May 31, 2021 Memorial Day

**November 2020**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

15

**December 2020**

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14

**January 2021**

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

**Student Non-Attendance Days**

August 10, 2020  
October 19-23, 2020  
November 23-27, 2020  
December 21, 2020 - January 1, 2021  
March 15-19, 2021  
March 29, 2021-April 5, 2021  
May 28, 2021

**March 2021**

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

15

**February 2021**

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

18

**May 2021**

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

19

**June 2021**

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

4

First Semester = 86  
Second Semester = 94

1st Quarter = 51  
2nd Quarter = 35  
3rd Quarter = 47  
4th Quarter = 47

Days 180