

PATHWAYS ACADEMY CHARTER SCHOOL- ADULT EDUCATION

Serving the youth of the California Conservation Corps,
Local Conservation Corps, Job Corps,
YouthBuild, and Workforce Investment Opportunities Act Programs.



Submitted to the Acton Agua Dulce Unified School District Board of Trustees
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Section 1: Introduction and Review

Across the nation, the need for education system reform has taken many forms. Charter schools, an invention of the 1990s, allows local educators and parents to develop their own laboratories of innovation and schools of choice for the betterment of their children. PACSAE Charter School (PACSAE) shares in the universal goals for educational reform but differs in its methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people, and California has traditionally led the nation in authorizing innovative charter schools. Charter school legislation has been approved in more than half the states to broaden public school choice for children and youth.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature 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:

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

Pathways Academy Charter Schools (hereinafter “PACS”), first approved in San Diego County by Bonsall Unified School District (BUSD) in May 2014 is a charter school operating as a nonprofit public benefit corporation that is separate and distinct from the BUSD. PACS currently provides educational programs designed to meet TK-12 grade students in the geographic boundaries for which we have been authorized. In order to expand upon our educational offerings, we are bringing forth the Pathways Academy Charter Schools Adult Education petition (hereinafter “PACSAE”) to the Acton-Agua Dulce Unified School District (AADUSD) in order for us to serve the needs of the youth of the California Conservation Corps (CCC), Local Conservation Corps (LCC), Job Corps, YouthBuild (YB), and Workforce Investment Opportunities Act programs (WIOA).

As the result of the granting of this charter, PACSAE is generally freed from the State's educational bureaucracy in agreement for a charter that outlines the specific goals and operating procedures for the charter school. As such, this charter is the constitution under which PACSAE must operate. PACSAE is accountable to AADUSD for producing the academic results outlined herein. As further outlined below, PACSAE is required to participate in the statewide assessment tests and shall meet all statewide standards applicable to non-charter public schools. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

This charter follows the required format of the Charter Schools Act (Section 47605). The Charter Schools Act requires a charter to comprehensively describe sixteen (16) required elements. The language of the Charter Schools Act precedes each element described below beginning on page 10.

Section 2: Affirmations and Charter Elements

Affirmations

PACSAE is committed to the following affirmations:

- PACSAE will participate in all required statewide assessment tests.
- PACSAE will meet all statewide standards applicable to non-charter public schools.
- PACSAE will be nonsectarian in its programs, employment practices, and all other operations.
- PACSAE will not charge tuition or mandate any student fees.
- PACSAE will not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.
- PACSAE will admit all pupils who wish to attend the charter school subject only to capacity and independent study laws and regulations.
- The meetings of the Board of Directors for PACSAE shall be held in accordance with the Brown Act.
- PACSAE will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- PACSAE will comply with the Public Records Act and the Federal Educational Rights and Privacy Act (“FERPA”).
- Admission to PACSAE will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.
- PACSAE will continually strive for a healthy, collaborative, synergistic relationship with the Acton Agua Dulce Unified School District (AADUSD), the CCC , the LCCs, and its YB, Job Corps, and WIOA clients.
- PACSAE will offer, at a minimum, the same number of minutes of instruction (64,800 minutes in a minimum of 175 school days) set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- PACSAE will maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- PACSAE will comply with the Public Records Act and the Family Rights in Education Privacy Rights Act.
- PACSAE will comply with all laws establishing minimum age for public school attendance and for pupils over 19 years of age.
- PACSAE will comply with all provisions of the Memorandum of Understanding (“MOU”) between PACSAE and the Acton- Agua Dulce Unified School District. It will also comply with all provisions of the MOUs between PACSAE and the CCC, LCCs, Job Corp, YB, and WIOA clients.
- PACSAE will develop a conflicts code in accordance with the conflicts code of the

AADUSD.

Element Number One: Education Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description of how the charter school will inform students, parents and stakeholders about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

A. Education Vision

PACSAE seeks to develop literate, educated thinkers and achievers who:

- Respect themselves
- Respect others
- Pursue knowledge
- Apply facts and theories to solve problems
- Participate productively in the economy and their communities
- Become motivated and able to learn for a lifetime

PACSAE will pursue this vision with a philosophy of:

- Hiring, supporting, and continuously training a high-quality faculty and administration
- Working cooperatively with staff, students, and client agencies
- Tailoring education programs to meet each student's needs
- Assessing students on an ongoing basis
- Holding ourselves accountable for producing positive outcomes

To achieve our objectives, PACSAE will:

- Market our school as broadly as possible to attract talented faculty and staff
- Create program-improvement teams among our staff, our students, and our client agencies
- Develop Student Achievement Plans for each of our students
- Employ innovative real-time assessment instruments to measure student needs and progress
- Monitor our success in improving student competencies—awarding achievement and correcting deficiencies.

B. Who Will PACSAE Educate?

PACSAE will operate grades 9-12. PACSAE will welcome, as resources are available, all students in the State of California. Admission shall not be determined according to place of residence of the pupil within the state, except that admission preference shall be given to qualified participants of the California Conservation Corps and participating Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs.(See Cal. Ed. Code sections sections 52501, 52502, 52503 and California Code of Regulations, Title 5 Section 10560; also see Public Law 113–128 (the Workforce Innovation and Opportunity Act).

C. Description of the Education Program

The PACSAE educational program will be based on the following elements of success:

- A vision, mission and business operations plan that focuses on student learning
- Academically rigorous, well-focused, basic core subject curricula
- The use of a variety of effective teaching approaches to meet the varied learning styles of students
- Incentives that increase and encourage collaboration among teachers
- Professional development that puts skills into a context consistent with the overall school mission
- Autonomy that allows PACSAE to develop and implement a process of change tied to high standards and respond to technology innovations
- Community involvement in and support for school programs
- Regular measurement of progress toward achieving both student and staff performance goals
- An online community communication process detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial, to educate our students

PACSAE will provide an education that allows each student to: (1) achieve high academic standards; (2) develop and improve social and vocational skills by building self-esteem through achievement and discipline; and (3) work in an environment that promotes learning. PACSAE will endeavor to create a menu of learning opportunities for students that may include classroom study, field study and research, guided instruction, on-line learning, work-based academic skills instruction, and other creative modes of instructional delivery developed by staff in partnership with the community.

PACSAE recognizes that high school students are going through the most critical times of their lives. Their physical, emotional, and intellectual needs are woven together. These are the years

when youth are seeking answers to fundamental questions of life and are developing values and standards that will largely determine their behavior in the future. It is the plan of PACSAE to meet the educational needs of each student and provide him or her with the necessary tools to succeed in the 21st Century.

As all PACSAE students will be qualified participants in the CCC, LCCs, Job Corps, YouthBuild, Job Corps and WIOA programs; most students at PACSAE will participate in a sun-up to sun-down educational program. The combination of standards-based core curriculum and vocational training may differ from site to site. Generally, our client agencies will provide general vocational skills curricula for its participating students. A participating student may generally, on a daily basis, be placed on a crew of no more than seventeen students, with a crew supervisor (employed by the client agency). A student may also be placed in an internship program, with a supervisor from a collaborating entity. In both cases, students would be instructed by at least one certificated teacher (employed by PACSAE). Furthermore, each student's crew supervisor, employed by the client agency, will be directed by a certificated PACSAE teacher on matters related to school curricula. Through a student's participation in crew work and/or internship program, the student will make his or her way through the vocational skills of the client agency. The certificated teacher, employed by PACSAE, will supplement the vocational curricula with state-aligned common core academic curricula. Students will make continuing progress toward achieving their high school diploma. The students will attend classes held at PACSAE sites. Classroom instruction will be augmented by computer-aided instruction.

The classes taught by PACSAE shall meet all California State Content Standards and shall be in alignment with the Common Core Standards. Classes include English, health, physical education, computer literacy, life skills, world studies, United States history, economics, civics, mathematics, life science, and physical science. When possible, the contents of these courses will be delivered during the student's workday while he/she participates in vocational skills and work-study. Courses will be selected for students based upon an educational goal and graduation plan for each student. Upon entering the PACSAE, a student will be evaluated for the courses he or she may have completed already. Appendix 4 summarizes the PACSAE curriculum and PACSAE's content standard linked Benchmarks and Course Outlines. Appendix 3 displays a sample Student Achievement Plan that PACSAE teachers complete and maintain with all students.

When enrolling in the PACSAE program, students will meet with the teacher to determine their educational program and personal educational goals. PACSAE teachers will discuss the transferability of PACSAE coursework and options for advancement in the client agency program while enrolled as a student. Upon completion of the PACSAE program, students will meet with the teacher to discuss further educational opportunities in vocational and college education.

D. What it Means to Be an Educated Person in the 21st Century

PACSAE helps students in the CCC, LCCs, Job Corps, YB, and WIOA programs to acquire the skills to survive and prosper in the 21st century. We will help students to improve their abilities to read, write, compute, speak, ask questions, listen, solve problems, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and relate comfortably to others. PACSAE will promote curiosity, integrity, social responsibility and self-esteem.

E. Students Learn Best When the School...

- Provides a safe learning environment
- Encourages them
- Provides them with targeted, exciting, challenging, and comprehensive curricula
- Allows them to be creative
- Sets high standards and hold them accountable
- Treats them fairly and consistently
- Assesses their progress frequently, diagnose their strengths and challenges, and craft instruction accordingly
- Makes learning relevant to the world around them

F. Special Education Students/Section 504/ADA:

PACSAE shall comply with IDEA, Section 504 and ADA. PACSAE shall be solely responsible for compliance with Section 504 and ADA. With regard to serving special education students, PACSAE shall be considered a public school of the Local Educational Agency (“LEA”) that granted the charter pursuant to Education Code Section 47641 and shall work jointly with the Superintendent to ensure full compliance with IDEA. PACSAE shall execute a MOU with the Superintendent regarding the flow of special education services to PACSAE students in accordance with Education Code Section 47646. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her Individual Education Plan.

G. English Language Learners:

PACSAE shall comply with all applicable federal laws related to the education of English

Language Learner (“ELL”) students. PACSAE shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure that PACSAE develops a program that:

- Identifies students who need assistance
- Provides ELL students with a reasonable chance for success as determined by experts in the field
- Ensures that necessary staff, curricular materials, and facilities are in place and used properly
- Assesses the success of the program and modifies it as appropriate

H. Attendance Expectations and School Day Requirements

PACSAE will operate four individual operating calendars. Each operating calendar has a minimum of 175 days and 64,800 minutes of instruction. Students are expected to achieve a minimum, average attendance rate of 85%.

Element Number Two: Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

A. Student Outcomes

PACSAE will improve academic knowledge, skills, and motivation of its students and will measure its success in doing so. PACSAE is a pending WASC accredited school and PACSAE credits are transfereable to other schools. PACSAE students are prepared to enter the community college system, vocational training or the work force. Graduates of PACSAE will demonstrate appropriate age or grade-level mastery of the following core academic skills (PACSAE Growth Areas and ELSRs):

GROWTH AREA 1: Students Read and Write Effectively

Pursuant to California State Content Standards and the Common Core Standards, PACSAE will prepare its students to:

- Read actively and derive meaning from written words
- Read for a variety of purposes
- Write using grammatically acceptable English
- Adjust tone and style of writing for purpose and audience
- Support statements using documented facts, theories, and opinions

- Separate fact from opinion
- Reach conclusions logically based on sufficient evidence
- State key points clearly and succinctly
- Organize ideas in a variety of ways

GROWTH AREA 2: Students Obtain Key Life Skills

Students will take courses in health, physical education, life skills, community responsibility, and computers. In these courses, students will:

- Take personal responsibility for lifelong wellness
- Improve personal fitness
- Learn about employment and college options
- Build skills as employees, consumers, and financial managers
- Demonstrate involvement in his or her community
- Learn about environmental responsibility
- Enhance computer skills

GROWTH AREA 3: Students Appreciate History, Geography, and Current Events

In completing courses in world history, United States history, and economics, students will be able to:

- Show understanding of history and identify relationships between past and present events and evaluate causes and effects
- Compare people, places, and events through history, identifying similarities and differences
- Describe events and situations in political, economic, social, and intellectual terms
- Project future events using evidence from the past and present
- Apply physical and cultural geography to his or her understanding of societies
- Follow and analyze current events around the world and in their communities

GROWTH AREA 4: Students Understand Government Processes

Students will use a wide range of texts, news media, field trips, and student-government experiences to:

- Compare and contrast different political systems in the world
- Understand the formation of the United States and its Constitution
- Appreciate the balance of powers and the role of each branch of government
- Study the role of government in society
- Learn about their privileges and responsibilities in society

GROWTH AREA 5: Students Understand and Apply Mathematical Concepts

Students will learn principles and applications of basic math, algebra, geometry, and statistics.

They will:

- Demonstrate knowledge of basic math principles
- Use math to solve common and abstract problems
- Explore ways in which math is used in business, industry, science and daily life

GROWTH AREA 6: Students Apply Scientific Concepts and Skills

Students study life and physical sciences. Students will:

- Observe, measure, compare, order and categorize characteristics or behaviors
- Draw inferences about unknowns from information around them
- Understand the use of the scientific method
- Recognize the inter-relationships among the scientific themes (energy, interactions, patterns and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere and exosphere).
- Study the effects of the sciences, technologies, and societies on one another and on the environment.

GROWTH AREA 7: Students Realize Their Own Special Interests and Talents

PACSAE, in collaboration with its client agencies, will expose students to various academic, vocational, cultural, and social opportunities. PACSAE will assist students in identifying their interests and the skills they need to develop to pursue those interests. PACSAE will help students to prepare for education and work after they graduate from or leave PACSAE.

PACSAE will develop comprehensive assignments and outcome measures for each student in each of the growth areas. The assignments will be tailored to build on each student's skills and assist them in overcoming challenges they face. The assignments will align with California State education content standards.

Students graduating from PACSAE will receive a diploma. The PACSAE course of study will also prepare students for a GED (General Education Development) or a CHSPE (California High School Proficiency Exam).

To best serve our students and community, PACSAE will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards. PACSAE will submit to the Board of Education a description of any changes to the above student outcomes as an amendment of this charter. The Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

B. Regular Per-Pupil Assessment of Outcomes

PACSAE has developed measurable per-pupil outcomes identified for use by PACSAE staff and administration and approved by the PACSAE Board of Directors. “Per-Pupil outcomes,” for purposes of this charter, means the extent to which all PACSAE students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the PACSAE educational program as detailed by the PACSAE Growth Areas, Benchmarks and Course Outlines and annual measurable governing board goals. PACSAE outcomes include outcomes that address increases in per-pupil academic achievement in grade level basic academic skills (mathematics and language arts) both school-wide and for all groups of pupils served by PACSAE. PACSAE student outcomes align with the California State Content Standards, and the Common Core Standards.

C. California State Charter Priorities Element 2: Measurable Student Outcomes

Charter School Outcomes that Align with State Priorities Pursuant to Education Code Section 47605(b)(5)(B) are required for all new and renewed charters. The following eight California State Priorities contain a description of PACSAE’s outcomes and how they align with the eight state priorities.

State Priority #1 (Basic Services).

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

As tracked through hiring practises and CALPADS, PACSAE teachers are appropriately assigned and credentialed. PACSAE’s measurable goal #1 for State Priority 1 for the 2016-2021 charter cycle is 100% of PACSAE teachers will hold K-12 California teaching credentials and be appropriately credentialed for their teaching assignments. PACSAE’s measurable goal #2 for State Priority 1 is that current PACSAE staff holding adult education or vocational education credentials will transition to k-12 credentials or be replaced by June 30, 2018.

Every PACSAE student has sufficient access to standards aligned instructional materials as tracked by PACSAE’s database inventory system. PACSAE’s measurable goal #3 for the State Priority #1 for the 2016-2021 charter cycle is 100% of PACSAE students will have access to materials, lessons and instruction based on PACSAE’s stated exit outcomes and correlated to the California State Content Standards and Common Core Standards.

State Priority # 2 (Implementation of CCSS).

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

ELL students in PACSAE classes will be assessed on the CDEL T test upon entry and again a

year later, CELDT data will be used to appropriately place students in courses aligned with PACSAE's stated exit outcomes and correlated to the California State Content Standards and Common Core Standards.

PACSAE's measurable goal #4 for the State Priority Number 2 is that by July1, 2017, PACSAE will have fully incorporated all released Common Core standards as measured through Common Core Standards alignment with PACSAE benchmark based course outlines. Expected School wide Learning Results (ESLRs) and lessons in PACSAE online curriculum resource.

State Priority # 3 (Parental Involvement).

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

It is projected that most PACSAE students are over the age of 18. For those small percentage of minor students, PACSAE sites will self-report in a narrative format the degree of parental involvement including efforts to seek parent input for making decision for schools, and how the school site will promote parent participation. For the PACSAE students over age 18, PACSAE views the staff and organizers of our partnering agencies as the student "parents", and interact with them through regular site visits, partnering agency associations and meetings with partnering agency liaisons. PACSAE's measurable goal #5 for the State Priority Number 3 is:

- PACSAE staff will meet with staff at each client agency staff a minimum of one time annually.
- PACSAE staff will attend meetings of the California YouthBuild Coalition, the California Association of Local Conservation Corps, and the California Conservation Corps a minimum of one time annually.
- PACSAE staff will work with WIOA program directors to assist in forming an Association of WIOA agencies to represent WIOA programs to PACSAE and the PACSAE governing board. When a WIOA Association has been formed, PACSAE will meet with that Association a minimum of one time annually.

State Priority # 4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
- 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 CELDT
- 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

PACSAE uses two standardized assessments at the local level, NWEA and iReady, both being online grade level equivalency tests. All students will be tested within 30 days of enrollment using these local assessments and subsequently assess every 90 days to determine grade level growth in English and mathematics.

PACSAE’s measurable goal #6 for State Priority Number 4 is PACSAE students will show an average grade level equivalency growth of 1.5 in reading/language arts and 2 in mathematics for students enrolled more than 365 calendar days. PACSAE’s measurable goal #4 is that 90% of PACSAE students scoring below grade level 6 in English, language arts and mathematics will be enrolled and show progress in a designated intensive remediation course and receive additional intensive remediation services.

State Priority #5 (Student Engagement).

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

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

Pupil engagement will be tracked and measured by PACSAE’s School Pathways database and the CALPADS database and reported to PACSAE’s Board quarterly. In reporting engagement, PACSAE will track data in the following areas: Contact time in academic and vocational training, total attendance rate and student attrition rate.

The following table shows PACSAE’s goals for 2016-2018 and goals for 2019-2021.

Data Measurement	2016-2018	2019-2021 Goals
Contact Time Academic	3.2 hours daily	3.5 hours daily
Contact Time Vocational	3.0 hours daily	3.5 hours daily
Contact Time Total	6.2 hours daily	7 hours daily
Attendance Rate	77%	85%
Time in PACSAE (days)	270 Days	446 Days

PACSAE’s measurable goal #7 for State Priority Number 5 is PACSAE students will attend classes at average contact times of 3.5 hours per day for academic classes, 3.5 hours a day for vocational education classes, and average a total school day of 7 hours. PACSAE students will have an average attendance rate of 85%, and stay in PACSAE programs for an average of 446

days over the course of three years.

State Priority # 6 (School Climate).

School climate, as measured by the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates

Because PACSAE’s unique legislative mandate requires us to serve students enrolled in our partnering agencies programs, suspensions and expulsions are always at the prerogative of our partnering agencies for infractions of partnering agency participation agreements. Because of this partnership model, PACSAE reports students enrolled or not enrolled, present, or absent. PACSAE’s measurable goal # 8 for State Priority Number 6 is PACSAE will develop a measurement and tracking system for students who are suspended or expelled from client agency programs for offenses that occurred in the PACSAE classroom as detailed in PACSAE’s suspension and expulsion policy (page 32).

Measurable Outcome: State Priority # 7 (Course Access).

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

Student access and enrollment in a broad course of study is measured and tracked by PACSAE’s PowerSchool database and the CALPADS database. The chart below shows PACSAE courses offered by Growth Area (please see Element 2, Section A, pg 13 for a complete description).

**Measurable Outcome: State Priority # 7 (Course Access):
Chart of Current and planned PACSAE Courses.**

English Language Arts

English 1

Yearlong – 10 Credits

Prerequisites – None Grade

Level: 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer’s *The Odyssey*, Shakespeare’s *Romeo and Juliet*, and Richard Connell’s *The Most Dangerous Game*. They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

<p>English 2</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – None</i></p> <p><i>Grade Level: 10</i></p>	<p>Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository literary analyses, research, narrative, and compare-contrast essays.</p>
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<p>English 3 <i>Yearlong – 10 credits</i> <i>Prerequisites – None Grade</i> <i>Level: 11</i></p>	<p>This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.</p>
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<p>English 4</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – None Grade</i> <i>Level: 12</i></p>	<p>This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.</p>
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<p>Literacy & Comprehension I</p> <p><i>One Semester – 5 Credits</i> <i>Prerequisites – None Grade</i> <i>Level: 9, 10, 11, 12</i></p> <p><i>*Does not satisfy English Graduation requirement</i></p>	<p>This course is one of two, semester-long intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.</p>
<p>Literacy & Comprehension II</p> <p><i>One Semester – 5 Credits</i> <i>Prerequisites – None Grade</i> <i>Level: 9, 10, 11, 12</i></p> <p><i>*Does not satisfy English</i></p>	<p>Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Presented as two, one-semester, reading-intervention courses, each offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting,</p>

<p><i>Graduation requirement</i></p>	<p>recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.</p>
<p>Communications and Speech</p> <p><i>One Semester – 5 Credits</i> <i>Prerequisites – None</i> <i>Grade Level: 9, 10, 11, 12</i></p> <p><i>*Does not satisfy English Graduation requirement</i></p>	<p>Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.</p>

<p>IDEA Writing</p> <p><i>One Semester – 5 Credits</i> <i>Prerequisites – None Grade</i> <i>Level: 9, 10, 11, 12</i></p> <p><i>*Does not satisfy English Graduation requirement</i></p>	<p>Motivating students in grades nine through twelve to become more articulate and effective writers, this one-semester course offers hands-on experience writing personal reflections, definition essays, research essays, persuasive essays, informative essays, and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students get further practice applying the grammatical rules of Standard American English in formal writing.</p>
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<p>Mathematics</p>	

<p>Algebra I</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – Instructor recommendation</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions, and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.</p>
<p>Geometry</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in Algebra I</i></p>	<p>This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Students then extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the Laws of Sines and Cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross- sections</p>

<p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.</p>
<p>Algebra II</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in Geometry</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.</p>

<p>Pre-calculus</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in Algebra 2</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>With an emphasis on function families and their representations, Pre-calculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems then moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.</p>
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<p>Science</p>	
<p>Earth Science</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – None</i></p>	<p>Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth.</p>

<p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.</p>
<p>Biology</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites</i> – <i>Concurrent enrollment in Algebra 1 or higher</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.</p>

<p>Chemistry</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – Successful completion of Biology and concurrent enrollment in Geometry or higher</i></p> <p><i>Grade Level: 10, 11, 12</i></p>	<p>This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.</p>

<p>Physics</p>	<p>This full-year course acquaints students with topics in classical and modern physics. The course emphasizes</p>
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<p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – Concurrent enrollment in Algebra 2 or higher</i></p> <p><i>Grade Level: 11, 12</i></p>	<p>conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.</p>
<p>Environmental Science</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – none</i> <i>Grade Level: 10, 11, 12</i></p>	<p>Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.</p>

Social Studies

<p>World History</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 10</i></p>	<p>This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.</p>
<p>American History</p>	<p>This one-year high school course presents a cohesive and comprehensive overview of the history of the United</p>

<p><i>Yearlong – 10 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 11, 12</i></p>	<p>States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. they will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.</p>
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<p>American Government</p> <p><i>Semester – 5 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 12</i></p>	<p>This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of</p>
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	<p>government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.</p>
<p>Economics</p> <p><i>Semester – 5 credits</i> <i>Prerequisites – none</i> <i>Grade</i> <i>Level: 12</i></p>	<p>This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives— including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course students apply critical thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.</p>
<p>Human Geography</p> <p><i>Semester – 5 credits</i></p>	<p>Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to</p>

<p><i>Prerequisites – none Grade Level: 9, 10, 11, 12</i></p>	<p>develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students’ understanding of the development of modern civilization and human systems— from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.</p>
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Electives

<p>Intro to Art</p> <p><i>Semester – 5 credits</i></p> <p><i>Prerequisites – none Grade Level: 9, 10, 11, 12</i></p>	<p>Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.</p>
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<p>History</p> <p><i>Semester – 5 credits</i></p> <p><i>Prerequisites – Successful completion of Intro to Art</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p style="text-align: right;">Art</p> <p>Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized in chronological and historical order and by world regions. Students enrolled in this one-semester course cover topics including early Medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth- century art in Italy; the master artists; High Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth and nineteenth- century art in Europe and the Americas; and modern art in Europe and the Americas.</p>
<p>Online Learning and Digital Citizenship</p> <p><i>Semester – 5 credits</i></p> <p><i>Prerequisites – none</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively</p>

	<p>online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.</p>
<p>Healthy Living</p> <p><i>Prerequisites – none Grade Level: 9, 10, 11, 12</i></p>	<p>Healthy Living is a semester long course that focuses exclusively on personal health and wellness.</p>
<p>Psychology</p> <p><i>Yearlong – 10 credits Prerequisites – none Grade Level: 10, 11, 12</i></p>	<p>This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history,</p>

	<p>perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.</p>
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<p>Strategies for Academic Success</p> <p><i>Semester – 5 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.</p>
<p>3D Art Modeling</p>	<p>This course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn BlenderR software to create 3D</p>

<p><i>Yearlong – 10 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and using a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.</p>
<p>Career Planning & Development</p> <p><i>Semester – 5 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today’s challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.</p>
<p>Computer Applications</p> <p><i>Semester – 5 credits</i></p>	<p>Offering insight into the suite of products most used by working professionals, this course challenges high school students to become proficient in Microsoft® Word®, Excel®, PowerPoint®, and Outlook® through engaging lessons and course work. This one semester course is designed to provide</p>

<p><i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>students with hands-on experience with tasks such as creating flyers, brochures, schedules, presentations, and mail merge.</p>
<p>Digital Arts <i>Yearlong – 10 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists’ works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer’s desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to AdobeR IllustratorR, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.</p>

Languages other than English

<p>Spanish 1</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – none</i> <i>Grade Level: 9, 10, 11, 12</i></p>	<p>Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.</p>
<p>Spanish 2</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in level 1 or instructor recommendation</i></p>	<p>High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.</p>

<p><i>Grade Level: 9, 10, 11, 12</i></p>	
<p>French 1</p> <p><i>Yearlong – 10 credits</i> <i>Prerequisites – none Grade</i> <i>Level: 9, 10, 11, 12</i></p>	<p>Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.</p>

<p>French 2</p>	<p>Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign</p>
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<p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in level 1 or instructor recommendation</i></p> <p><i>Grade Level: 9, 10, 11, 12</i></p>	<p>language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major French-speaking areas across the globe, and assessments.</p>
<p>French 3</p> <p><i>Yearlong – 10 credits</i></p> <p><i>Prerequisites – C grade or better in level 2 or instructor recommendation</i></p> <p><i>Grade Level: 10, 11, 12</i></p>	<p>In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. Continuing the pattern, and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.</p>

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PACSAE’s measurable goal # 9 for State Priority 7 is to add three additional ELA remediation courses, 3 additional life skills courses, 3 additional mathematics remediation courses, and up to 15 agency specific vocational education or certification courses.

Measurable Outcome: State Priority # 8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

PACSAE students will make grade level gains and make progress towards achieving PACSAE’s ESLRs as measured and tracked by PACSAE’s PowerSchool database and CALPADS.

PACSAE’s measurable goal #10 for State Priority Number 8 is PACSAE students will show an average grade level equivalency growth of 1.5 in reading/language arts and 2 in mathematics for student enrolled more than 365 calendar days.

D. Compliance with Academic Standards: California Educational Code 47606b.

PACSAE will work to meet or exceed all API targets and growth goals.

Element Number Three: Assessing Pupil Progress

The method by which pupil progress, in meeting those pupil outcomes, is to be measured.

A. Assessment of Student and School Outcomes

PACSAE will employ a variety of assessment tools to measure academic progress and diagnose problems. PACSAE will:

- Assess students at entry on a commonly accepted grade level equivalency student assessment test(s)
- Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress
- Use assessment instruments to diagnose each student’s academic strengths and challenges
- Confer with client-agency staff on an ongoing basis to track student progress at the worksite

Students will:

- Maintain Student Achievement Plans, detailing their assessments, goals, struggles and

- accomplishments
- Conduct self-assessments and peer-assessments
- Demonstrate competency and mastery of the PACSAE Curriculum Benchmarks and Course Outlines during exhibitions and oral presentations
- Demonstrate academic and job skills at the worksite

PACSAE will conduct frequent teacher/student/client agency conferences to give students ongoing feedback and to ensure that students are progressing toward their goals. PACSAE teachers and staff will report student and classroom assessment results to the Board of Directors.

The assessment tools used at PACSAE will be standardized, authentic, and performance-based assessments as guided by the State Frameworks and Performance Standards. While the standard, on-demand assessments enables PACSAE to monitor both the individual student's and the school's performance, these assessment might not fully meet the assessment needs of the students or their instructors. PACSAE will require students, teachers, and staff to measure their own performance, thereby empowering them to recognize and be responsible for their own learning. PACSAE will therefore supplement standardized assessments with alternative assessments. To document student learning, the alternative assessments will include projects, exhibitions, and other tasks that students complete during the year. PACSAE will engage students to the maximum extent in the assessment process.

Element Number Four: Governance Structure of School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

PACSAE is constituted as a California nonprofit public-benefit corporation pursuant to California law and is a IRC 501(c)(3) tax exempt entity.

A. Board of Directors

PACSAE shall be operated by Pathways Academy, a California Nonprofit Public Benefit Corporation, that shall serve as the Governing Board of PACSAE. The Board of Directors shall be governed in its operations and its actions by the corporate bylaws, which shall be consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The Board of Directors shall have sole authority for all aspects of PACSAE's operation and education program related to curriculum, enrichment and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the granting agency.

The membership, voting rights, term etc. of the Board of Directors shall be delineated in the corporate bylaws. The Board of Directors shall meet at least four times a year.

The AADUSD Superintendent shall have the right to appoint a representative to the Board of Directors. The Board Superintendent's representative shall act as the Chair of the Board of Directors' meetings.

The authority of PACSAE, as stated above and elsewhere in this Charter, shall be limited by the following rights and duties of the Superintendent of the County in her/his oversight role:

1. The Superintendent will be consulted on the development of the agenda for meetings of the Board of Directors. The Superintendent will have the authority to add matters to the agenda.
2. Meetings will be scheduled such that the Superintendent, or designee, is available to attend all meetings.
3. The Board of Directors shall agree that the Superintendent, or designee, is a necessary advisor as a representative of the County Board of Education. As such, they shall agree that the Superintendent has a standing invitation to be present during the closed sessions of the Board of Directors. The Superintendent may then be present at all closed sessions, but may step out during matters that may present a conflict of interest.
4. The Superintendent of Schools will have the duty and the right to seek reconsideration of any action taken by the Board of Directors of PACSAE that the Superintendent determines in her/his professional judgment not to be in the best interest of the school. The Board of Directors of PACSAE must place the matter on the agenda of the next regularly scheduled Board meeting for reconsideration or sooner at a special meeting if necessary. Neither the Board of Directors of PACSAE nor its staff may implement any action taken by the Board of Directors once the Superintendent makes such a request for reconsideration. If after reconsidering the action taken, the Board of Directors disagrees with the recommendation of the Superintendent, the Superintendent may bring the matter to the County Board of Education, which may then direct the Superintendent to resolve the matter pursuant to the dispute resolution procedure between the Superintendent and PACSAE or seek revocation if applicable.

PACSAE will be nonsectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

PACSAE will comply with all applicable federal laws, and state and local laws that are applicable to independent public charter schools. PACSAE will retain its own legal counsel when necessary. PACSAE will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the granting authority's insurance program or its own insurance

program.

The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of PACSAE or a third party any of those duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

B. Executive Director and Chief Executive Officer

The Executive Director/CEO shall be selected by the Board of Directors and shall be employed by PACSAE under a contract of employment approved by the Board of Directors. The Executive Director/CEO's central governance role is to act as manager of PACSAE as outlined in the position's job specification. The Board of Directors shall adopt a job specification for the position of Executive Director/CEO that further defines the day-to-day job responsibilities for the Executive Director/CEO. The Executive Director/CEO shall coordinate PACSAE educational programs with the person(s) the CCC, Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs designate as liaisons.

C. Advisory Board

When needed, the PACSAE governing board may direct the Executive Director/CEO to form an Advisory Board comprised of distinguished members of the community representing the public and/or private sectors of education, business, and government. The Advisory Board shall have at least one representative of the Superintendent, the CCC and each participating Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act program and shall meet as needed on an ad-hoc basis. The Advisory Board shall report to the Executive Director/CEO. The purpose of the Advisory Board is to provide advice, expertise, and resources related to pedagogy, assessment, workforce preparation, charter schools, fund raising, community relations, and other areas relevant to the success of the school. The Executive Director/CEO and/or the Board of Directors may consult with the Advisory Board or its members when appropriate. The Advisory Board will be selected by the Board of Directors from applications received or solicited by PACSAE with the exception of the Superintendent, CCC, Local Corps, Job Corp, YouthBuild and WIOA representatives. The Executive Director/CEO will report to the Advisory Board on PACSAE activities and issues as prescribed by the Board of Directors.

D. Teacher/Student Contract

PACSAE shall develop a Teacher/Student contract to be approved by the Board of Directors and be included in the Student Achievement Plan. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Require students to complete all class work and homework the teacher assigns
- Require teachers to correct and return student assignments with useful comments in a timely manner
- Require all students to follow the Student Conduct Code and all rules of the program in which they are participating (i.e., California Conservation Corps, Local Corps, Job Corps, Youth Build, or Workforce Investment Opportunities Act program).
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher or student
- Require students and teachers to follow all rules and procedures as approved by the Board of Directors

Element Number Five: Employee Qualifications

The qualifications to be met by individuals to be employed by the school.

PACSAE will retain or employ teaching staff persons that hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing and be considered highly qualified. PACSAE will comply with Section 47605(l), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college-preparatory courses.

A. Executive Director/CEO Qualifications

The Executive Director/CEO and any other administrator at PACSAE should possess leadership abilities and a comprehensive educational background and vision that is consistent with PACSAE's mission and education program. The Executive Director/CEO should possess extensive knowledge and background in the operational models and structures of the California Conservation Corps, Certified Local Conservation Corps, YouthBuild, Job Corps and Workforce Investment Opportunited Act funded programs. The Executive Director should also possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The Executive Director of PACSAE should possess active and up to date teaching and administrative credentials in the State of California.

All staff will operate under at-will contracts with PACSAE and be evaluated on an annual basis using a process developed and approved by the PACSAE governing board.

B. Teacher Qualifications

PACSAE will employ and retain teachers that hold California K-12 teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and have experience commensurate with the applicable job specifications. Each student will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions. PACSAE may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position with the school required by law.

PACSAE teachers shall:

- Care about students and their success in learning
- Be familiar with the PACSAE's curriculum, methods of instruction, and administrative procedures
- Demonstrate effectiveness in teaching, mentoring, and writing
- Demonstrate effectiveness in data driven instructional models
- Provide leadership for the school as a whole
- Accept the mission and philosophy of PACSAE
- Be willing to work flexible schedules to accommodate the varying needs and schedules of enrolled students and our client agencies
- Accept responsibility for student outcomes

C. Specific Qualifications for all Staff Include

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Dedication to putting in time, energy and effort in developing the PACSAE educational program
- Dedication to the basic philosophy of emphasizing the PACSAE curriculum benchmarks and course outlines
- Strong, written and verbal communication skills
- Knowledge about, or willingness to become knowledgeable about, the developmental needs of students
- Sensitivity to the social as well as academic needs of the students
- Willingness and ability to plan cooperatively and collaboratively with other staff

- Willingness to continue education through additional courses, training, workshops, in-services, seminars and staff development
- Willingness to be an active participant in staff meetings
- Willingness to work closely with the school staff by providing any information regarding a student's behavior, attitude and/or classroom performance
- Willingness to take a active or leadership roles in the school's development

All individuals employed by PACSAE must possess the personal characteristics, knowledge, and experiences as described in the school's job descriptions. All employees must comply with the employee processing policies and procedures (e.g., finger printing, criminal-record checks, provision of proof of identity, evidence of right-to-work in the United States, and TB screening) as required by law.

Element Number Six: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

PACSAE has adopted and implemented a comprehensive set of health, safety, and risk management procedures as set forth by state law. At a minimum, PACSAE policies shall comply with State laws and procedures related to:

Documenting Immunizations: In compliance with California state law and education code, all PACSAE students below the age of 18 are required to present up to date immunization records documenting all required immunizations for enrollment in California public schools. Students under age 18 without current immunization records may not enroll in PACSAE, and PACSAE may not collect average daily attendance revenues on students below age 18 without immunization records.

Emergency-response procedures: In partnership with our partnering agencies, each PACSAE site must have an emergency plan in place dictating lock down, earthquake, fire or other natural disaster procedures. Each PACSAE classroom must have in place (posted) an emergency exit and evacuation map. A template for these policies and procedures and examples from current PACSAE sites are included in Appendix 1.

Preventing contact with blood-borne pathogens: Each PACSAE site needs to have on site a first-aid kit with materials sufficient to prevent blood born pathogens (mask, disposable gloves, eye shield, CPR mask/barrier). Each certificated PACSAE staff member is required to maintain current CPR certification.

Administration of prescription drugs and other medicines: Most PACSAE students are projected over age 18 and therefore legally adults. PACSAE students over age 18 are responsible for administration of their own prescription medicines. For those students over age 18 that require specific accommodations for administering prescription medicines, an IEP or 504 plan will be developed to meet those accommodations. For students under age 18, a medication administration plan including accommodations required under IEP or 504 plans is to be approved and implemented under the recommendations and approvals of the SELPA and the school nurse.

Assurances that school buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard: PACSAE classroom facilities are all located on the premises obtained by our partnering agencies. PACSAE holds no direct leases aside from its administrative offices in Los Angeles, CA and San Marcos, CA. Maintaining current permits and approvals from Fire Marshals and zoning departments to operate Conservation Corps, YouthBuild, Job Corps or WIOA Programs in specific locations remains the sole responsibility of PACSAE's partnering agencies,

Establishing PACSAE as a drug, alcohol, and tobacco free workplace: PACSAE is an alcohol, drug and tobacco free workplace and educational zone. Use of alcohol, illegal (non-prescription) drugs and tobacco on school premises is prohibited. PACSAE's partnering agencies may designate a location away from areas dedicated to PACSAE operations for tobacco use for those over age 18.

The requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237: All PACSAE employees must submit to live-scan fingerprinting and a criminal background check as required by Education Code Section 44237. No PACSAE employee may begin working or receive pay until this background check has been completed and approved by PACSAE's business services contractor AADUSD and PACSAE's Executive Director/CEO or his/her designee.

The PACSAE health and safety procedures referenced above are listed in Appendix 1. PACSAE will periodically apprise and review with students, teachers, and staff of these aforementioned goals.

Element Number Seven: Means to Achieve Racial/Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

PACSAE enrolls students who are participants in the CCC, Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs. These programs enroll participants from many races, ethnicities, and cultures. Consequently, PACSAE serves a very diverse student

population. In ensuring that PACSAE will continue to recruit and retain a diverse student population at all of its program sites, PACSAE will:

- Ensure that recruitment materials reflect the diversity of PACSAE's student body
- Analyze census and other State demographic materials to insure that recruitment of students is from population centers that reflect California's diversity
- Work with collaborating agencies to ensure their recruitment practises align with PACSAE's commitments to achieve a racial and ethnic balance among its student body
- Regularly review student demographic, attrition and performance data to ensure all students are receiving equal and excellent educational services

Element Number Eight: Admission Requirements

Admission requirements, if applicable.

The Board of Directors shall determine all processes and procedures governing application, admission, and enrollment at PACSAE. All students attending PACSAE must follow the application, admission, and enrollment procedures of the school sites.

The application packet for admission to PACSAE shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the PACSAE. The application packet shall include:

- A brief description of what charter schools are and how they differ from regular public schools
- A PACSAE Student Achievement Plan
- PACSAE's Mission Statement and a summary of the school's education philosophy
- A description of PACSAE's education program including; a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading, testing, and evaluation procedures, and promotion, retention, and graduation standards (exit outcomes)
- An overview of the academic performance of students who have attended PACSAE
- A copy of the Teacher/Student Contract
- A listing of the rights and responsibilities of PACSAE teachers and students
- Descriptions of admission criteria, admission and enrollment preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information
- School capacity

The Board of Directors shall have the sole authority to determine the size and grade-level breakdown of the student body at PACSAE. The determination of school capacity shall be based on the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

A. Admission Criteria

PACSAE will operate grades 9-12. PACSAE will welcome, as resources are available, all students in the State of California. Admission shall not be determined according to place of residence of the pupil within the state, except that students must be qualified participants of the California Conservation Corps, and participating Local Conservation Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs. A “participating” Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act program is one that has signed a memorandum of understanding with PACSAE that has been approved by the Board or Directors. To remain eligible for enrollment in PACSAE, a student must be enrolled in the CCC or one of the other participating organizations.

There shall be no admission criteria, testing, or other evaluation required of any applicant. PACSAE shall not charge an application fee nor shall it charge tuition [Education Code Section 47605(d)(1)]. PACSAE shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability [Education Code Section 47605(d)(1)].

B. Admission and Enrollment Preferences

PACSAE shall admit and enroll all students who wish to attend the school provided that the school’s capacity is not exceeded [Education Code Section 47605(d)(2)(A)], capacity is determined by PACSAE’s Board of Directors. Classes at each grade level will be filled according to the following order of preferences for students who are either continuing enrollment or being admitted for the first time (listed in order of priority) [Education Code' 47605(d)(2)(B)]:

1. Participants employed at or receiving services from a PACSAE site serving participants in the California Conservation Corps (CCC), participating Certified Local Corps, Job Corps, YouthBuild, or Workforce Investment Opportunities Act programs

C. Admission Lottery and Admission Priority

If the number of students who wish to attend PACSAE exceeds the school’s capacity as determined by the Board of Directors, then the admission of new students shall be determined by a public random drawing for each grade level. [Education Code Section 47605(d)(2)(B)](Students with preferences will be exempted from the lottery unless the number of students with preferences exceeds the capacity, in which case the lottery will be held with in the preference). PACSAE shall maintain an admission priority list in the order in which applicants to each grade level in each admission preference category were selected in the admission lottery. The order of admission of students at any time during a school year shall be

based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come first-served basis if PACSAE determines that space still exists at any grade level after the admission priority list has been exhausted.

D. Conditions of Enrollment

To enroll in PACSAE, each student shall first:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Students under age 18 must provide records documenting immunizations required by charter schools including tuberculosis testing
- Sign a Teacher/Student Contract
- Sign a form allowing prior schools the student attended to send the student's school records and test results to PACSAE

E. Misrepresentation of Admission and Enrollment Information

PACSAE shall have the right to expel students who misrepresent material information on any school document including, but not limited to, admission and enrollment forms.

Element Number Nine: Financial Audit

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.

A. Financial Audit

PACSAE's Board of Directors will direct the AADUSD business services department to approve an audit each fiscal year on its behalf, and to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. AADUSD business services, at the direction of the PACSAE Board, shall select an independent auditor by April 1st of each year. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with Generally Accepted Accounting Principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by October 15th of the fiscal year and that a copy of the auditor's findings will be forwarded to the Superintendent no later than December 1st. AADUSD business services will review any audit exceptions or deficiencies and report to the

PACSAE Board of Directors with recommendations on how to resolve them. The Board of Directors will make a recommendation to the Superintendent regarding how the exceptions and deficiencies have been or will be resolved. Exceptions and deficiencies to the audit report will be corrected to the satisfaction of the Superintendent.

B. Programmatic Audit

PACSAE will compile and provide to the granting authority an annual performance report. This report will, at a minimum, include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques listed herein
- An analysis of whether student performance is meeting the goals
- A summary of substantive decisions and policies established by the school's Board of Directors during the year
- Data from a student satisfaction survey
- A current copy of the school's health and safety procedures
- Information on the school's racial and ethnic population
- Information on the school's admissions practices during the year and data regarding the numbers of students enrolled and the numbers of students suspended and/or expelled
- Other information as determined by the Board of Education to determine whether PACSAE is complying with the education, administrative, legal, and governance provisions of this charter

Element Number Ten: Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

Each PACSAE site shall develop and maintain a comprehensive set of student discipline procedures containing the PACSAE code of conduct as stated in the PACSAE Student Achievement Plan. These procedures will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student will be required to verify that they have reviewed and understand the procedures prior to enrollment. All PACSAE sites will provide all students with an opportunity for due process and will conform to applicable federal law regarding students with exceptional needs. PACSAE will notify the Superintendent of any expulsions and will include the suspension and expulsion date in its annual performance report.

A PACSAE student may face suspension from class for the following infractions:

- Insubordination: Students found to be using behaviors or actions in defiance of direct instruction from PACSAE staff or actions found to be in violation of the Student Code of Conduct may be suspended for 1-5 days.
- Drug and Alcohol Use: Students found under the influence of drugs or alcohol on school premises or at school related activities may be suspended for 1-5 days.
- Bullying and/or Harassment: Students found to be bullying, harassing or otherwise treating students, staff or others in a disrespectful or aggressive manner may be suspended for 1-5 days.

A PACSAE student may face expulsion for the following infractions:

- Violence on campus or at a school affiliated event towards other students, staff or others
- Possession of a weapon or use of any item as a weapon on campus or at a school affiliated event
- Possession of drugs, alcohol or a weapon on campus or at a school affiliated event
- Multiple (more than three) documented offenses in which a disciplinary suspension has occurred

A student that has been suspended or expelled from PACSAE may return provided:

- The student petitions, on a form approved by the Board of Directors, the host agency and PACSAE for reinstatement into both the client agency's and PACSAE's program. Students and parents may appeal suspensions and expulsions at the site level, administrative level, PACSAE governing board level, and to the Acton-Agua Dulce Board of Education.
- PACSAE or the Acton-Agua Dulce Board of Education approve the student's petition based on strong evidence that the student is willing and able to comply with all rules and regulations of the client agency and the school, that they are committed to success at work and in the classroom, and that they understand the reasons for the suspension or expulsion.
- Suspension and Expulsion Appeals materials are in appendix 2 of this document.

PACSAE will follow all applicable state and federal laws regarding suspension and expulsion proceeding for special education services, including the student's right to manifestation determination. A student that is currently receiving special education services and has been suspended or expelled from PACSAE site will qualify for:

- An intervention and revisiting of the IEP to insure appropriate services and accommodations are being provided for the student
- Continuing special education services off site at a location mutually agreed upon by the student, parent, PACSAE administration and the AADUSD Superintendent of Schools special education provider

Element Number Eleven: Retirement System

The manner by which staff members of PACSAE will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security.

The employees of PACSAE shall be able to participate in any eligible state or private retirement system including the social security system that they are eligible to join. It is the intent of PACSAE to participate in STRS and/ or a private 403B for certificated employees and for non-certificated (classified) employees a private 403 B. All employees may participate in the Social Security System as appropriate.

Element Number Twelve: Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Students who opt not to attend PACSAE may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Element Number Thirteen: Description of Employee Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

The PACSAE Board of Directors will hire all school staff, with the recommendation and assistance of the Executive Director. All employees, including those hired in the previous year by a public school district, shall be selected, employed, and released (if need be) by the Board of Directors in accordance with PACSAE's personnel contracts. PACSAE Board of Directors shall set the terms and conditions of employment. Employees will be given at-will contracts and will be considered employees of PACSAE.

Any employee of the AADUSD to be employed, without a break in service, by PACSAE, such employee will not retain, subject to the policies and any applicable collective bargaining contracts of the granting authority, the return rights provided by the granting authority, including no right of a permanent teacher to return to the AADUSD Superintendent of Schools after employment by PACSAE. While employed at PACSAE the employee will be subject to PACSAE's operational procedures and practices.

Element Number Fourteen: Dispute Resolution Process

The procedures to be followed by PACSAE and the entity granting the charter to resolve disputes relating to provisions of the charter.

A. Intent

The intent of this dispute resolution process is to (1) ensure a fair and timely resolution to disputes, and (2) frame a Charter School oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

B. Public Comments

The staff and Board of Directors of PACSAE and the Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Notwithstanding anything in the charter to the contrary, the Board of Education shall not have to comply with this Section, or any other section of the charter, when addressing issues that may lead to the revocation of PACSAE as per the Charter School Act.

C. Disputes Arising from within PACSAE

Disputes arising from within PACSAE, including all disputes among and between students, staff, parents, volunteers, advisers, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by PACSAE. To the maximum extent feasible and appropriate, all parties to such disputes shall attempt to resolve them within the PACSAE site at which the dispute arose. The Board of Education shall not intervene in any such internal disputes without the consent of the Board of Directors of PACSAE and shall refer any complaints or reports regarding such disputes to the Board of Directors or Executive Director of the school for resolution. This section shall not impair the Superintendent's rights as otherwise specified in this Charter or any applicable MOU.

D. Disputes Between PACSAE and the Board of Education

In the event that PACSAE and the Board of Education have disputes regarding the terms of this charter both parties agree to follow the process outlined below.

In the event of a dispute between PACSAE and the Board of Education, the staff and Board of Directors of the school and the Superintendent, or designee, agree to first frame the issue in written format and refer the issue to the Superintendent and the Executive Director of PACSAE.

The Executive Director and Superintendent, or designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to

resolve the dispute, both parties shall identify two governing board members from their respective boards to meet to resolve the dispute with the participation of the Executive Director and the Superintendent. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendations of the arbitrator shall be non-binding, unless the Board of Directors of the school, the Superintendent and the Board of Education jointly agree to bind themselves. In the event that the above process does not result in an agreement over the dispute both parties agree the Board of Education reserves the right to take any action it deems necessary and appropriate to resolve the issue.

Element Number Fifteen: Exclusive Public School Employer/Labor Relations

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 Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

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

Element Number Sixteen: Closure Procedures

A description of the procedures to be used if PACSAE closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of PACSAE, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

In the event that the PACSAE closes, the assets and liabilities of the school will be disposed of by the Board of Directors to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and Board treasurer shall ensure that a final audit of PACSAE's assets and liabilities is performed. In the event that PACSAE closes the following steps will be followed:

- The school shall be dissolved in an official action by PACSAE's governing board, who shall notify students, parents, stakeholders, PACSAE staff, AADUSD, retirement system representatives and the AADUSD SELPA.
- The PACSAE governing board and staff will assist currently enrolled students and/or their parents in finding placement at similar educational programs in their geographic areas.

- All students enrolled at the time of closure will be mailed a final report card and official transcript.
- All PACSAE student records, paper and electronic will be transferred to AADUSD or another responsible agency for permanent storage.
- PACSAE will complete an audit of outstanding staff vacation liabilities for PACSAE staff for inclusion in final pay.
- At the direction of the Treasurer of PACSAE's Governing Board, a final fiscal audit will take place. All PACSAE owned assets will be transferred to other schools or institutions in accordance with the PACSAE governing board policy on inventory distribution.
- All unencumbered balances will be transferred to AADUSD for distribution to other schools or county programs at the discretion of AADUSD.
- School resources allowing, PACSAE staff may retain for a period of designated weeks or months after PACSAE closes to ensure that student records are transferred to students, and/or appropriate agencies and parents.
- In the event that no such willing repository is available, PACSAE will dispose of or destroy such records in a fashion that will ensure confidentiality of the records.
- On closure, PACSAE shall remain solely responsible for any and all liabilities arising from the operation of PACSAE.
- As PACSAE is operated by a non-profit corporation, should the corporation close at the same time as the charter school, PACSAE will file all necessary information with state and federal agencies for dissolution of a non-profit public benefit corporation.

Element Number Seventeen: Operational Policy

In summary of PACSAE's charter under which it must operate, the following shall be its plan of operation:

The Executive Director and Board of Directors should not be expected to take all the responsibility for things they can only nominally influence. Their roles should be more consequential ones. To make their jobs doable, their powers and duties must be refined to the few that matter; such as focusing on PACSAE curricula that match students needs, funding that establishes site-based management, and holding school sites accountable for results of those in their charge.

Their roles are ones of assistance through recommendation and collaboration in matters of program implementation, hiring of teachers and staff, reconstituting or closing sites that do not teach effectively, and developing new sites to replace failed ones.

Any and all staff concerns will always be resolved at the site level though the Executive Director's suggestions and recommendations may be requested.

Miscellaneous Clauses

A. Term

The term of this Charter shall be from July 1, 2016 to June 30, 2021. Any and all revisions to this charter approved by the Acton-Agua Dulce Board of Education shall not renew or create a new term unless expressly stated otherwise.

B. Amendments

Any amendments to this charter shall be made by the mutual agreement of the Board of Directors of PACSAE and the Board of Education upon the approval of the Superintendent. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 and shall be approved in advance by the Superintendent.

C. Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Board of Education and the Board of Directors of PACSAE.

D. Communications

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

Acton Agua Dulce Unified School District
Attn: Superintendent
32248 Crown Valley Road
Acton, CA 93510

PACSAE Charter School
Attn: Executive Director/CEO
1782 La Costa Meadows Dr. Suite #102
San Marcos, CA 92078

E. Memoranda of Understandings (MOUs)

The Board of Education, Superintendent, PACSAE, and participating organizations shall enter into mutually agreeable MOUs that outline further details of the relationship between the Board of Education, Superintendent, PACSAE, and each participating organization. The MOUs shall include, but not be limited to, the following:

- Charter school authority to contract with third parties
- Funding of PACSAE
- Services to be purchased by PACSAE from the Superintendent's Office, and the fee schedule or such services
- Special education services and funding formulas
- Hold harmless and indemnification language
- Cash advances to handle cash flow issues, if necessary
- Charter school's collection of mandated cost reimbursement
- Fiscal reporting requirements to the state, either independently or through the County
- Superintendent support for PACSAE in approving and seeking waivers
- Superintendent support for PACSAE in seeking additional funding

Section 3

Charter Appendixes

Appendix A.

PACSAE Health and Safety Procedures

PLEASE POST IN A CLEARLY VISIBLE PLACE IN EACH PACSAE CLASSROOM

Documenting Immunizations: In compliance with California state law and education code, all PACSAE students below the age of 18 are required to present up to date immunization records documenting all required immunizations for enrollment in California public schools. Students under age 18 without current immunization records may not enroll in PACSAE, and PACSAE may not average daily attendance revenues on students below age 18 without immunization records.

Emergency-response procedures: In the event of an earthquake, fire or other natural disaster, PACSAE students at [insert site name] will:

1. Be notified by [please describe notification process]
2. Evacuate premises by [please describe evacuation process]
3. Gather and take roll at [please describe the gathering area for emergencies specific to your site].
4. Return to classes when [please describe the “all clear” signal that facilities are safe for PACSAE students to return to class].

Lockdown Emergencies: In the event that a PACSAE classroom or client agency must go to “lock down” or “shelter in place” status, the following procedures must be observed:

[Please describe your sites lock down or shelter in place procedures including initial notification and “all clear” notification].

Preventing contact with blood-borne pathogens: Each PACSAE site needs to have onsite a first-aid kit with materials sufficient to prevent blood born pathogens (mask, disposable gloves, eye shield, CPR mask/barrier). Each certificated PACSAE staff member is required to maintain current CPR certification.

Administration of prescription drugs and other medicines: Approximately 93.5% of PACSAE students are over age 18 and therefore legally adults. PACSAE students over age 18 are responsible for administration of their own prescription medicines. For those students over age 18 that require specific accommodations for administering prescription medicines, an IEP or 504 plan will be developed to meet those accommodations. For students under age 18, a medication administration plan including accommodations required under IEP or 504 plans is to

be approved and implemented under the recommendations and approvals of the AADUSD SELPA and the AADUSD school nurse.

Assurances that school buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard: PACSAE classroom facilities are all located on the premises obtained by our partnering agencies. PACSAE holds no direct leases aside from its administrative offices in Sacramento Ca and Grass Valley, Ca. Maintaining current permits and approvals from Fire Marshals and zoning departments to operate Conservation Corps, YouthBuild, Job Corps or WIOA Programs in specific locations remains the sole responsibility of PACSAE's partnering agencies,

Establishing PACSAE as a drug, alcohol, and tobacco free workplace: PACSAE is an alcohol, drug and tobacco free workplace and educational zone. Use of alcohol, illegal (non-prescription) drugs and tobacco on school premises is prohibited. PACSAE's partnering agencies may designate a location away from areas dedicated to PACSAE operations for tobacco use for those over age 18.

The requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237: All PACSAE employees must submit to live-scan fingerprinting and criminal background check as required by Education Code Section 44237. No PACSAE employee may begin working or receive pay until this background check has been completed and approved by PACSAE's business services contractor AADUSD and PACSAE's Executive Director/CEO or his/her designee.

Appendix B.
PACSAE Suspension and Expulsion Policy

Each PACSAE site shall develop and maintain a comprehensive set of student discipline procedures containing the PACSAE code of conduct as stated in the PACSAE Student Achievement Plan. These procedures will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student will be required to verify that they have reviewed and understand the procedures prior to enrollment. All PACSAE sites will provide all students with an opportunity for due process and will conform to applicable federal law regarding students with exceptional needs. PACSAE will notify the Superintendent of any expulsions and will include the suspension and expulsion date in its annual performance report.

A PACSAE student may face suspension from class for the following infractions:

- Insubordination: Students found to be using behaviors or actions in defiance of direct instruction from PACSAE staff or actions found to be in violation of the Student Code of Conduct may be suspended for 1-5 days.
- Drug and Alcohol Use: Students found under the influence of drugs or alcohol on school premises or at school related activities may be suspended for 1-5 days.
- Bullying and/or Harassment: Students found to be bullying, harassing or otherwise treating students, staff or others in a disrespectful or aggressive manner may be suspended for 1-5 days.

A PACSAE student may face expulsion for the following infractions:

- Violence on campus or at a school affiliated event towards other students, staff or others
- Possession of a weapon or use of any item as a weapon on campus or at a school affiliated event
- Possession of drugs or alcohol weapon on campus or at a school affiliated event.
- Multiple (more than three) documented offenses in which a disciplinary suspension has occurred

A student that has been suspended or expelled from PACSAE may return provided:

- The student petitions, on a form approved by the Board of Directors, the host agency and PACSAE for reinstatement into both the client agency's and PACSAE's program. Students and parents may appeal suspensions and expulsions at the site level, administrative level, PACSAE governing board level, and to the Acton-Agua Dulce Board of Education.
- PACSAE or the Acton-Agua Dulce Board of Education approve the student's petition based on strong evidence that the student is willing and able to comply with all rules and regulations of the client agency and the school, that they are committed to success at

work and in the classroom, and that they understand the reasons for the suspension or expulsion.

- Suspension and Expulsion Appeals materials are in appendix two of this document.

PACSAE will follow all applicable state and federal laws regarding suspension and expulsion proceeding for special education services, including the student's right to manifestation determination. A student that is currently receiving special education services and has been suspended or expelled from PACSAE site will qualify for:

- An intervention and revisiting of the IEP to insure appropriate services and accommodations are being provided for the student
- Continuing special education services off site at a location mutually agreed upon by the student, parent, PACSAE administration and the AADUSD Superintendent of Schools special education provider

PACSAE
Student Suspension and Expulsion Appeal

Student Name: _____ Date: _____

Site Name: _____ Lead Teacher/Director: _____

This appeal is for a (circle one) Student Suspension Student Expulsion

Student has previously appealed this suspension/expulsion at the following level (circle one):

Site Level PACSAE Admin AADUSD Supt. Of Schools

Date of Original Suspension Expulsion: _____

Reason for Original Suspension/Expulsion: _____

Statement of Appeal (Why should the original suspension/expulsion be over turned?)

Please attach additional sheets as needed to complete the statement of appeal

Received by: _____ Date: _____

Reviewers Decision: _____

Please
attach additional sheets as necessary.

Appendix C

The PACSAE Student Achievement Plan

General Format

Individual Student Learning Plan should be kept as a binder or file that students can access at any time while in class. The Independent Student Learning Plan will act both as a standardized method for keeping files and as a student work portfolio. The Student Achievement Plan will be used at all PACSAE sites. When a site has visitors, whether it is PACSAE teachers or administration, WASC reviewers, or outside visitors, students should be able to access their Student Achievement Plan and be able to walk a visitor through their plan, a tour of their education while with PACSAE.

PACSAE Charter School

1782 La Costa Meadows Drive #102 ▪ San Marcos, CA 92078 ▪ (760) 494-9646
www.pathwaysacademy.com

Student-Achievement Contract

Commitment of PACSAE

The faculty and staff of PACSAE will act professionally at all times and respect you as an individual. PACSAE teachers and staff will work closely with you to:

- Assess your academic strengths and challenges
- Create and maintain your student-achievement plan
- Provide high-quality individualized instruction consistent with state standards
- Monitor your progress toward education goals and objectives
- Maintain high expectations for your potential and productivity
- Reward you for real and demonstrated academic achievement

Commitment of Student

As a student in PACSAE, I will respect teachers and students at all times. I will work closely with my teachers and other students to:

- Assess my academic strengths and challenges
- Create my comprehensive achievement plan
- Monitor my progress toward my goals and objectives
- Set high, yet reasonable, goals and work hard to achieve them
- Continue to learn

_____ initial **UC and CSU Eligibility:** PACSAE classes may not meet the A-G entrance requirements for the University of California or the California State University.

_____ initial **Military Eligibility:** Some military recruiters might require me to have more academic experience than PACSAE might provide me. It is my responsibility to check with the military about their enlistment requirements.

_____ initial **Academic File Access:** PACSAE may share and provide access, as needed, to my academic file work, test scores and other materials related to my academic progress with the administration of the program I am participating in (ie; California Conservation Corps, Local Conservation Corps, YouthBuild, or Workforce Investment Opportunities Act funded programs)

By signing below, I acknowledge that I understand the above commitments.

Student Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Pathways Academy Master Agreement for Independent Study - Sample

Student: John Student
Student Number: 8188907500
Address: 1234 First Street
Location: Vista, CA 92081
1st Phone Number: (760) 555-5555
DOB: 09/04/1995
Grade Level: 12

Program Placement: General Education
Contract Term: One Semester
Beginning Date: 09/08/2016
End Date: 06/10/2017
Year: 2016 - 2017
2nd Phone Number: (760)555-5000
School for Classroom Option: VUSD

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
English 11A	English	5 Credits
English 11B	English	5 Credits
Informal Geometry B	Mathematics	5 Credits
Earth Science A	Physical Science	5 Credits
US History and Geo A	World History	5 Credits
Art Appreciation A	Foreign Lang/VAPA	5 Credits

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning

Journals, Presentations, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One. Time: 8:00am-4:00pm. Day: Mon-Fri. Frequency: Every 20 days. Duration: Full Year. Location: On-site.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Additional Courses: May be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature: _____ Date: _____

Parent/Guardian/Caregiver Signature: _____ Date _____

Supervising Teacher Signature: _____ Date: _____

High School Diploma Pathways

1. Traditional High School Diploma

- Path for students who attend PACSAE and want a traditional HS Diploma

2. Special Programs Diploma (Homeless, Foster, WIOA)

- A student who is homeless or Foster Youth, they need to complete an acknowledgement form and to fill out the Special Program request form.
- An 18+ year old student (not homeless or foster) can be eligible for Special Program, they will need to obtain a WIOA # by attending orientation at a Career Center.

3. Special Circumstance Diploma

- **The Special Program option is only for students with a WIOA #, who are foster youth, or who are homeless. Special Circumstance is for students who are 18 years or older and have extenuating circumstances that would merit an accelerated graduation path. Extenuating circumstances include, but are not limited to the following:**
 - Student needs to graduate sooner in order to meet a deadline to transfer to a community college or trade school
 - Would allow a pregnant student to graduate prior to giving birth
 - Student is >19 years old and we need to get them out before they “age out” of our program @ 21
 - Other circumstances – We have so many unique situations with PACSAE kids and each one will be examined and eligibility determined on a case by case basis.

(See the chart for credits to be earned on the following page.)

Course Category	Traditional Grad. Req.	Special Circumstance Diploma	Special Program aka Option 2 (Requires WIA # or Foster Youth)
Civics	5	5	5
Economics	5	5	5
Elective	80	30	15
English 9	10	10	10
English 10	10	10	10
English 11	10	10	10
English 12	10	10	0
Health	5	0	0
Life Science	10	10	10
Mathematics (Including Alg1)	20	20	20
Physical Education	20	20	20
Physical Science	10	10	10
US History	10	10	10
Visual/Performing Arts or Foreign Language	10	10	10
World History	10	10	10
TOTALS:	220	170	145

Pathways Academy Individualized Learning Plan

Individualized Learning Plan

Student Name _____ Grade Level _____
 School Year _____ Today's Date _____
 Parent/Guardian Name _____
 Teacher _____

POST-SECONDARY GOALS

Colleges: _____
 Careers: _____

STUDENT PROFILE

The following information was reviewed:

Academic History and Attendance	Yes	No	Not Applicable
History of Instructional Support (IEP, 504, Chapter, LAP, etc.)	Yes	No	Not Applicable
Current Schedule	Yes	No	Not Applicable

	<i>Fall Score</i>	<i>Met Standard</i>	<i>Winter Score</i>	<i>Met Standard</i>
MAP Reading				
MAP Language Usage				
MAP Math				

	<i>Earned</i>	<i>Needed</i>	<i>Total</i>
Credits	+	=	210

STUDENT LEARNING PLAN SUPPORT OPPORTUNITIES

Check the boxes that apply

Academic:

- | | | | |
|---------------------------|--------------------------|------------------|--------------------------|
| Literacy Intervention | <input type="checkbox"/> | Pre AP/IB/Honors | <input type="checkbox"/> |
| Credit Recovery | <input type="checkbox"/> | Skills Center | <input type="checkbox"/> |
| Tutoring (building-based) | <input type="checkbox"/> | Running Start | <input type="checkbox"/> |
| Extended Day Learning | <input type="checkbox"/> | Magnet | <input type="checkbox"/> |
| Summer School | <input type="checkbox"/> | Other _____ | <input type="checkbox"/> |

Social:

- | | | | |
|-----------------------------|--------------------------|------------------------|--------------------------|
| School Counseling | <input type="checkbox"/> | Mentoring | <input type="checkbox"/> |
| Extra-Curricular Activities | <input type="checkbox"/> | Parent/Teacher Compact | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | | |

EDUCATIONAL GOALS

Example: Increase reading from basic to proficient.

Academic:
Academic:
Academic:
College/Career:
College/Career:
Self Management:
Other:

ACTION PLAN TO ACHIEVE EDUCATIONAL GOALS

Example: I will meet my reading goal by working hard in my Academic Literacy block.

Academic:
Academic:
Academic:
College/Career:
College/Career:
Self Management:
Other:

PROGRESS REVIEW

ACTION PLAN TO ACHIEVE POST-SECONDARY GOALS

College:
Career:
Intern/Vocational Activities:

SIGNATURES

Student forecast of upcoming year's classes is based on plan to achieve educational goals.

Student _____	Date _____
Parent _____	Date _____
Teacher _____	Date _____

___ Student PDP	___ Parent Copy	___ Counselor	___ Cumulative Folder
-----------------	----------------------------	---------------	-----------------------

General Principles of School Conduct

Attendance and punctuality: PACSAE students show up to work, community activities, and school on time and ready to work, participate and learn.

Respect: PACSAE students treat all others as they themselves wish to be treated—and at all times with respect and dignity. We practice the highest standards of safety in everything that we do.

Focus on Achieving High Standards: PACSAE students set high but realistic goals, and are focused on achieving them. We come to school to learn, and to help others learn as well. We take responsibility for our own success, welcome the challenges we face, and help others achieve.

Code of Honor: PACSAE students are honest and expect others to be honest. We tell the truth, while being sensitive to the feelings of others. We accept credit only for the work we do and the contributions we make to our teams. We follow the laws, rules and regulations of our school, our programs, and our communities.

Maintenance of Student-Achievement Plan: Each PACSAE student works with their teachers to create and maintain a high quality student-achievement plan that is well suited to his or her individual needs, and that accurately reflects the educational and vocational progress that they make.

Rights of Privacy: PACSAE students and staff respect the rights of each to privacy, including the privacy of school records. The school will share student information with non-school personnel only after receiving permission from the student to do so.

Student Name:

Student Signature:

Petition for Re-Enrollment in High School Essay: “My Story”

Today you will write an essay that tells your story. The purpose of this essay is to reflect on your past and think about your future. The completion of this essay is an important step in your education. Take it seriously and answer honestly. Your essay should demonstrate your renewed commitment to your education.

Here are some prompts and questions to get you thinking.

Paragraph I

- Introduce yourself to the reader. Who are you? Where are you from? How would others describe you? How would you describe yourself? What special skills and talents do you possess? What do you want others to know about you?

Paragraph II – III – IV

- Reflect on your past. Describe some of the personal challenges you faced growing up, especially your teen years. Between the ages of 13 and your present age, how did your life change, how did you change? What lessons have you learned? What personal successes or joys did you experience in your teen years. Who in your life has been there for you to give you positive support?
- Describe the reasons you left school. What subjects or teachers did you like? What did teachers do to help you? What subjects were difficult for you? Why? What have you learned about the importance of education since you left high school?

Paragraph V

- Why did you choose our program? What are you here to achieve? What will you do to be successful? What concerns do you have? What is the ultimate goal you would like to achieve?

The first draft of this essay will be placed in your student achievement plan, over your time as a student in PACSAE; you will revisit this essay and complete a final revised draft. This final draft will also be placed in your SAP, as serve as evidence of your academic and personal growth.