INITIAL VISIT SCHOOL DESCRIPTION —
CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

School: Pathways iCARE Community School
Address: 655 Menlo Dr. Rocklin CA 95765
Mailing Address (if different):

Telephone #: (916) 740-1622  Fax #: (877) 341-0591
Email Address: chrsmith@placercoe.k12.ca.us
Chief Administrator: Christina Smith
School District: Placer County Office of Education
Enrollment: 60
County: Placer County

Check any of the following that apply to your school:
☐ Comprehensive  ☐ Community Day School  x Alternative Education/Continuation
☐ Independent Study  x Charter School  ☐ Home Study
☐ Online Distance Learning  ☐ Other: Explain:

If any portion of your school’s curriculum is delivered online, please indicate what percentage of your coursework is offered online 40% and the percentage of students utilizing the online delivery system 90%.

Briefly describe:
The PCOE Student Services mission is to increase student achievement through rigorous and meaningful instruction to all students. Pathways Intensive CARE (iCARE) Community School is one component of the Placer County Charter School. iCARE is a County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board, or placed voluntarily by a parent. iCARE classes provide instruction in a small and supportive setting. Students have access to Career Technical Education options as they make progress toward their learning goals. Academic and Career Counseling is provided to all students and a broad course of study is available using a blended model of in-class instruction and online coursework. In addition to Common Core Instruction provided by teachers on site iCARE utilizes Cyber High which provides A to G coursework through Fresno County Office of Education. Students can work at their own pace, recover credits and access a wider variety of coursework that may not be available due to small enrollment numbers.
Pathways iCARE Community School students complete a program of study with viable educational and career options that are relevant to their interests and future plans. The Pathways iCARE Community School program is designed to provide a choice for parents of any student whose learning needs require a different approach. iCARE classes provide a small, self-contained setting with individual student attention.

Students have increasing access to Career Technical Education services and ROP courses as they make progress toward their learning goals. Career Technical Education programs and services are a key component of the 9-12 portion of the Pathways iCARE Community School program. These high school classes offer an integrated curricula for students who thrive with experiential learning and want a strong career focus. Classes are highly engaging, incorporate job skills, and prepare students for specific career pathways and/or two-year, community college entrance. Career Technical Education instruction teaches students to apply the academic skills that are taught and tested in the new Common Core State Standards to real world situations. Today’s economy demands a more thoroughly prepared employee that is knowledgeable, can solve problems and can DO things. The coupling of high standards with hands-on skills will meet this new demand. Students can make a successful transition from school to adult life if they have developed college and career readiness skills that will create viable options upon graduation.

English Language Development status is determined by the home language survey. The California English Language Development Test (CELDT) is administered within the mandated time frame (within 30 days of enrollment for initial testing or by October 31st for annual testing). English learners are tested annually until they are reclassified fluent English proficient per Placer County Office of Education’s Reclassification Criteria. English Language Development is provided to all English learners. ELD strategies and standards are embedded in our ELA and Math curriculum. English learners participate in standardized tests in English and may be tested in their primary language if appropriate to measure learning. Special Education English learners are assessed to receive services that will address both their language and academic needs.

Formative and summative assessments are used to determine student progress and to measure depth and complexity of understanding. In-depth analysis of formative assessment data allows teachers to determine areas of strength for each student and areas for extended learning.

Teachers use instructional strategies for engagement, direct instruction and to check for understanding that have been found to be highly effective, especially with traditionally low achieving students. Teachers carefully and regularly monitor student progress to determine whether students are successfully mastering essential learning outcomes. Formative assessment results from student work, teacher generated assessments, and teacher observation informs instruction and determine when and what intervention is needed to ensure that all students are successful.

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

PCOE determines how the special education and related services are to be provided. Pathways iCARE Community School complies with PCOE policy and practice with respect to the provision of special education and related services. Pathways iCARE Community School supports the PCOE’s implementation of special education and related services and makes facilities available to all programs in a manner consistent with the PCOE’s need to provide services to all eligible students.
PCOE implements all aspects of uniform complaint procedure for special education. PCOE, whenever necessary, initiates and pursues due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, PCOE, with the cooperation of Pathways iCARE Community School, prepares its defense and/or pursues settlement.

Pathways iCARE Community School complies with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the IDEA. Pathways Charter School agrees to adhere to the policies, procedures and requirements of the Placer County Special Education Local Plan Area (SELPA) for special education in which the PCOE operates for special education purposes as a public school of the PCOE.

PCOE is responsible for Pathways’ compliance with Section 504 and the ADA and Pathways iCARE Community School shall comply with PCOE policy and practice. Pathways iCARE Community School is accessible for all students with disabilities in accordance with the ADA.

Socio-economically disadvantaged students receive academic support as needed and as described above under “Low Achieving Students.” Students’ basic needs are supported through PCOE staff and resources for homeless, foster youth, and Title I services, including but not limited to school supplies, and access to county health and human services resources.

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

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

In addition, Pathways iCARE Community School seeks input regarding its programs and operations from advisory committee(s) which is comprised of individuals including, parents, teachers, administrators, classified staff, and community members. Meaningful parent involvement is available to parents through participation on advisory committee(s) as well as through participation on School Site Council, and other required committees.
The qualifications and duties of the certificated and classified staff employed who work at the Pathways iCARE Community School are determined by PCOE. The County Superintendent has the ultimate decision-making authority with respect to hiring, evaluating, disciplining and releasing of employees working at the Charter School.

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

PCOE is responsible for advertising available positions and soliciting applications from qualified candidates. The County Superintendent or designee, is responsible for establishing the parameters of the hiring process. PCOE strives to employ highly qualified teachers to teach at the Pathways iCARE Community School. In addition to possessing a valid California Commission on Teacher Credentialing (CTC) certification and an appropriate authorization to teach English learners, teachers are also No Child Left Behind (NCLB) compliant in the subjects defined by NCLB when applicable.

Teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) hold a CTC certificate, permit, or other document equivalent to that which a teacher in a non-charter public school is required to hold.

PCOE employs and trains teachers who are committed to meeting the academic and social/emotional needs of all students through high quality instruction, formative assessment and reteaching determined by individual student needs. All teachers are trained and expected to work in Professional Learning Communities (PLCs) and work in these teams to evaluate the effectiveness of lessons based on student assessment results.

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

PCOE administration specifies the tools to be used in the staff evaluation process. The evaluation system includes the use of student achievement data to measure teacher and administrator effectiveness. Each staff member has performance goals and outcomes for each year identified by the staff member and by PCOE.

Staff evaluation is inclusive of mentoring and coaching. Several models of evaluation are used to support training and improve teaching and learning in the classroom. Evaluation may include, but not be limited to the following:

- Ongoing classroom observations
- Portfolios / Student work
- PLC goals
Formal and informal evaluation

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

Pathways iCARE Community School requires all staff to participate in annual training and other professional development which PCOE determines is necessary. Ongoing professional development will focus on instructional strategies, differentiation, English Learner strategies and reclassification, common core state standards and data analysis.

Note: If enough space is not available on the following pages, please append additional sheets.
Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist commissioners in understanding the basic information about the school.

Intensive CARE (iCARE) is a County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board, or placed by parent. iCARE classes provide instruction in a small and supportive setting. Students have access to Career Technical Education options as they make progress toward their learning goals. Academic and Career Counseling is provided to all students and a broad course of study is available using a blended model of in-class instruction and online coursework. In addition to Common Core Instruction provided by teachers on site iCARE utilizes Cyber High which provides A to G coursework through the Fresno County Office of Education. Students can work at their own pace, recover credits and access a wider variety of coursework that may not be available due to small enrollment numbers. Pathways students will complete a program of study with viable educational and career options that are relevant to their interests and future plans. Pathways programs are designed to provide a choice for parents of any student whose learning needs require a different approach.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.

- Pathways iCARE Charter School is located in the residential city of Rocklin.

- The school relocated to Rocklin in June of 2013 to a new facility. The school relocated from Roseville. The building is large and has lots of natural light. There is a large gathering area “hub” located in the center of all of the classrooms where students congregate, socialize and eat breakfast and lunch.

- When the school was opened - The school opened August 13, 2012

- Initial location of the school and any location changes - The school was originally located in Roseville, CA and moved to the Seavy Center in Rocklin, CA in August of 2013 after PCOE provided a new facility that is more conducive to student learning and allows students to have pride in their school.

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level - Of the 57 currently enrolled students, 2% are 7th grade, 4% are 8th grade, 12% are 9th grade, 35% are 10th grade, 35% are 11th grade and 12% are 12th grade.

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other) - Our enrollment is 40.35% Hispanic; 29% White; 3.51% African-American; 1.75% Asian; 1.75% Native American and 1.75% Multiple.

- English proficiency - Currently there are 11 English Learners.

- Gender/age mix - There are 42 males and 15 females currently enrolled.

- Special populations - 15 students receive special education services. There are 41 students who qualify as socio-economically disadvantaged.

- Mobility of students - Most of our students attend iCARE for two semesters (timeline of expulsions). Students can enter at any time during the school year.

- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.

- Student follow-up - 57% of our students cleared their expulsions within two semesters, which is the timeline of their expulsion.
Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Through collaborative efforts with the Placer County Children’s System of Care, including County Mental Health, the Probation Department, Youth and Family Services, Foster Youth Services, and local volunteer organizations, we offer our students a wide variety of support services on and off site. In addition, we utilize the Family Resource Community Collaborative (FRCC) in order to obtain a variety of services for students and families who need additional supports outside of the school setting.

PCOE and Placer County Probation partner to provide an after school Youth Resource Center (YRC) for all students enrolled at iCARE, including those on probation. The iCARE YRC provides a variety of services and supports to ensure developing academic and social-emotional success and access to community service opportunities. Academic intervention is also provided for those who need credit recovery or extra academic support.

iCARE also offers a summer session which provides an additional five weeks of school every year. ICARE operates 4-day per week for four hours per day during the summer session. This supplemental session is designed as an opportunity for credit recovery and intensive instruction in Language Arts and Mathematics.
Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., dropbox, hyperlink.

Category A
Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

State the school’s statement of purpose, which may include the vision, mission, beliefs, and core values.

The PCOE Student Services mission is to increase student achievement through rigorous and meaningful instruction to all students. This Student Services mission statement accurately reflects the mission of Pathways iCARE Community School. Learners enrolled in the iCARE program return to their comprehensive schools better prepared to succeed both academically and socially in a comprehensive setting.

State the school’s learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

The student learner outcomes for students who attend iCARE were developed through the development of the Local Control Accountability Plan (LCAP). The LCAP development process included multiple stakeholder meetings, surveys and interviews. Parents, students, staff members and community members were included in the process. Weekly Professional Learning Community (PLC) meetings are held to review academic data in order to inform instruction. There are also Student Intervention Team meetings and School-wide PBIS Data Analysis meetings held every other week throughout the year. Monthly First Instruction meetings are held to provide district support and professional development planning. All stakeholders are involved in the development, review and implementation of the LCAP. The goal is that 60% of students will make more than one year academic growth in the 2015-2016 school year as evidenced by our NWEA MAP data.

Explain how the school’s purpose is communicated to the members of the school community.
iCARE has established a robust School Site Council/ELAC. The SSC/ELAC committee reviews portions of the LCAP on a monthly basis in order to discuss progress on goals and review data. Monthly caregiver workshops are also hosted by school staff in order to build parent capacity. iCARE regularly utilizes school community support to meet the differentiated needs of the unique youth the program serves. Feedback from the community is a vital and ongoing component of meeting the district and school mission and revising the mission when needed.

*Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.*

The development of the LCAP has increased alignment between the the school mission and schoolwide learner outcomes (LCAP goals). The school and district consistently evaluate program effectiveness in order to make meaningful revisions to the mission statement. These measures include formative and summative assessments and the ongoing analysis of student behavior. Student achievement data guides the staff in identifying critical learner needs in order to better inform instruction and intervention.

*Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.*

The LCAP is a three year plan that is implemented, reviewed and revised on a yearly basis. Multiple measures of analysis are being utilized in order to regularly revise and improve upon the program mission. Learner outcomes are reviewed and discussed at SSC meetings, Leadership Team meetings and Stakeholder meetings. Information is currently being collected in order to inform the district on the current revision of the LCAP.

**Supporting Evidence and Documentation:**

Local Control Accountability Plan  
PCOE Vision and Mission Statement  
Student Services Mission Statement- on iCARE web-page  
Student Handbook

**Achievements:**

Aligned Vision and Mission Statements  
Administered California Healthy Kids Survey (CHKS) to Students, Parents and Staff

**Areas for Improvement:**

Analysis of CHKS results
A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: INACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [INACOL Standard B, 2009]

Provide information about the governance structure and its responsibilities.

The Placer County Office of Education (PCOE) school board meets monthly and reviews the approves the LEA Plan and the Local Control Accountability Plan. the Single Plan for Student Achievement is approved by the School Site Council and the PCOE Board on an annual basis and any other time revisions have been approved by the School Site Council. The Superintendent is elected every four years. Board members are elected on a four year cycle and represent specific geographical areas in Placer County. Specific duties of the Board: approving the LCAP, approving the SPSA and the LEA Plan.

Explain how the school’s vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

Board members actively review and approve the mission of Student Services and the school. Board members also analyze and discuss district assessment data in order to make appropriate decisions related to school wide learner outcomes.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

School staff members are informed of opportunities to participate in regularly scheduled monthly board meetings. The information is accessible on the district web-site. Comments by staff members are welcome at board meetings and the board agenda is posted in multiple places at PCOE sites in advance of the board meeting, as well as on the PCOE web-site.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

The governing board reviews student data related to progress on the LCAP goals two times per year. Preliminary data is shared with the governing board every Spring and summative data is reviewed the following Fall when all data has been collected. The governing board is informed of Career Technical Education offerings that support career and college readiness, as well as A-G offerings that are offered through Cyber High/Fresno County Office of Education. PCOE’s business department monitors the fiscal health of iCARE and regularly reports to the governing board regarding the fiscal health of the school.

There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.
Board meetings are open to the public and board members regularly review and evaluate budget data, sufficiency and quality of program materials and efficiency and effectiveness of the program. Program presentation are regularly made to the School Board by program administration. During the presentations, board members are informed of program modifications, program planning and professional development afforded to school staff. This ongoing process of analysis and revision by the board supports the refinement of the school’s mission.

Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

The Board and County Office have established effective complaint and conflict resolution procedures. The Universal Complaint procedure and Williams Complaint procedure are posted on the PCOE web-site and at each school within the program.

The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

The established PCOE complaint procedures inform administration of areas in which further evaluation is warranted. Ongoing monitoring and analysis of facilities materials is a component of PCOE board policy and occurs regularly to ensure learners have access to staff, materials and facilities that ensure learner needs are being met.

Supporting Evidence and Documentation:
Board Agendas: LCAP, Textbook and Materials Sufficiency, Budget Review, LEA Plan, SPSA
Charter SPSA
Universal Complaint Procedure
Williams Complaint Procedure

Achievements:
Approved LCAP, Charter SPSA and LEA Plan

Areas for Improvement:
None
A3. Leadership: Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

Staff involvement is facilitated through a variety of means which include school site council meetings, PLC meetings, and LCAP development and implementation meetings. LCAP actions are reviewed on a monthly basis to check for progress. Staff feedback and suggestions are regularly considered in the annual revision of the LCAP. Valuable feedback is collected through surveys, regularly scheduled meetings and individual staff interviews/discussions.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

Internal communication is supported via electronic communication/phone conferences, in-person meetings and informal discussions. iCARE strives to establish a safe environment where all input is valued. Transparency is a key component of ensuring communication is on-going, open and solution-oriented. Formal meetings are agendized in order to reduce off-task topics that can result in unproductive meeting participation.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

The student learner outcomes for students who attend iCARE were developed through the development of the Local Control Accountability Plan (LCAP). The LCAP development process included multiple stakeholder meetings, surveys and interviews. Parents, students, staff members and community members were included in the process. Weekly Professional Learning Community (PLC) meetings are held to review academic data in order to inform instruction. There are also Student Intervention Team meetings and School wide PBIS Data Analysis meetings held every other week throughout the year. Monthly First Instruction meetings are held to provide district support and
professional development planning. All stakeholders are involved in the development, review and implementation of the LCAP. iCARE has established a robust School Site Council/ELAC. The SSC/ELAC committee reviews portions of the LCAP on a monthly basis in order to discuss progress on goals and review data. Monthly caregiver workshops are also hosted by school staff in order to build parent capacity.

Comment on how staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

The ICARE Single Plan for Student Achievement (SPSA) and schoolwide learner outcomes have been aligned with the LCAP goals and actions. LCAP actions which support academic and career readiness have been implemented, including increasing CTE course offerings, participating in a C-STEM robotics and programming program and offering A-G coursework via Cyber High. Staff administer and review NWEA MAP results in the areas of mathematics, reading and language usage three times per year in order to assess growth, areas of need and to inform instruction and intervention. Formal writing assessments (argumentative essays) are administered two times per year. In addition, end of unit mathematics assessments are utilized to assess progress on the College Preparatory Mathematics curriculum. PLCs meet weekly to review performance data in order to adjust instruction and content as needed.

**Supporting Evidence and Documentation:**

LCAP  
PLC Agendas and Minutes  
SSC Agenda and Minutes

**Achievements:**

Robust School Site Council

**Areas for Improvement:**

Consistent use of group norms and agenda during PLCs
A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard C, 2009]

Explain the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

All certificated staff employed in the program are credentialed by the state of California. PCOE’s Human Resources department annually reviews staff qualifications and assignments in order to assure that all staff meet legal requirements to teach in PCOE programs. The Human Resources department also evaluates and monitors hiring practices and staff job descriptions. Teacher credentials are monitored annually in order to assure that staff continue to meet requirements to teach in California. Professional development opportunities are ongoing, rigorous and relevant to the CCSS. Induction programs are required and financially supported by PCOE for new teachers employed with the district.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

PCOE requires staff to participate in staff orientation meetings, technology trainings and regular staff development days related to mandated materials. Staff duties are delineated in staff job descriptions, which are reviewed with staff regularly. PCOE utilizes an employee web-site which houses procedures and supporting documents. The use of Outlook and e-mail is mandated in terms of scheduling and written communication for all employees. Administration conducts department meetings to involve staff in defining responsibilities, operational practices and transparency of these practices. There is a high level of understanding of procedures and policies for both administration and school faculty.

Explain the school’s supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

School staff is formally evaluated at least once every two years. Evaluations include a pre-meeting, personal goal setting, multiple informal/formal observations and a summative review meeting. This process supports the development of content for future professional development.

Explain the school’s process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

School personnel meet weekly in PLC meetings to discuss the implementation of curriculum aligned to the CCSS. Staff members also discuss the implementation of Positive Behavior Intervention and Support (PBIS) at iCARE. Data related to student achievement is collected and analyzed in order to inform Professional Development. Ongoing PD
includes: individual instructional coaching, curriculum PD (CPM and ERWC), PD related to a grant funded C-STEM program provided by UC Davis and the Yolo County Office of Education and educational technology PD.

Summarize the current process to determine the measurable effect of professional development on student achievement.

Ongoing analysis of student performance data occurs at weekly PLC meetings. This information as well as data collected from classroom observations informs administration of the effect of PD on student achievement.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Per Education Code 44865, all iCARE Community School teachers are qualified to teach all subjects in a County Community school.

Attach a copy of the school’s master schedule indicating staff assignment and length of period or module.

See Attached

Describe any use made of regularly employed instructional assistants.

iCARE employs a full-time (6 hours per day) special education teaching assistant who is under the direction of full-time special education teacher and the principal.

Describe any regular use made of community volunteers.

N/A

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

11 students: 1.0 FTE Teacher

Provide the information regarding support or classified staff.

iCARE has a 1.0 FTE principal, 1.0 FTE school secretary, .70 FTE school social worker, 3 social work interns (stipend provided), 1.0 FTE school psychologist, 1.0 FTE behavior specialist, 1.0 student intervention specialist, and an employment placement specialist through the Workability/TPP grant. iCARE is also supported by a full-time probation officer who is housed on-site. In addition, every teacher is supported by an instructional coach through PCOE’s Educational services department.

Additional Supporting Evidence and Documentation:

Master Schedule
MOU with PC Probation
Staff Evaluation Form
Achievements:
Providing high levels of social-emotional support
Successful collaboration with Placer County Probation
Implementation of CPM and ERWC

Areas for Improvement:
Develop new staff evaluation process
A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Online Programs:** iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

*Explain how resources are allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.*

PCOE program administration and staff work collaboratively with community stakeholders to develop goals and actions that are defined in the LCAP. These identified goals are in alignment with the student learner outcomes and address the needs of all learners. The LCAP is for all intensive purposes the action plan that supports the school’s mission. Resources are allocated to fund all actions that are identified in the approved LCAP.

*Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Many processes are in place to ensure effective collaboration related to resource allocation with the ultimate goal of meeting the school’s mission. Some of these processes include: LCAP development, the SPSA and LEA plan, PLCs and School Site Council meetings. All of these processes function as a way to determine how funds should be allocated to support the mission of the school and the district.

*Explain the impact has the process for the allocation of resources has made on student learning.*

The utilization of regular and ongoing analysis of student data and PLCs and other district level committees focused on LCAP development and revision have resulted in resource allocation that is targeted specifically at meeting the school’s mission and SLOs.

*Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

The PCOE Student Services department and the PCOE Business department meet regularly to evaluate the current budget, develop future annual budgets and to verify compliance with regards to all state and federal requirements. PCOE conducts an annual audit and at all times conducts quality business and accounting practices. The PCOE board members also receive a quarterly budget update at PCOE board meetings.

*Comment on the degree to which the school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.*
Monitoring the state of all facilities occurs on an annual basis by the PCOE Maintenance and Operations department. Regular maintenance and improvement of facilities are ongoing. Pathways iCARE Community school is housed in a new facility that is more than adequate to support the school’s mission. The site is safe, clean and conducive to meeting the needs of all learners.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

There are established procedures in place to ensure staff and students have access to adequate materials and equipment. PCOE staff and administration regularly collaborate on new curriculum adoptions and technology purchases which support instruction and the overall mission of the school.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

The PCOE Student Services department and the PCOE Human Resources department have established procedures to recruit and retain qualified staff. Vacant positions are adequately advertised and hiring procedures are clearly delineated. New teacher induction programs are mandatory and fiscally supported by PCOE. Professional development is provided for all teachers with an emphasis on the implementation of the CCSS, analysis of student data to inform instruction, best practices for instructing English learners, the development of high quality first instruction with an emphasis on effective differentiation strategies and increasing the capacity for using educational technology.

Supporting Evidence and Documentation:
PD Schedule
Expense Account Form and Directions
Community Meeting Agenda and Minutes

Achievements:
Streamlined requisition process
M&O Work Order Process
Robust and relevant PD

Areas for Improvement:
Continue to refine and provide meaningful PD with a greater emphasis on instructional coaching
NOTE: Only Charter Schools should respond to the following two criteria (A6 and A7).

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The charter school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school’s vision, mission and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

The utilization of the LCAP process ensure PCOE and iCARE will develop goals and actions that align with the school’s mission over a three year period of time. The LCAP is a three year rolling plan that is revised annually to ensure that long-term planning and accountability are always in place.

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

Pathways iCARE Community school is part of a dependent charter operated by the Placer County Office of Education. iCARE is audited along with Placer County Office of Education’s annual independent audit. PCOE contracts with an independent audit after submission of RFP’s every three years. Audits are completed and filed with the State of California State Controller’s Office on or before December 15th each year. Audits are based on federal requirements and the K-12 Audit Guide maintained by the State Controller’s Office.

Comment on the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency.

The PCOE Student Services department and the PCOE Business department meet regularly to evaluate the current budget, develop future annual budgets and to verify compliance with regards to all state and federal requirements. PCOE conducts an annual audit and at all times conducts quality business and accounting practices. The PCOE board members also receive a quarterly budget update at PCOE board meetings.

Comment on the extent to which the school’s governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

Pathways Charter has a defined salary schedule with opportunities for for staff to earn bonus funds based on student performance. Initial placement and movement on the salary schedule is determined by the program administration. Pathways Charter faculty also receive cost of living adjustments as appropriate. Staffing is reviewed every year and via the LCAP process and adjusted based on actions that are defined in the LCAP. PCOE maintains a reasonable accumulation of reserves to support all programs it operates.

Comment the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Pathways iCARE Community school is a school specifically operated to serve expelled, probation and SARB referred students. PCOE and iCARE administration meet regularly with local districts, probation/Placer County juvenile court judges and the School Attendance Review Board to update stakeholders regarding the school and to determine how better to serve students in our community.
Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

The PCOE Student Services department and the PCOE Business department meet regularly to evaluate the develop the annual budget which is based on the goals and actions identified in the LCAP. The LCAP and its supporting fiscal resources are described in depth at multiple board meetings held throughout the year to which the public is invited to attend and give feedback. The PCOE board members also receive a quarterly budget update at PCOE board meetings. The approved LCAP is posted on the PCOE web-site in order to provide information regarding the school's fiscal needs to the public and appropriate governmental authorities.

Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

PCOE maintains a reasonable accumulation of reserves to support all programs it operates. The allocation is sufficient to address the mission of iCARE and to support the LCAP goals and actions as well as the needs of the learners who attend the school.

Supporting Evidence and Documentation:
Charter salary schedule including bonus structure
School Accountability Report Card

Achievements:
Processes are in place that ensure resources are aligned with LCAP priorities.

Areas for Improvement:
Align LCAP with budget development
A7. Resource Planning and Fiscal Health Criterion: The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Comment on the effectiveness of the school’s process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

iCARE follows the same procedures as all programs within PCOE. The Business Services department develops best practices and monitors compliance. Budgets are developed and submitted by department managers through a series of meetings with Business Services. All purchasing of goods and services requires a pre-approved purchase order and their program administrator and business service manager approval. Receipt of goods must be verified by receiving staff and forwarded to business services for payment. Payroll is driven by PCOE’s position control system. Staffing and positions are approved by Human Resources and authorized by the Placer County Superintendent of Schools. Extra-hours and other costs are paid from time cards signed by the employee and authorized by a program administrator, submitted to Business Services.

Comment on the school’s annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

iCARE is audited along with Placer County Office of Education’s annual independent audit. PCOE contracts with an independent audit after submission of RFP’s every three years. Audits are completed and filed with the State of California State Controller’s Office on or before December 15th each year. Audits are based on federal requirements and the K-12 Audit Guide maintained by the State Controller’s Office.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

Adherence to policies and procedures is monitored by Program Administrators and Business Services through review checks inherent in our processes. No payments for goods and services are made without pre-approval through the purchase order system through which accounts payable staff issue payments to vendors. All accounts payable transactions, including contracted services and employee reimbursements follow the same process. If an expense obligation is made without pre-approval, a statement from the program administrator is required ensuring that the employee has been instructed on proper procedure. Additionally PCOE’s financial system does not allow staff to request purchase orders (and subsequently payment) which exceed the department’s established budget.

Explain the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

1. The controls mentioned earlier ensure that a department or programs remains within their budget. Only the Superintendent of Schools is authorized to sign contracts for services. Business Services issues all vendor (based on original invoices only) and payroll checks. All checks are released by Business Services once staff has verified that data is uploaded to the Placer County Treasury.
2. Status forms are required for all employment including permanent, temporary, and substitute staff. Departments initiate status forms that are reviewed, approved, and initially established in our financial system through the Human Resources Department (HR). Additionally, new positions and new permanent employees must be approved by the Superintendent. Approved status forms are forwarded to Business Services to review budget implications and to complete entering personnel data into position control.

3. PCOE maintains their operating and other funds in the Placer County Treasury. Deposits require two employees to receipt monies received and deposit funds. Funds can only be withdrawn via check, wire, on and a second individual (not the creator) whose signature is registered with the county treasury can authorize the transaction. Cash balances and transactions are reconciled monthly between the county treasury and PCOE’s financial system.

4. Only cabinet level staff (Asst. & Deputy Superintendents, etc.) at PCOE are issued VISA credit cards. The Deputy Superintendent of Business Services is also issued a credit card to provide online purchasing services for various departments by Business Services staff. Purchase orders must be issued before credit card purchases can be made using any PCOE credit card. Cabinet member assistants reconcile monthly charges and submits actual receipts with a summary including purchase order numbers for payment to Business Services. In-store charge accounts are established through Business Services listed limited number of employees authorized to make charges or in-store credit card check out to individual staff by Business Services on an “as needed” basis. Pre-approved purchase orders are required for these types a purchases as well.

Supporting Evidence and Documentation:
Board Meeting Minutes

Achievements:
Processes that ensure oversight by the PCOE business department are implemented with fidelity.

Areas for Improvement:
None
Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion:

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Currently our a-g courses are through our online program, Cyber High. Through Cyber High students have access to the majority of “a-g” courses offered at a comprehensive campus. This allows for students to make a seamless return to their districts. One of the reasons for going through the WASC process is to have many of our courses certified “a-g”.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

We have weekly PLCs where we analyze data from NWEA MAP assessments, district writing assessments and curriculum embedded formative assessments. We look at the data to inform whole group classroom instruction as well as small group instruction and intervention math and English language arts groups. There are also monthly minimum days where coaches come and deliver professional development that is designed directly from our data and classroom observations. The monthly professional development also drives the in-class coaching for teachers.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

We look at programs that are Common Core State Standards based and then from there we look for aspects that will meet the needs of our students. For instance, in Language Arts, Social Studies and Science we look for text written and differing levels (approaching grade level, on grade level, above grade level). We will be looking at new Language Arts for our middle school students to pilot in the Spring of 2016. We went through this process in the summer of 2013 with Language Arts and Math. We adopted Expository Reading and Writing Curriculum (ERWC) and College Preparatory Math (CPM) for middle and high school. We plan on utilizing the same process with Science and Social Studies for middle and high school.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools. Our students are generally with us for two semesters (the term of their expulsion).

We hold district meetings with the district's our students come to us from. In these meetings the students present their evidence showing that they have met the stipulated terms of their expulsion. We also have mid-term check ins with districts regarding how their students are progressing. We help students who wish to attend the community colleges register and start taking courses in their senior year. We take field trips to the different community colleges.
and they also have vocational experiences provided if they wish. One of the purposes for seeking accreditation is to allow and encourage students immediate admittance upon graduation into a four-year institution.

*Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under “other classes.”*

See attached supporting evidence.

*List the courses for which there is a written comprehensive and sequential documented curriculum.*

English Language Arts 7-12: Expository Reading and Writing Curriculum - There is a middle school (7-8) curriculum and high school has a course for 9-10 and 11-12.

Mathematics 7-12: College Preparatory Mathematics begins with Course 1 (6th grade), Course 2 (7th grade), Course 3 (8th grade Pre Algebra), Integrated I and Integrated II.

*List the graduation requirements of the school, if applicable.*

See attached supporting evidence.

*Briefly describe the post-graduation plans of the school’s graduating class, if applicable.*

Each student has and Individual Learning Plan (ILP). This ILP has been developed throughout the time the student has attended and describes their progress toward their path through data and meetings with their homeroom teacher.

**Additional Supporting Evidence and Documentation:**

List of Cyber High Courses
Sample ILP
Approved Course List
Graduation Requirements

**Achievements:**

ILP Process

**Areas for Improvement:**

Refine ILP
Meet with students three times per year to review ILP
B2. Access to Curriculum Criterion: All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

| Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009] |

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

iCARE provides several Career Technical courses (CTE). Computing, Science, Technology, Engineering and Mathematics (CSTEM), Introduction to Computer Science and Introduction to Entrepreneurship. We are also looking to add an Introduction to Gaming class. We utilize the ERWC curriculum as it was developed by postsecondary professors to prepare students for their postsecondary education. Our mathematics program, College Preparatory Math (CPM) is designed to prepare students for postsecondary as well. PCOE workability teachers interact and guide the workability students to access internships, job opportunities and vocational and college opportunities. The Department of Rehabilitation Transition Partnership Program (TPP) pays for certain vocational training, supplies, clothing and life skills costs.

Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

iCARE students have access to ERWC, CPM and all of the courses offered on Cyber High. All of these programs and courses are CCSS aligned. Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. Students can get support with their Cyber High courses as needed. Teachers have worked on note-taking strategies for students which has proved to be very helpful in the passage rate and grade they receive.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student’s personal learning plan.

iCARE has a school counselor two periods a day that collaborates with staff, students and parents regarding the student’s ILP or personal learning plan. The counselor meets with the parents at a time convenient to them (early morning, mid-day or evening). The counselor not only aides in the development of the plan but explains any pieces that parents or students are unclear about.
Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

iCARE’s implementation of the following programs and supports have aided the majority of our students when transitioning to postsecondary options. iCARE provides several Career Technical courses (CTE). Computing, Science, Technology, Engineering and Mathematics (CSTEM), Introduction to Computer Science and Introduction to Entrepreneurship. We are also looking to add an Introduction to Gaming class. We utilize the ERWC curriculum as it was developed by postsecondary professors to prepare students for their postsecondary education. Our mathematics program, College Preparatory Math (CPM) is designed to prepare students for postsecondary as well. PCOE workability teachers interact and guide the workability students to access internships, job opportunities and vocational and college opportunities. The Department of Rehabilitation Transition Partnership Program (TPP) pays for certain vocational training, supplies, clothing and life skills costs.

Supporting Evidence and Documentation:
Descriptions of CSTEM and Exploring Computer Science

Achievements:
Development and implementation of CSTEM program

Areas for Improvement:
Improve and expand iCARE CSTEM courses through continued participation in the UC Davis/Yolo COE grant funded program (currently in year two of a three year cycle).
B3. Preparation for Career and College Criterion: Upon completion of the high school program, students have met all the requirements of graduation and are prepared for success in college, career, and life.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

iCARE students have access to ERWC, CPM and all of the courses offered on Cyber High. All of these programs and courses are CCSS aligned. Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. Students can get support with their Cyber High courses as needed. Teachers have worked on note-taking strategies for students which has proved to be very helpful in the passage rate and grade they receive. iCARE provides several Career Technical courses (CTE). Computing, Science, Technology, Engineering and Mathematics (CSTEM), Introduction to Computer Science and Introduction to Entrepreneurship. We are also looking to add an Introduction to Gaming class. We utilize the ERWC curriculum as it was developed by postsecondary professors to prepare students for their postsecondary education. Our mathematics program, College Preparatory Math (CPM) is designed to prepare students for postsecondary as well. PCOE workability teachers interact and guide the workability students to access internships, job opportunities and vocational and college opportunities. The Department of Rehabilitation Transition Partnership Program (TPP) pays for certain vocational training, supplies, clothing and life skills costs.

Evaluate the effectiveness of the academic, college-and career-readiness support programs to ensure all students are meeting the graduation requirements.

iCARE students have access to ERWC, CPM and all of the courses offered on Cyber High. All of these programs and courses are CCSS aligned. Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. Students can get support with their Cyber High courses as needed. Teachers have worked on note-taking strategies for students which has proved to be very helpful in the passage rate and grade they receive.

Supporting Evidence and Documentation:
Course descriptions of ERWC and CPM

Achievements:
Consistency of our professional development with regards to ERWC and CPM

Areas for Improvement:
The training of all teachers in ERWC and CPM
Category C
Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.

Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. Students can get support with their Cyber High courses as needed. Teachers have worked on note-taking strategies for students which has proved to be very helpful in the passage rate and grade they receive.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

iCARE utilizes the curriculum embedded assessments in both ERWC and CPM to check for student understanding of the content delivered. NWEA MAP is utilized in the areas of Language, Reading and Mathematics to obtain a skill and grade level of each student in each of those areas. This allows teachers and support staff to take a student from where they are and move them closer to where they need to be.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences and impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

NWEA MAP is utilized in the areas of Language, Reading and Mathematics to obtain a skill and grade level of each student in each of those areas. This allows teachers and support staff to take a student from where they are and move them closer to where they need to be. This allows for small group intervention in and outside the classroom. Students and staff utilize computers on a daily basis. Document Readers and SMART Boards are utilized by teachers and students in each classroom to aide in the delivery of instruction. Students also have access to iPads. Students use the technology mentioned to create power points, write essay, write computer programs, develop websites and ultimately send creations to the 3-D printer.

Supporting Evidence and Documentation:
Professional Development Agendas/Notes

Achievements:
Collaborative efforts on the part of the teaching staff with regards to planning and delivering modules in ERWC and CPM.

Areas for Improvement:
Continued collaboration and training related to the implementation of CCSS.
C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Our professional development team through PCOE has ongoing professional development opportunities involving CCSS instruction, curriculum (ERWC/CPM) and instruction, student engagement strategies, writing strategies and rubrics as well as a multitude of instructional methodology. The PD departments also has expertise in multimedia that is imbedded into each and every training.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

iCARE teachers and staff model for students the lesson outcome, guide them through the process with feedback, examples and modeling as needed. Then the teachers give feedback on independent practice of the lesson objective/outcome.

*Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.*

Discussion and written expression is utilized to demonstrate understanding and transfer of information and content to other areas of study.

*Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.*

Students demonstrate their understanding in multiple ways such as powerpoint, posters, projects, essays, etc. Problem solving is emphasized throughout the classes and day in academic areas as well as social.

Comment on how the school uses a variety of materials and resources and this is demonstrated through student work and their engagement in the learning.

iCARE utilizes the ERWC curriculum which focuses on expository reading and writing. This curriculum focuses heavily on argument and how to write an argument effectively. The students first learn through discussion and then show their learning in writing (essays, responses papers, journals). Cyber High is another vehicle for students to demonstrate their knowledge through online text, papers, activities, quizzes and exams.

*Explain the degree to which students have access to and are engaged in career preparation activities.*

iCARE provides several Career Technical courses (CTE). Computing, Science, Technology, Engineering and Mathematics (CSTEM), Introduction to Computer Science and Introduction to Entrepreneurship. We are also looking to add an Introduction to Gaming class. We utilize the ERWC curriculum as it was developed by postsecondary
professors to prepare students for their postsecondary education. Our mathematics program, College Preparatory Math (CPM) is designed to prepare students for postsecondary as well. It was designed by teachers and professors to encourage problem solving and conceptual understanding, which is in line with the expectations of CCSS. PCOE workability teachers interact and guide the workability students to access internships, job opportunities and vocational and college opportunities. The Department of Rehabilitation Transition Partnership Program (TPP) pays for certain vocational training, supplies, clothing and life skills costs.

**Supporting Evidence and Documentation:**
Professional Development Agendas/Notes/Powerpoints
Google Docs Training Powerpoint

**Achievements:**
Use of strategies in the classroom

**Areas for Improvement:**
Continued professional development
Category D
Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school’s assessment processes that include data from external and internal sources. Include the school’s system to monitor individual students

Externally, iCARE will be utilizing CAASP data to inform our instructional program. Internally NWEA MAP assessments in Language, Reading and Mathematics is given three times per year. Writing assessments are given twice a year and Curriculum embedded assessments in ERWC and CPM are given throughout the year. The data we collect is analyzed to inform classroom instruction, alter class schedules or identify extra support for students. The data is analyzed during PLC meetings and monthly professional development meetings. ILP forms are reviewed with students quarterly to update progress.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Parents and stakeholders are informed about student achievement through multiple ways. CAASP scores are mailed to parents. NWEA MAP data, writing assessments and curriculum embedded assessments are part of the ILP and counseling processes. The School Site Council and the LCAP team review data from NWEA MAP. Parents have access to a Parent Portal through the Student Information System. Using this system, parents can access student grades, missing assignments and attendance data at any time. Parents also have access to a PCOE APP which contains an anonymous tip-line so stakeholders can report concerns.

Explain the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

Students have unlimited access to grades and transcripts, they have access to a counselor within one to two days. NWEA MAP data is reviewed with them and progress or decline is noted and goals are set through the ILP process. Parents also have constant access to their student’s grades and assignments through the Parent Portal and the teachers’ use of Gradebook. Teachers update the virtual gradebook weekly and parents can work with their students on any assignments that are missing.

Supporting Evidence and Documentation:
NWEA MAP Data
Agendas from School Site Council
Tip-Line Flow-chart

Achievements:
Using data through the PLC process to adjust instruction.
Development of PCOE APP and Parent Portal
Areas for Improvement:
Utilize more data analysis to inform instruction and increase student achievement.
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: All teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

iCARE will be utilizing CAASP data to inform our instructional program. Internally NWEA MAP assessments in Language, Reading and Mathematics is given three times per year. Writing assessments are given twice a year and Curriculum embedded assessments in ERWC and CPM are given throughout the year. The data we collect is analyzed to inform classroom instruction, alter class schedules or identify extra support for students. The data is analyzed during PLC meetings and monthly professional development meetings. ILP forms are reviewed with students quarterly to update progress.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify and adjust instruction.

NWEA MAP is utilized in the areas of Language, Reading and Mathematics to obtain a skill and grade level of each student in each of those areas. Writing assessments and curriculum embedded assessments are used to inform instructions. These assessments allow teachers to take a student from where they are and move them closer to where they need to be.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

iCARE students have access to ERWC, CPM and all of the courses offered on Cyber High. All of these programs and courses are CCSS aligned. Student work and curriculum embedded assessments are utilized in each of these programs to monitor students achievement.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, accessible, and understood in preparing them for college, career and life.

Discussion and written expression is utilized to demonstrate understanding and transfer of information and content to other areas of study.

Supporting Evidence and Documentation:

Writing prompt/rubric
Achievements:
The teachers collaborate to score papers consistently to inform instruction and align expectations.

Areas for Improvement:
Professional development on calibration of scoring writing.
D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: INACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [INACOL Standard R, 2009]

Online Programs: INACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [INACOL Standard S, 2009]

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

iCARE utilizes the curriculum embedded assessments in both ERWC and CPM to check for student understanding of the content delivered. NWEA MAP is utilized in the areas of Language, Reading and Mathematics to obtain a skill and grade level of each student in each of those areas. This allows teachers and support staff to take a student from where they are and move them closer to where they need to be.

Explain how the school uses school wide assessment results to make changes in the school program, professional development activities and resource allocations.

iCARE utilizes the NWEA MAP results, Positive Behavior Intervention Support (PBIS) data, curriculum embedded assessment data and student work to inform instruction, professional development and through the School Site Council the allocation of resources.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Formal teacher evaluations are done at least every other year. Informal evaluations are done multiple times throughout each year. Through this process instruction is evaluated and changes are made in professional development focus and curriculum as needed to increase student achievement.

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

Parent and other stakeholder suggestions during LCAP development and School Site Council meetings inform the decisions made regarding assessing and monitoring student progress.
Describe the school’s security systems that maintain the integrity of the assessment process.

Web based assessment systems are used with designated browsers. When applicable assessment materials are checked out from the testing coordinator and checked back in. Tests are kept in locked buildings.

**Supporting Evidence and Documentation:**
NWEA MAP data

**Achievements:**
Implemented NWEA MAP assessment three times per year.

**Areas for Improvement:**
Better utilize assessment results to drive instruction.
Category E
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

| Online Programs: INACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [INACOL Standard Q, 2009] |

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.
School Site Council and Parent Nights connect the school with the outside community through speakers and workshops.

Indicate the school’s use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.
Probation, Workability and SARB help to connect our students and families to career fairs, internships, speakers and professional support in the community.

Comment on how the school educates and involves parents and community members in understanding the school’s purpose, the schoolwide learner outcomes, and academic standards.
School Site council, Parent Nights, monthly newsletters and brochures at the high schools are all ways that inform our parents and the community about our purpose, vision and standards.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.
iCARE offers Parent Nights which allows a forum for parents to ask questions, learn about the school, learn about issues that may affect their students and give their input/feedback/suggestions about the program. School Site Council

Comment on how parents have access to school personnel regarding all concerns. Parents have access to a tip line through an APP on their phone. They can communicate their concerns anonymously through this process.

Describe how the school regularly communicates to parents and other stakeholders. The school uses School Messenger to communicate with parents using an automated message through the phone and/or email. Parents are notified about upcoming events or any information they need immediately during the school day. The school secretary and staff also calls parents with information regarding their student daily as needed.
**Supporting Evidence and Documentation:**
Parent Night agenda/notes
Monthly Newsletter
PBIS Handbook
Parent Involvement Policy
School-Student-Parent Compact

**Achievements:**
Our monthly parent nights are allowing us to have a greater relationship with more parents and to get crucial information to parents about supports and general understanding about the workings of the school.

**Areas for Improvement:**
Increase attendance and engagement at Parent Nights
E2. **School Environment Criterion:** The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

| Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009] |

*Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.*

iCARE has custodial staff from 7am - 8pm. The school is cleaned daily throughout the day. The building is on a security system that allows outer doors to be locked instantaneously. The school operates with the outer doors locked at all times and visitors are buzzed in. Probation is on site daily and the Rocklin police department responds quickly.

*Comment on the effectiveness of the school’s practices and procedures for all aspects of student safety.*

The school used the PBIS system for progressive discipline and rewards. The students are clear on expectations, consequences and rewards. Monthly evacuation and lockdown drills are practiced. iCARE has custodial staff from 7am - 8pm. The school is cleaned daily throughout the day. The building is on a security system that allows outer doors to be locked instantaneously. The school operates with the outer doors locked at all times and visitors are buzzed in. Probation officers are on site daily and the Rocklin Police Department responds quickly.

*Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures and policies.*

The school used the PBIS system for progressive discipline and rewards. The students understand the clear expectations, consequences and rewards. Students have access to staff daily for one-on-one support with social/emotional issues.

*Comment on the quality and consistency of communication and collaboration between and among the school’s leadership, staff, parents, students and other stakeholders.*

We send out a monthly newsletter to families informing them of the upcoming events and opportunities for them and their student. A monthly Parent Night is held offering different workshop topics (substance abuse, credits/grading, suicide prevention, programs offered, etc.). School Site Council Agendas are posted 3 days prior to the next meeting. Teachers and support staff call parents weekly or as needed. Parents are encouraged to call, email, and come to school as well.
Supporting Evidence and Documentation:
Custodial hours/duties,
PBIS progressive discipline/rewards
iCARE Brochure

Achievements:
PBIS implementation

Areas for Improvement:
Move to Year 2 of PBIS implementation.
**E3. Personal and Academic Support Criterion:** All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

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<th>Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]</th>
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**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling.**

iCARE has a support staff of two social workers, three social work interns, one behavior specialist, one school psychologist and one student intervention specialist. This team is on site at least one day weekly spread throughout the week. So, students have access to this support staff daily. Teachers and support staff throughout the week and at weekly meetings regarding student support needs. Student counseling and support is tracked through our student information system (AERIES), which allows staff to be current with the support given to students.

**Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.**

School leadership and staff work with students in whole group, small group and individual settings based on the content and need of the students. Students can get whole group instruction and do the work in a small setting. Data from NWEA MAP, formative curriculum embedded assessments, student work and teacher judgement product drive the interventions the school puts into place for students.

**Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.**

Every two weeks we hold a intervention meeting to discuss student individual needs and which staff member(s) will be responsible. School-wide PBIS meetings are also held every two weeks (opposite the intervention meetings) to discuss school-wide action items, if there is progress, new action items and staff members responsible for heading those action items.

**Explain how all students have access to a challenging, relevant, and coherent curriculum.**

Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. Students can get support with their Cyber High courses as needed. Teachers have worked on note-taking strategies for students which has proved to be very helpful in the passage rate and grade they receive. Currently our a-g courses are through our online program, Cyber High. Through Cyber High students have access to the majority of “a-g” courses offered at a comprehensive campus. This allows for students to make a
seamless return to their districts. One of the reasons for going through the WASC process is to have all of our courses certified “a-g”.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

iCARE students have access to ERWC, CPM and all of the courses offered on Cyber High. All of these programs and courses are CCSS aligned. Teachers collaborate with one another on the ERWC modules and CPM math units they are utilizing to meet the needs of all of the students. iCARE provides several Career Technical courses (CTE). Computing, Science, Technology, Engineering and Mathematics (CSTEM), Introduction to Computer Science and Introduction to Entrepreneurship. We are also looking to add an Introduction to Gaming class.

Supporting Evidence and Documentation:
Intervention team meeting agenda/notes, support staff days/hours/titles
Process for tracking stipulated expulsions and rehabilitation plans
Plan for Providing Educational Services to Expelled Students
Plan for Expelled Students Committee Agenda
MTSS Pyramid
Suicide Risk Evaluation and Response Assessment

Achievements:
The amount of regular and support staff available to students on a daily basis.

Areas for Improvement:
Increase student contact with support providers and better document interventions through the student information system.
Part IV: Major Achievements/Needs

**Major Achievements/Accomplishments**: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- PBIS implementation
- Increased graduation rate
- Increased staffing and support
- Continuous targeted professional development and coaching
- Implementation of CCSS Curriculum
- CSTEM and CTE courses
- Cyber High for credit recovery
- Academic Counseling
- Collaboration with Children’s System of Care/Probation
- Increased parent involvement
- Increased academic rigor
- Parent portal and PCOE APP
- Robust School Site Council

**Major School Needs**: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- 60% of students will make more than one year of academic growth in Reading, Language Usage and Mathematics.
- 50% reduction in out of school suspensions (from 14-15 levels).
- Increase attendance to a rate of 95%.
- Increase cultural competency and acceptance of staff and student diversity.
- Finish the iCARE Systems Handbook.
- Continue with PBIS process.
- 50% reduction in behavior referrals (from 14-15 levels).
- 78% of English Learners will reach language levels 4 or 5 on CELDT Assessment.
- 25% of Redesignated Fluent English Proficient students will reach proficient or above in English Language Arts.
- 70% of Expelled Youth will meet the terms of their expulsions
Name: Christina Smith  Position: Principal

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