INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS

This form is to be used in conjunction with the ACS WASC Initial Visit Procedures Manual for California Public Schools and is to be used for all California Public and California Charter Schools. Note: Criteria A6 and A7 pertain only to California Charter Schools.

Part I

Name of School: Pathways iCARE Community School

School Address: 655 Menlo Dr  Rocklin, CA  95765

Grades Reviewed 7 – 12

School Type(s): Charter School

Initial Visit Chair: Kevin Collins

Initial Visit Team Member(s): Steve Miller

Date of Visit: February 29, 2016
Introduction

Write a paragraph summarizing the important information found in Part I and II of the Initial Visit Application/School Description for California Public Schools.

Pathways iCare is the designated school within Placer County for 7th through 12th grade students who have been expelled from their home district. Some students are referred to the school because through a Student Attendance Review Board (SARB) hearing, while others may voluntarily choose to attend the school because of a lack of credits towards graduation. There are currently about 55 students attending the school.

Pathways iCare is technically a charter school sponsored by the Placer County Office of Education. The COE wrote the school’s charter, and the Placer County Board of Education is the governing authority of the school. Because of that, the school fully functions as a normal part of the COE in terms of governance, financing, and curriculum and instruction. The COE wrote the charter to allow for additional flexibility. With the charter, the school can offer a longer school day and has flexibility in determining working hours and staffing for its employees.

The school has a full time, dedicated principal, in its teaching staff, special education staff, clerical staff, counseling staff, and a full time probation officer. The COE also provides teachers with instructional coaching time and the school has an early release schedule that allows for additional professional development. Students are offered a wide range of courses including electives. Additionally, students can take online credit courses for credit recovery.

The school offers a safe and secure environment for its students. The school building is newly remodeled which showcases the COE’s commitment to student success.
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, the district Local Control and Accountability Plan (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]

Selected statements from the school application (optional):

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.

Visiting Committee comments:

The school focuses on reaching each and every student who enrolls and to helping each one achieve success. The school has a dedicated staff that works with each student individually to address academic, social, and emotional needs. The school focuses on credit recovery and advancement so that students are prepared to return to their home districts or are able to graduate from Pathways iCare. The COE LCAP represents the county and school’s mission for success.
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.

Selected statements from the school application (optional):

The Placer County Office of Education (PCOE) school board meets monthly and reviews and 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.

Visiting Committee comments:

The Placer County Office of Education supports the mission of Pathways iCare by providing ample resources and ongoing oversight. The COE has provided access to an instructional coach that works with teachers individually and in groups. The school’s bell schedule supports time for professional development and staff dialogue. COE staff are very involved with operations of the school with a focus on student achievement and success.
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, the academic standards, and the college- and career-readiness 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 needs.

Selected statements from the school application (optional):

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.

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.

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.
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.

Visiting Committee comments:

Students enrolling at the school often come with poor attendance records and deficient in credits. The school focuses on getting those students back on track to graduation and ready to return to a larger school environment. It is more challenging to analyze student achievement without current CST scores. The COE’s Local Control Accountability Plan is current and reflects the needs of the school and its students.
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 E, 2009]

Selected statements from the school application (optional):

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.

Visiting Committee comments:

The teaching staff is properly credentialed and qualified. Additionally, teachers are motivated to reach out and educate students who have been reluctant learners and may not have experienced school success in the past. The school staff participates in regular professional development activities, including working with an instructional coach. Because students are typically at the school for the term of their expulsion (less than two semesters), longitudinal achievement data is limited. But the school uses other assessments and measures to monitor student progress.
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.

**Selected statements from the school application (optional):**

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.

**Visiting Committee comments:**

The Placer County Office of Education has provided ample resources to the school to assist it in meeting the needs of all students. In addition to its teaching staff, the school has counseling services, substance abuse support, and an on-site probation officer. The school principal is full time and does not have assigned duties outside of the single school. The school facility is newly remodeled and offers students a very bright, pleasant learning environment. The school offers academic courses, credit recovery services, and elective classes to all students.

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**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]
NOTE: CRITERIA A6 AND A7 APPLY TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion: 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).

Selected statements from the school application (optional):

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.

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.

Pathways Charter has a defined salary schedule with opportunities 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.

Visiting Committee comments:

Although Pathways iCare is technically a charter school, it is fully funded and run by the Placer County Office of Education. The school has ample resources to support the unique needs of its students. Budget allocation and monitoring for the school are the same as if it were not a charter school. The school is as fiscally sound and well run as the COE as a whole. There are no doubts or questions as to long term fiscal sustainability.
A7. Resource Planning and Fiscal Health Criterion [Charter Schools Only]: The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:

Because PCOE staff oversees and monitors the school, there issues or questions regarding fiscal health or resource allocation for the school. The school is an extension of PCOE. Based on the visit and review of documents, the visiting committee had no additional questions regarding compliance with state laws, following generally accepted practices, and there were no ethical issues raised.
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.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:

The school and COE are working to integrate Common Core State Standards in all subject areas. To address additional needs in the area of math, the school is using its Title I funds to pay for additional certificated math support during the school day. Teachers at the school are responsible for multiple subject areas and levels. Additionally, they work to fill learning gaps and bring some struggling students up to grade level.
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.

Selected statements from the school application (optional):

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.

Visiting Committee comments:

Students at Pathways iCare are enrolled in a full day program that covers all required subject areas through direct instruction as well as through an online credit recovery program. While students do not have personal learning plans, each student meets with the administrator and a counselor upon entry into the school. During that meeting, the administrator reviews each student’s transcript and places the student into appropriate classes. Because the school serves students who have been expelled, most students remain at the school for under one year (current semester plus one additional semester).
**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.

**Selected statements from the school application (optional):**

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.

**Visiting Committee comments:**

Depending on the timing of each expulsion, most students return to their home district prior to graduation. However, because some students do remain at Pathways iCare through their senior year, the school is seeking WASC accreditation so that all graduates have the option of enrolling in a four year college or joining the military. The school focuses on credit recovery and graduation, as well as post-graduation plans.
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.

Selected statements from the school application (optional):

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 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.

Visiting Committee comments:

The school focuses on meeting all requirements for graduation as well as college- and career-readiness for all students. The school offers challenging academic and elective courses, in addition to its online courses. Because of the small size of the school, staff know all students and are able to work with them individually and in small groups.
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]

**Selected statements from the school application (optional):**

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.

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.

**Visiting Committee comments:**

The school staff takes advantage of COE meetings and trainings to work on curricular alignment and implementation of the Common Core State Standards. The school has adequate technology resources, and offers courses beyond basic academics. The instructional coach is working with staff on teaching strategies that reach all students at all ability levels.
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.

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:
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.

Selected statements from the school application (optional):

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.

Visiting Committee comments:

Because of the short time period that most students attend Pathways iCare (less than two semesters), the school is not able to collect a large amount of longitudinal data regarding student achievement. But each student’s individual record is reviewed upon enrollment. The school will be using CAASP data as the test is refined. The school reports that it uses NWEA MAP assessments in language, reading and mathematics. The staff uses professional learning community (PLC) time to analyze and discuss data.

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]
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]

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:

The school’s data monitoring system is somewhat limited because of the nature of a community day school. Because students are not typically enrolled for more than a year, the school is not able to capture year over year growth data for its students. However, the school works with the data it does have. Much of the allocation of resources is directed to student social, emotional, and behavioral wellbeing.
Category E:  
School Culture and Support for Student Personal and Academic Growth

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

Selected statements from the school application (optional):

School Site Council and Parent Nights connect the school with the outside community through speakers and workshops.

Probation, Workability and SARB help to connect our students and families to career fairs, internships, speakers and professional support in the community.

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.

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

Visiting Committee comments:

Because of the nature of this community day school, many parents are hesitant to become involved with the school due to a number of factors. These include work schedules, language barriers, and parents own experience and perception of schools. However, there are a number of ways the school staff attempts to engage parents. These include regular updates on student performance, providing translation services, and regular outreach. With only fifty five students currently enrolled, the Principal has spoken personally with the families of every single student in her school. She makes numerous phone calls each day to inform parents about issues, elicit parent support, and to let parents know when something positive has happened.

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]
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.

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:

The school is housed in an exceptionally clean and tidy facility with ample space that allows for a flexible teaching and learning. The facility is newly remodeled and is kept in immaculate condition by staff and students. The school has ample technology access for students. Student safety is a high priority for the school. Exterior doors are kept locked and everyone who comes and goes is closely monitored during the day. The school has a probation officer on site every day. He meets with students regularly and reviews their academic and behavioral progress. This adds an additional layer of support.
E3. Student 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.

Selected statements from the school application (optional):

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.

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.

Visiting Committee comments:

The school has eight full or part time support staff who work with students individually and in groups, in addition to its trained teaching staff and Principal. Students have access to a wide variety of onsite support services as well as community based services. The amount and depth of services that are available to students at Pathways iCare is really astounding.
Other areas to which the school has responded or to which the committee wishes to respond.

Selected statements from the school application (optional):

The school serves students with a variety of challenges. But the staff meets those challenges with a sense of resiliency and professionalism. The visiting committee believes that the school has met the basic conditions for initial WASC accreditation. The school would benefit from undergoing a full self-study and visit in the next few years.

Visiting Committee comments:

The school works well with students who have faced a number of challenges and hurdles. The staff is firmly committed to reaching every student and helping them find an appropriate future. The school has taken the initial WASC process seriously and looks at using the self-study as a way to improve its practice. Staff and students would benefit from WASC accreditation.
Ongoing School Improvement

Schoolwide Areas of Strength

1. School has ample support services for social and emotional wellbeing of all students.
2. School has energetic and engaged teachers who are focused on their students.
3. Placer County Office of Education staff are focused on school improvement and providing any necessary resources.
4. School supports mental health and special needs of all students.
5. School provides a safe learning environment that is free from distractions.
6. School is newly remodeled and sends positive statement to all students that their education is important.
7. School is focusing on post high school plans for all students.
8. School is seeking WASC accreditation so that graduates can be accepted to four year college or join military.
9. School provides numerous opportunities for students to use technology to further their learning.
10. School provides students access to credit recovery so that all students can be on track to graduate.
11. Students attending the school have access to elective courses such as robotics.

Critical Areas for Follow-up

1. School should continue to focus on implementation of Common Core State Standards.
2. School should investigate ways to ensure that all students are engaged and active participants in the classroom.
3. School and COE staff should continue to work with districts within the county to ensure that students that are expelled and referred to the school represent the overall ethnicity of the county.
4. The school should investigate additional student data elements that will help it