



PACIFIC COLLEGIATE SCHOOL

A CALIFORNIA PUBLIC CHARTER SCHOOL
ESTABLISHED IN 1999

CHARTER RENEWAL PETITION

RENEWAL TERM: JULY 1, 2015- JUNE 30, 2020

**SUBMITTED TO THE
SANTA CRUZ COUNTY OFFICE OF EDUCATION
SEPTEMBER 5, 2014**

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AFFIRMATIONS AND ASSURANCES

Pacific Collegiate School (“PCS,” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process subject to legally required or allowable preferences as set forth below. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the California Public Records Act.

- The Charter School shall comply with the Federal Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Pete Rode, President
Board of Directors
Pacific Collegiate School

Date

INTRODUCTION

The course of study at Pacific Collegiate School focuses on the traditional core curriculum areas of mathematics, English, science and history as well as additional emphasis on visual and performing arts and foreign languages. The entire program is specifically designed to prepare students to enter competitive colleges and universities worldwide.

As Pacific Collegiate School has evolved, it is the expectation that students take at least five Advanced Placement (AP) classes in order to graduate; many students take more. The required AP courses are as follows: AP World History, AP US History, AP Biology, AP English Language, and AP English Literature. AP classes consequently form an integral part of the basic curriculum. Beginning in middle school, teachers prepare students for success in upper-level AP courses. With this in mind, accelerated students, who have the requisite skills, may advance into classes well beyond their years. A gifted 8th grade math student could enroll in calculus; or a keen student of language could enroll in AP French in the 9th grade. This breadth of vertical alignment is unique and essential for preparing students to excel in a rigorous college atmosphere.

In addition to its college preparatory focus, PCS' charter calls for students to study visual and performing arts, develop global perspectives and hone technological proficiencies to prepare them for success in the 21st century. Consequently, Pacific Collegiate School provides an exceptional education in the visual and performing arts, requires students to study more languages than English, and constantly strives to use of technology as a tool for learning and a life skill.

In an attempt to educate and inform students interested in PCS, the school holds at least three information meetings prior to the open, random lottery. In addition, we provide shadow day opportunities for students. We encourage interested families to tour the school and observe classes. Students visiting the school for the first time have the opportunity to sit in on classes for a day and witness first-hand the commitment to education they will be making in a full curriculum. With a focused charter, it is clear that PCS remains a school of choice for its students. We are not a comprehensive small public high school, and we encourage all of our prospective students to consider all their needs and wants in making the decision to study at PCS. The students, parents, administration and faculty remain committed to the vision of the school and the challenges it represents. The elements of the vision statement give the best sense of the stakeholder commitment:

- PCS maintains high academic and artistic standards.
- PCS ensures that each student graduates with the foundation of coherent, relevant knowledge required for lifelong cultural maturity.
- PCS is open to all academically motivated students who take learning seriously and who are willing to study hard to be prepared to attend and succeed at any UC or similar high quality private or public university.

- PCS concentrates on quality instruction in the core academic areas of language arts, mathematics, science and history so that all students are prepared to take and pass advanced placement exams in these subject areas by the 11th and 12th grades.
- PCS prepares students for dynamic engagement in the fine arts.
- PCS curriculum is sequential and carefully articulated to provide a clear path to college.
- PCS teachers demonstrate mastery of and enthusiasm for their subject matter as well as the ability to communicate it effectively to students.
- PCS regards parental involvement as integral and essential to its success.
- PCS has worked tirelessly in its efforts to obtain a facility that supports its goals.

Central to the accomplishment of our goals is the shape of our curriculum and the graduation requirements for a PCS student. Below is a comparison of PCS graduation requirements with those for the University of California.

<i>PCS Requirements</i>	
<i>220 units, 22 courses (Grades 9-12)</i>	<i>UC A-G Requirements</i>
ENGLISH – 4 years (40 units)	ENGLISH – 4 years (must be grades 9-12)
MATH – 3 years (30 units) Algebra 1, 2 & Geometry.	MATH – 3 years (Algebra 1+) (4 recommended)
SCIENCE – 3 years (lab science) (30 units)	SCIENCE – 2 years (lab science)
HISTORY – 3 years (30 units)	HISTORY – 2 years
FOREIGN LANGUAGE – 3 years (30 units)	FOREIGN LANGUAGE – 2 years
FINE ARTS – 3 years (30 units)	FINE ARTS – 1 year
ELECTIVES – 3 years (30 units)	COLLEGE PREP. ELECTIVES – 2 years

SUCCESS OF THE PRIOR CHARTER TERM

Since its last charter renewal in 2010, Pacific Collegiate School has continued to nurture student achievement, combining personal support with high expectations to produce positive student outcomes, and has received a steady stream of accolades for its performance on both state and national scales. Among these recent accolades are the following:

Program Recognition

Founded in 1999, Pacific Collegiate School (PCS) is celebrating its sixteen-year anniversary and continues to garner local and national recognition.

- Recognized by *Newsweek*, *US News & World Report* and *The Washington Post* as one of the nation's top public high schools (2006-2014)
- Ranked by *US News & World Report* as California's #1 public charter school and one of the nation's best public charter schools. (2013 and 2014)
- Ranked in the Top Ten Public High Schools by *US News & World Report* (2008, 2009, 2011)
- Designated a National Blue Ribbon School (2008)
- Selected a California Distinguished School (2007 and 2011)

Student Performance

- Since May 2010, PCS students have taken 1800 Advanced Placement examinations; the 'passage rate' (a grade of 3, 4, or 5 earned) during that period was 84%; students earned grades of 4 or 5 at a rate of 56%.
- PCS has maintained a school API above 900 over the most recent charter term.
- PCS students continue to excel in science programs at the county level and beyond. Since 2011, 12 students have represented PCS at the state science fair, with two continuing on at the International Science Fair.
- High school art students participate yearly in the county-wide high school art show sponsored by the Santa Cruz Art League. There are many winners every year in this juried show.
- Additional student performance data is included in **Appendix A**.

College Admissions

Predictably, the academic strength of the PCS program and its students has translated into success in the college admissions process as well:

- 100% of PCS graduates are eligible for UC/CSU admissions, and 98% of students will directly enroll in 4- or 2-year programs.
- The top ten most popular colleges PCS students have applied to are UC Santa Barbara, UC Berkeley, UC Davis, UC San Diego, UC Santa Cruz, Cal Poly San Luis Obispo, UC Los Angeles, Stanford, UC Irvine, and Lewis and Clark College.
- The top five schools in which students have been admitted to are: Cal Poly, UC Santa Barbara, UC Santa Cruz, UC Berkeley, and UC Davis.

Alumni Engagement

As a small community with a mission to prepare students to thrive at their chosen university, it is important for the school to stay connected with alumni. With the graduation of the Class of 2014, PCS now counts its total graduates at approximately 700. We regularly solicit feedback from graduates as a way of monitoring the effectiveness of the school program in meetings its mission. Included in this petition are several responses submitted by alumni recently:

- *PCS gave me the opportunity to flourish in college at one of the most beautiful and uniquely supportive communities I have ever known. Since college, the true rewards of growing up in Santa Cruz and attending PCS have been revealed to me almost daily. My teachers and experiences at PCS helped teach me to value education, not only because of the transfer of expansive information, but because of the awesome power that personal investment in other beings has to change lives.*
- *PCS left a great impact on my life and I don't know where I would be without the education and support I received there. The relationships PCS cultivated among me, other students, and the faculty are something I will treasure the rest of my life. Academically, I was prepared for the intense honors curriculum I am now studying now and my writing skills are at the top of my class, thanks to the PCS English Department. Above all, PCS taught me to be fearless and to take advantage of every new opportunity. By constantly pushing myself out of my comfort zone (a skill imparted to me by many PCS teachers), I am always learning new things. I am extremely grateful for everything PCS offered me and wholeheartedly believe the school changed me for the better.*
- *Pacific Collegiate was an incredibly supportive environment to grow up in. I always felt respected and seen by my teachers as a whole human being, not just an empty, unformed vessel, or someone to be judged by the grades I was getting in my classes. Being respected by my teachers reinforced a deep confidence and self-respect in me, which has helped me move through a world where this is not always the case. To know the difference between being respected and being used, and to know that I am worthy of respect is huge, especially for a young woman in the entertainment business. Mrs. Gorski's drama class was creative exploration at its best! I always felt safe and inspired to take risks in her class. Technique and all the rest comes second to feeling the joy & freedom from taking risks and unabashedly exploring the capacities of the human spirit.*
- *PCS taught me a lot of concrete things that were incredibly useful in college and beyond, but since I majored in philosophy I'll focus on abstractions. My English teachers taught me that once you understand the reason for a rule, you can decide when you may break it. My math and science teachers taught me to test ideas against my core commitments and the evidence available in the world around me. As a whole, my teachers taught me to challenge myself and, in spite of AP exams, to learn things because they are interesting and not because they will be on a test. And above all, my classmates and my teachers formed a community that taught me that while academic achievements are well worth the effort, seeing the value in those around us is more important.*

- *I reflected recently about my PCS experiences as I was transitioning on to a new team at Google and spending lots of time reading up on documentation for my new job. I realized that the most practical skill I had ever been taught was how to read a source, and glean and retain its useful information-- writing outlines in AP world history was the best training method! This skill was useful in nearly every single class I took in college, and continues to be very practical in "the real world". For this I need to publicly thank Ms. Firenzi and, dare I say, the entire AP curriculum. I also really appreciate the closeness of the PCS community and how it facilitated lasting student-teacher relationships. Not only to I keep in touch with some of my teachers from PCS, but this emphasis helped me form similar relationships with my college professors. The curriculum and community at PCS totally prepared me for my next steps in life. I am so excited that the school continues to grow and thrive.*

Admissions Demand

The powerful combination of public recognition, academic achievement, college admissions success, and alumni satisfaction described above has not gone unnoticed in the Santa Cruz community. Demand for admission into PCS has remained steady since 2010. In the most recent lottery (February 2014) the school received more applications for admission than in any prior year. Over the past four years, there have been an average of 590 applications per year, a number greater than the actual enrollment of the school.

Thus, Pacific Collegiate School continues to provide an exemplary college preparatory option to the Santa Cruz community. The high expectations established by the PCS program and sustained by its faculty have produced well-supported and high-achieving students, satisfied and capable graduates, and substantial community interest.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that Pacific Collegiate School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see **Appendix B: CDE DataQuest Reports, 2011-2014**):

- Pacific Collegiate School has attained its API growth target in the prior year, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- Pacific Collegiate School has achieved a statewide API rank of 10 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- Pacific Collegiate School has achieved a similar schools API rank of 9 or 10 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, Pacific Collegiate School had the following API scores:

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014 and 2014-15	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 3-Year Average API: 926 2013 Statewide Rank: 10 2013 Similar Schools Rank: 9				
2012-2013	10	9	920	A (-4)	Yes
2011-2012	10	10	924	A (-11)	Yes
<p>“A” means the school or student groups scored at or above the statewide performance target of 800. Source: CDE DataQuest, accessed August 6, 2014.</p>					

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

Analysis of Charter Renewal Criteria – Schoolwide Performance

Pacific Collegiate School’s API growth scores have far exceeded the statewide performance target of 800 in the last two years; in 2013, the API growth score was 920, and the current 3-year Average AP is 926. Therefore, Pacific Collegiate School has scored high enough that the school has not been assigned a growth target and is noted to have met its growth target. Moreover, Pacific Collegiate School has had a statewide API rank of 10 in the last three years and a similar schools rank of 9 in the last two years. Therefore, Pacific Collegiate School has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroup Performance

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In the last two years, Pacific Collegiate School had one numerically significant student subgroup – White. This subgroup’s API performance data is demonstrated in the tables below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	917	A (-9)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed August 6, 2014.)				

2011-2012 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	925	A (-12)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2011 Base. (Source: CDE DataQuest, accessed August 6, 2014.)				

Pacific Collegiate School's White student subgroup achieved an API growth score of 917 in 2013 and 925 in 2012, far exceeding the statewide performance target of 800. The subgroup has also scored high enough that they have not been assigned a growth target and are noted to have met their growth target.

Thus, Pacific Collegiate School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

ELEMENT A: EDUCATIONAL PROGRAM

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

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

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

Mission and Vision

Pacific Collegiate School's mission is to provide exemplary, standards-based college preparatory and fine arts education for public middle and high school students. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world's finest colleges and universities.

In addition to a core college preparatory curriculum, Pacific Collegiate School emphasizes international, cross-cultural, and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate School students will be introduced to the rich variety of world cultures and become fluent in at least one world language. They will become proficient in the basic information technologies essential for cultural literacy in the 21st Century.

Target Population

Our target population is middle and high school-age students who seek an exemplary, standards-based college preparatory and fine arts education. Our pupil population reflects those interested in attending a small school with high expectations. Current enrollment for the 2014-15 school year is at 516 students. Projected enrollment for the 2015-16 school year will be capped at 604 students, based on the use permit for the facility at 3004 Mission Street (see additional information in the Miscellaneous Provisions section of this charter regarding Facilities.)

Educational Strategy

Pacific Collegiate School, a site-based school, believes that most students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education. The keys to drawing the best from every student are the following:

High expectations

Students respond to the expectations of their peers and of the adults around them. Pacific Collegiate School sets high expectations for all students in terms of workload, behavior, and educational results. Drawing the best from every student takes immense effort from the teachers, the parents, and the students, but the results are well worth the effort.

A Small School Community

The considerable advantage of small schools has been much researched and well documented. Students at PCS are known well by their teachers, staff and peers, and receive individual attention. Maintaining a community of scale is one of the defining elements of PCS.

Applications for admission to PCS far exceed the school's capacity. The wait list has grown every year since the last charter term. We continue to consider opportunities to meet the high demand for a PCS education.

Small Class Size

In addition to the advantages of a small school, small class size allows the individualized attention that is the essential complement of high expectations. As a charter school, Pacific Collegiate School has the flexibility to spend more of its budget on teachers and less on administration and other overhead costs, which is how we can afford to reduce class size. Keeping class sizes smaller than conventional schools is one of the identifying characteristics of PCS.

How Learning Best Occurs

How learning best occurs is very dependent on the student. There is no one best method that works for all. For some students the stronger sense of community in a small school fosters the best learning. The increased accountability and potential for individualized attention that comes with a small school give students an advantage. The establishment of high expectations for all students also contributes to student achievement and success.

What Does It Mean To Be An Educated Person In The 21st Century?

While a recent study by California State University has reported that a majority of incoming college students lack the language and math skills needed to succeed in college, it requires even more than what we have known as a strong college education to be considered an educated person in the 21st century. The challenges are too great and the problems too complex to simply assume that what worked before will work again.

The academic program at PCS is rooted in the determination that our students must be prepared for a globalized world, one wherein tools and skills acquired today can be utilized to solve problems as yet unperceived, with concepts as yet undeveloped. Educating students for the 21st century demands that schools establish a respectful dialogue between teachers and students, that they institute relevant curricula, that they set high expectations, and that they employ technologies for use both in and beyond the classroom walls.

In preparation for a full life in the 21st century, Pacific Collegiate School seeks to teach its students how to think, not what to think; it encourages students to ask the questions that will continue their learning throughout life rather than settling for the old responses of the past that would inhibit it.

Certain Goals

One of the goals of Pacific Collegiate School is enabling pupils to become self-motivated, competent, and lifelong learners. Regular and varied formative assessments provide frequent feedback and opportunity for improvement. Developmentally-appropriate learning skills and concepts, opportunities for in-depth exploration, community service and connections, and alignment with UC/CSU admissions criteria and with post secondary options are the core of our academic approach. (See additional goals in Element B: Measurable Pupil Outcomes.)

In addition, Pacific Collegiate School identifies the following Expected School-wide Learning Results for all graduates:

1. A PCS graduate will be a self-motivated, enthusiastic, life-long learner who:
 - a. Makes connections between academic study and the world s/he lives in.
 - b. Demonstrates skill in and passion for the arts, science, humanities, and technology.
 - c. Is able to read and comprehend a wide range of texts, both literary and non-literary.

- d. Makes connections and discriminates between different areas of study.
 - e. Is keen to pursue further study beyond PCS.
2. A PCS graduate will be a critical and independent thinker who:
- a. Is able to read critically, sort through information and develop a well-informed opinion.
 - b. Derives larger meanings from disparate sources.
 - c. Uses step-by-step problem solving skills in everyday life.
3. A PCS graduate will be an academically accountable individual who:
- a. Is well organized and can balance academic success with outside interests.
 - b. Meets deadlines and requirements.
 - c. Works well independently and in groups.
 - d. Recognizes his/her strengths and seeks to develop them.
 - e. Is able to identify weaknesses and seek appropriate means for improvement.
4. A PCS graduate will be a responsible member of his/her community who:
- a. Demonstrates respect for individuals.
 - b. Demonstrates the ability to work cooperatively and collaboratively with others.
 - c. Makes an equitable and substantial contribution to the community.
 - d. Demonstrates respect for his/her environment.
 - e. Has exhibited a sense of civic responsibility by participating in volunteerism/ community service.

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan (“LCAP”)

The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school

site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

STATE PRIORITY #1— BASIC SERVICES

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

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will hold a valid CA Teaching Credential.
ACTIONS TO ACHIEVE GOAL	Support and provide guidance for teachers on Provisional Internship Permits and Short-term Staff Permits to enter credential programs in a timely fashion. Support teachers with a Preliminary Credential in BTSA program.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned materials and additional instructional materials.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain school facilities in good repair to ensure the safety of all students.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff and monthly campus work days. Monthly and annual reviews of various facility requirements.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

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

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	All teachers of core classes will participate in aligning curriculum to the CCSS.
ACTIONS TO	Release/extra time will be provided to departments to align curriculum

ACHIEVE GOAL	and attend training related to CCSS.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of CCSS.
ACTIONS TO ACHIEVE GOAL	EL students will participate in mainstream ELA/Literacy instruction with appropriate instructional support.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English Language proficiency.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional targeted instruction in vocabulary, writing and reading.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Board of Directors.
ACTIONS TO ACHIEVE GOAL	The Nominations Committee of the Board of Directors shall solicit nominations from the parent community when an opening occurs on the Board of Directors.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Increase parental volunteerism and attendance and input at school.
ACTIONS TO ACHIEVE GOAL	Parent Survey, asking parents to serve on school committees, quarterly parent forums on a variety of topics, monthly campus work days, annual welcome back BBQ, track volunteer hours.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU 	

entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction and environment conducive to student learning of CCSS aligned curriculum. Appropriate and meaningful use of instructional technology to enhance student learning.

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CDE.
ACTIONS TO ACHIEVE GOAL	Classroom instruction and environment conducive to student learning of CCSS aligned curriculum. Appropriate and meaningful use of instructional technology to enhance student learning. Some testing strategies may be incorporated into classroom instruction.

SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)

GOAL TO ACHIEVE SUBPRIORITY	100% of PCS graduates will satisfy the UC/CSU course requirements.
ACTIONS TO ACHIEVE GOAL	Graduation requirements meet or exceed UC/CSU A-G requirements.

SUBPRIORITY D – EL PROFICIENCY RATES

GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work,

	usage of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	75% of AP Exams taken by PCS students will earn a score of 3, 4 or 5.
ACTIONS TO ACHIEVE GOAL	PCS will provide highly qualified teachers for all AP Classes and will provide support and training opportunities for these teachers.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS graduates will satisfy the UC/CSU course requirements.
ACTIONS TO ACHIEVE GOAL	Offer a rigorous college preparatory curriculum that requires students to take A-G courses
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	
<i>B. Chronic absenteeism rates</i>	
<i>C. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will maintain a 94% ADA rate for both junior high and high school students.
ACTIONS TO ACHIEVE GOAL	Increase monitoring and communication with parents of chronically absent students to decrease truancy.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO	Students will not have more than 3 absences in any school year.

ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in the PCS Attendance Policy. Assistant Principal will meet with parents of chronically absent students.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will promote 95% of 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	PCS will offer an academically engaging learning environment and academic support for all its students.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will promote 95% of 9 th -11 th grade students.
ACTIONS TO ACHIEVE GOAL	PCS will offer an academically engaging learning environment and academic support for all its students.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of PCS 12 th grade students will graduate.
ACTIONS TO ACHIEVE GOAL	PCS will offer academic support and guidance for students.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	PCS will maintain clear behavior guidelines and promote a culture of respect.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO	PCS will maintain an annual expulsion rate of less than 1%

ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	PCS will maintain clear behavior guidelines and promote a culture of respect.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	PCS students and staff will adhere to the school safety plan.
ACTIONS TO ACHIEVE GOAL	Students and staff (certificated and classified) will participate in Earthquake, Fire and Lockdown drills twice annually. CPR training will be available annually to all certificated staff.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	PCS students, including all subgroups, unduplicated students, and students with exceptional needs, will have access to the academic program as outlined in the PCS charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy. All students will take AP English Language during 11 th grade and AP English Literature during 12 th grade.
ACTIONS TO ACHIEVE GOAL	All students at PCS will participate in a rigorous vertically aligned English curriculum which will culminate in students taking AP English Language in 11 th grade and AP English Literature in 12 th grade. At each

	level students will focus on writing, reading, discussion, and vocabulary.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics. 100% of PCS graduates will meet or exceed the UC/CSU entrance requirements for Mathematics.
ACTIONS TO ACHIEVE GOAL	All students will participate in a rigorous, vertically aligned curriculum designed to prepare students for AP Calculus BC by the 12 th grade.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in World History and US History. All PCS students will complete AP World History and AP US History.
ACTIONS TO ACHIEVE GOAL	All PCS students will participate in a curriculum that is global in its approach and grounded in a chronological study of human activities from ancient times to the present. This includes a three year World History sequence culminating in AP World History.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in the appropriate science class. All PCS graduates will have taken Physics, Chemistry and AP Biology. 100% of PCS students will complete AP Biology.
ACTIONS TO ACHIEVE GOAL	All PCS students will participate in a rigorous Science curriculum that focuses on hands on learning and critical thinking. While challenging this curriculum is designed with the belief that all students can be successful.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS students will take at least 3 years of Visual and Performing Arts during 9 th -12 th grade.
ACTIONS TO ACHIEVE GOAL	PCS will offer a rich and varied Visual and Performing Arts curriculum that includes classes in visual arts, drama, choir, dance, and instrumental music.
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE	100% of PCS students will take a minimum of 3 years of a single Foreign

SUBPRIORITY	Language.
ACTIONS TO ACHIEVE GOAL	PCS will offer four year programs in Spanish, Latin, French, and Mandarin Chinese, with the 4 th year being an AP Course.

Parent Notification of Course Eligibility for College and Transfer Units

All of Pacific Collegiate School’s high school courses meet state standards, are a-g approved and UC/CSU certified for college entry requirements, as indicated in our course catalog, which is distributed to students and parents annually.

For any student transferring out of PCS, parents will be notified in writing of the transferability of courses completed by the student as part of the exit procedure.

The Western Association of Schools and Colleges Accrediting Commission for Schools provided Pacific Collegiate School with a six-year Certificate of Accreditation, which extends through June 30, 2015. We have every expectation that our accreditation with WASC will be extended through June 30, 2021 when we review our progress with them in the spring of 2015.

Curriculum

The distinctiveness of our program lies in its high academic and behavioral expectations, small school environment, and small class size. The curriculum is challenging and relevant, and technology plays an integral role, supplementing curricular access and helping to improve productivity and communication. From the school’s earliest days, student outcomes have demonstrated the positive impact of a concentration on rigor; this charter term will continue to place increased emphasis on academic challenge combined with relevance both within and among courses, thus providing regular opportunities for connecting the curriculum with the outside world.

In its fifteen-year history, Pacific Collegiate School has developed a curriculum guided by five organizing principles:

1. Coherent content
2. Integration and coordination within the humanities, especially English and history
3. Integration of the sciences and mathematics
4. International and cross-cultural focus, including the study of world languages

Integration of Visual and Performing Arts

We believe that virtually all students are capable of taking and passing Advanced Placement (“AP”) exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal.

In each field, we want students to be prepared to take and pass AP exams; preparation is therefore made in earlier grades for the eventual AP examinations.

The vertical course alignment at PCS provides for important academic advantages for both less prepared and more prepared students. For students who are less academically ready entering PCS, the curriculum and academic support services are specifically designed to build to success in the high school curriculum and the AP courses. For students who are initially more prepared for the PCS curriculum series, the integration of these grades into one school allows them to begin more challenging coursework prior to entering the high school grades.

Graduation Requirements

<u>PACIFIC COLLEGIATE REQUIREMENTS</u> 220 units, 22 courses (Grades 9-12)	<u>UC a-g REQUIREMENTS</u>
ENGLISH – 4 years (40 credits)	ENGLISH – 4 years (must be grades 9-12)
MATH – 3 years starting 2015 (30 credits) Algebra 1, 2, and geometry	MATH – 3 years (Algebra 1+) (4 recommended)
SCIENCE – 3 years (lab science) (30 credits) A.P. Biology	SCIENCE – 2 years (lab science)
HISTORY – 3 years (30 credits) A.P. US , A.P.	HISTORY – 2 years
FOREIGN LANGUAGE – 3 years (30 credits) or through level 3	FOREIGN LANGUAGE – 2 years
FINE ARTS – 3 years (30 credits)	FINE ARTS – 1 year
ELECTIVES – 3 years (30 credits)	COLLEGE PREP. ELECTIVES – 2 years

A Typical 6-Year Course Sequence (22 courses from grades 9-12 with (*) indicating courses required for graduation)

Subject	Graduation Requirements (High School)	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	4 years, taken grades 9-12	English 7*	English 8*	English 9*	English 10*	*One of: AP English Lang. OR American Lit.	AP English Literature*
History	3 years, taken grades 9-12	History 7*	History 8*	History 9*	AP World History*	One or two of: AP US History* Rhetoric & Oratory History Elective	
Science	3 years lab science, taken grades 9-12, (including one year each of physics, chemistry, & biology)	Science 7*	Science 8*	Conceptual Physics*	Chemistry*	One or two of: AP Biology* AP Environmental Science AP Physics AP Chem	
Math	3 years of math (including one year each of Alg.I, Alg.II, Geometry)	Pre Algebra* or Algebra 1*	Algebra 1* or 2*	Algebra 1, 2*, Geometry*	Algebra 1*, 2*, Geometry*, Pre-Calculus*	Algebra 2, Geometry*, Pre-Calculus*, AP Calculus*, AP Statistics*, AP Computer Science*	Geometry*, Pre-Calculus, AP Computer Science A, AP Calculus BC, AP Statistics, Intro to Engineering
VPA	3 years of any art, taken grades 9-12*	Performing Arts: 7 th Art 1 Music 1	Drama 1 Art 1,2 Music 1&2 Chorus Dance Studies	Drama 1, 2 Chorus, Adv. Choir Art 1, 2, 3 Video Production Dance Studies Graphic & Digital Arts 1 2-D Design\3 Music 1,2,3	*One of: Drama 1,2,3 Chorus, Adv. Choir Art 1, 2, 3 Studio Art Video Production Dance Studies Graphic & Digital Arts 2-D Design Music 1,2,3 AP Music Theory	*One or two of: Drama 1,2,3 Chorus, Adv. Choir Art 1, 2, 3 Studio Art Video Production Dance Studies Graphic & Digital Arts 2-D Design Music 1,2,3 AP Music Theory AP Art History	
World Language	3 years of the same language* (taken any grade)	World Language level 1*	World Language level 1*, 2*	World Language level 1*, 2* or 3*	World Language level 1*,2*, 3*, 4 or AP	World Language level 1*,2*, 3*, 4 or AP	World Language level 1,2, 3*, 4 or AP
College Prep Elective	3 years of electives*	Study Skills/Technology					
AP Classes Per Year					1	2	2

*Required Courses of the 220 units required in grades 9-12 for graduation
Bold: Required for UC a-g

Curriculum Integration

PCS emphasizes the integration of academic materials between subject areas, and as such, curriculum at the school is both vertically and horizontally integrated. Departments continually work to refine vertical integration of curriculum with respect to both content and skills, and grade levels meet to discuss horizontal alignment on a monthly basis. Horizontal and vertical alignment are also major focal points of each teacher’s individualized professional development plan—each teacher sets goals each year which focus on aligning their curriculum within their department as well as with the curriculum of another course in a different department. Syllabi of various courses are planned to be complementary and reinforcing.

The English and History departments at Pacific Collegiate School are the most fundamentally oriented towards horizontal alignment. However, the Math and Science departments frequently work together to improve the students understanding of related concepts, and the Visual and Performing Arts and World Language teachers regularly collaborate with teachers in other departments to afford students an opportunity to connect curriculum across subject areas. For instance, collaborations have occurred between the AP World History course and Spanish 3 as students studied historical figures such as Juan and Eva Peron, and students in Latin are exposed to grammatical terminology that is purposefully aligned with the terminology used in English 7, 8 and 9.

The course offerings at Pacific Collegiate School are set forth below. Our 2014-15 Master Schedule is included in **Appendix C**.

<p><u>English</u> English 7, American Literature English 8, Ancient World Literature English 9, Medieval World Literature English 10, Modern World Literature AP English Language AP English Literature American Literature Study Skills & Technology Journalism</p>	<p><u>Foreign Languages</u> Chinese 1, 2, 3, 4/AP French 1, 2, 3, 4 / AP Latin 1, 2, 3, AP Spanish 1, 2, 3, AP</p>
<p><u>History</u> History 7, U.S. History History 8, Ancient World History History 9, Medieval World History AP World History AP U.S. History Immigration & Identity Ethics & Evil Power and Priveledge Rhetoric and Oratory</p>	<p><u>Visual Arts</u> Art 1 Art 2 Art 3 Graphic and Digital Arts Studio Art AP Studio Art AP Art History</p>

<p><u>Science</u> Seventh Grade Life Science Eighth Grade Physical Science Conceptual Physics Chemistry AP Biology AP Chemistry AP Physics AP Environmental Science</p>	<p><u>Performing Arts</u> Drama 1 – Beginning Drama 2 – Intermediate Drama 3 – Advanced Video Production: Dance Studies</p>
<p><u>Mathematics</u> Pre-Algebra Algebra 1 Algebra 2 Geometry Pre-Calculus AP Statistics AP Calculus AP Computer Science A Multivariable Calculus Intro to Engineering</p>	<p><u>Music</u> Music 1 – Beginning Instrumental Music 2 – Advanced Instrumental Music 3 – Performance/Symphonic Music 3 – Performance/Jazz Chorus Advanced Chorus AP Music Theory</p>

Subject Area Discussion

English

Each year, students will read, discuss, and write about works of literature which are thematically linked with the history course, except in 12th grade. Plays will be read aloud and performed as reader's theater, and students will learn to give formal speeches as well as learn to participate effectively in discussions. The primary writing emphasis is on developing coherent, articulate expository essays. Instruction in grammar is integrated with writing assignments, which are related to the literature being studied. Students write on a variety of topics, and in a number of forms, including poetry, letters, and journals. Compositions are carefully and promptly evaluated, and students learn how to correct and revise their work. Each year, students build their vocabularies through a supplementary vocabulary program (currently Vocabulary Workshop) which includes preparation for the PSAT and SAT exams. A Shakespeare play linked to the year's focus is studied each year. Note-taking, timed-writing, and reading comprehension are included within each course. All English courses will prepare students to take AP English Language and AP English Literature in the 11th and 12th grades.

History

The History curriculum at Pacific Collegiate School is global in its approach and grounded in a chronological study of human activities from ancient times to the present. Each course comprises a survey of major movements and events, for which a general text serves to provide a structure, combined with in-depth studies of selected problems or areas of interest with the addition of extra readings and documents. In the 7th and 11th grade U.S. History courses and in the three-year World History sequence in grades 8 through 10, the History program is linked with literature studied in the English program. Class format includes lectures, class discussion, current events, group study activities, role play and debates, and student presentation of work. At each level, students undertake individual research projects as well as numerous smaller writing assignments. Geography, art history, anthropology, and other fields are integrated into the study of history in all periods.

Mathematics

Students are placed in the appropriate math class as part of the enrollment process using a commonly recognized diagnostic tool, as well as by forwarding teacher recommendations and external test performance. At all levels of instruction there is attention to the following: judicious use of the graphing calculator including elementary programming; familiarity with a library of elementary functions; obtaining solutions analytically, numerically, and graphically; the development of rigorous mathematical exposition and argument; and applications in other courses, especially in science.

The mathematics curriculum at Pacific Collegiate School is designed to prepare students to take AP Calculus B/C by 12th grade. The course sequence includes the following: Pre-Algebra, Elementary Algebra, Advanced Algebra, Euclidian Geometry, Pre-Calculus including Trigonometry, AP Calculus BC and Multivariable Calculus. In addition to this standard path of study, students may choose from the following electives: AP Statistics, AP Computer Science and Intro to Engineering. An additional course in advanced programming is currently being planned to provide further refinement on the AP Computer Science curriculum. The content of each course follows the recommendations of UC and CSU for academic preparation in mathematics, and the Common Core State Standards.

Science

The science curriculum at Pacific Collegiate School prepares students for AP courses and is integrated with the prerequisite mathematics. The capstone course is AP Biology, but AP Physics, AP Chemistry, and AP Environmental Science are regularly offered and taken senior year by students.

The 7th and 8th grade science courses are designed as an introduction to all of the fundamental sciences. Life science is the main focus for the 7th grade, and chemistry/physics are covered in 8th grade. These courses are meant to introduce students to the basic scientific concepts as well as basic science methodology. Experimental design and field projects are emphasized and

independent science fair projects are required by all 7th and 8th grade students. In these two classes students are also given a basic introduction to computer science and electronics.

The high school level Physics, Chemistry, and Biology follow the recommendation of UC and CSU for academic preparation in the natural sciences as well as the Next Generation Science Standards. We currently use the "physics first" model, with Conceptual Physics in 9th grade, Chemistry in 10th grade, and AP Biology for 11th grade. For 12th grade, advanced students are encouraged to take one of our other AP science courses or to complete an independent, science focused project.

World Languages

The language classes at Pacific Collegiate School (with the exception of Latin) are taught primarily in the target language. The emphasis is on developing oral and auditory competence, and on reading and writing in the target language. For example, the level of oral instruction in the language goes from 0-50% in the first year, to 75% by the first semester of year 2, and reaches 100% by the end of year 2. Cultural activities and presentations throughout the year and field trips and guest presentations help students gain appreciation of the historical and cultural context of their language of study. Foreign student exchanges are encouraged to give students opportunities to practice and perfect their target language. For students entering Pacific Collegiate School, it should be possible to learn two new languages by graduation. Our three year language requirement increases the confidence and fluency of students and also raises their profile for college admissions. We use leveled national exams as well as internal assessments to monitor progress. Ongoing alignment with Cabrillo College for language placement and eligibility is a priority for this charter term.

Our strategy for language offerings is to offer Spanish, one European language (currently French), one non-European modern language (currently Mandarin) and one classical language (currently Latin). The specific selections may change over time.

Visual and Performing Arts

Pacific Collegiate School recognizes the importance of the visual and performing arts as creative disciplines that embody a wealth of universal ideas, values, emotions and technologies that are integral parts of our civilization. The Visual and Performing Arts program of Pacific Collegiate School is based upon the concept that the arts are an essential component of a complete education and a requirement for cultural literacy. In concert with the international focus of Pacific Collegiate School, the Visual and Performing Arts program incorporates the contributions of diverse cultural traditions across many time periods.

The Visual and Performing Arts program at Pacific Collegiate School encompasses the visual arts, theater arts, music, and dance. Visual Arts instruction is offered in a structured sequence of course work that provides experience with the materials and methods of art in both two- and three-dimensional media. Visual arts courses are based around the completion of an exhibition portfolio.

This instruction emphasizes the development of perceptual awareness, the acquisition of a visual and verbal vocabulary related to art, approaches to creative problem solving, and the acquisition and practice of skills leading beyond competency to excellence in a wide variety of expressive media. The Visual and Performing Arts program promotes investigations into cultural and historical contexts of major art movements, the contributions of diverse cultural traditions, and the concept of aesthetics as it relates to fine art. The Theater Arts program focuses upon both individual and group performance and writing for the theater. It offers an introduction to the history of theater through investigation of the works of leading playwrights and planned theater productions. The Music program involves the students in a rich experience of instrumental and vocal performance. Opportunities for both collaboration through ensemble and individual study are promoted. An appreciation for our rich musical heritage and the contributions of composers and musicians is fostered.

Concurrent Enrollment and Opportunities for Independent Study

The educational marketplace naturally contains many opportunities for students to learn subjects and skills that are not available in our small school environment. To supplement the core required curricular offerings at PCS, students may seek concurrent enrollment at Cabrillo, UCSC, and other postsecondary institutions. Focus projects and senior capstone courses are options for students who want to explore in-depth study of a body of information through the sponsorship of a PCS teacher and/or an outside sponsor with prior agreement by PCS administration. These are used to supplement rather than replace courses offered at PCS.

Student Attendance

Pacific Collegiate School shall meet or exceed the legally required instructional minutes pursuant to Education Code Section 47612.5(a) and number of school days pursuant to Title 5, California Code of Regulations Section 11960. Students are expected to attend school daily. Absences or tardies must be documented with a legally valid excuse. (See Bell Schedule and Instructional Minutes in **Appendix D**, and the Academic Calendar in **Appendix E**).

Plan for Serving Academically Low-Achieving and Socioeconomically Disadvantaged Students

Identification

1. In the case of students newly entering PCS, academic support begins prior to enrollment. Shortly after students are admitted, they take assessment tests in math and English. The results of the math tests give teachers information for placement in Pre-Algebra, Algebra I or Algebra II. The English assessment is informational, giving our English department some insight into student needs, and highlighting the need for certain emphases in the coming year's English curriculum. Information from both assessments is used to make recommendations for attendance to Academic Base Camp. This is our first point of identification of low-achieving students.

2. Subsequent to the pre-assessments, we review students' cumulative files containing standardized test data.
3. The Academic Base Camp itself, typically administered for a week or two before the beginning of school, presents a third point of identification of low-achieving students. The Base Camp teachers frequently discuss what is observed in class, collaborate, and plan next steps. They share what they find with the teachers. That discussion continues, and appropriate interventions are planned during the school year at grade level and SST meetings.
4. Students can also be identified throughout the year through teacher and parent observations, as well as during individual meetings. If a student is observed to be struggling (by either a teacher or parent), the student is put at the top of the list for individual meetings and intervention is implemented.

Support Services

Students are offered an integrated menu of support services that currently include the following significant elements:

- After School Peer Tutoring – Mon.-Thurs., 3:15-4:30 p.m. (supervised and coordinated by a designated faculty member)
- There is a 40 minute tutorial period two days a week in which students can work with teachers and peers on any subject they choose.
- In-School Peer Tutoring (offered during tutorial)
- All teachers hold office hours each week and are frequently available to provide extra help outside of these sessions
- A library is designated for supervised quiet study and is available from the beginning of the school day until 4:30 p.m.
- Teachers meet regularly in grade level teams on student case management in order to quickly identify students in need of assistance, based on grades, test scores, attendance, and/or other issues (e.g., behavior, environment, etc.)
- Student Support Teams meet regularly to identify and organize support for students identified above, often leading to involvement of parents and counseling professionals

Given the combination of small class sizes and the overall small school environment, students needing additional support are readily identified by teachers and staff. PCS is intentionally structured so that students do not 'slip through the cracks' and go unnoticed by the adults in the

school. See **Appendix F** for more information on Student Support Systems and a flow chart.

Reporting and Monitoring

As a school, we encourage teachers and parents to communicate freely and regularly regarding a particular student's academic experience. A student's early struggles are often noted first in an informal email from teacher to parent (or the reverse). When a potentially negative pattern begins to appear – for example, a declining grade curve or a marking period grade of 'C' – a teacher will refer the student for Peer Tutoring, described above. This referral generates a further communication to the student's parents, reinforcing the early intervention that can help ensure that a student "will develop the necessary skills to succeed at PCS." The referral goes on to list four reasons for recommending the student's participation:

1. Low Test grades
2. Difficulty in completing assignments on time
3. Struggled in a prior level of the subject area
4. Other

This pattern of communication with parents is central to the PCS approach, as we have found improvement is more likely when the key adults in a student's life are united in the messages and support with which the student is provided.

If, despite proactive efforts on the part of the student, the teacher, and the parents, the pattern of low achievement persists, the Student Support Team may recommend a Student Study Team Review. Such a review would consider and investigate academic, emotional, behavioral, and attendance concerns, as well as any record of intervention strategies that were attempted (and the resultant outcomes). Optimally, the result of such a study would be a more effective course of action that is embraced by all parties and pursued by mutual agreement. On occasion, however, the study could also lead to a Referral for Individual Assessment (North Santa Cruz Special Education Local Plan Area), with the possibility that the student could, if so assessed, benefit from Pacific Collegiate School's Special Education program.

In summary, Pacific Collegiate School's response to academically low-achieving students is one of steady attention and regular escalation of response, as needed. As our belief is that all students can succeed with adequate support, so our efforts throughout the process aim at determining just what the proper level of support may be.

Social Promotion and Accountability

Social promotion, which is defined as pushing forward a pupil who is already failing because it would be embarrassing to repeat a year, is widely recognized to be a public policy failure which does not serve the student, the other pupils, or society as a whole. Pacific Collegiate School maintains academic accountability for all, and students who fail required classes must repeat them.

Every reasonable effort will be made to identify and assist struggling students before they have to repeat a course. This includes use of study hall and extended learning tutorial programs.

Plan for Serving Academically High-Achieving Students

The PCS curriculum and academic program are, among other objectives, directly meant to support, encourage, and sustain high achievement. As such, specific attention to academically high-achieving students – as an issue in to be addressed and of itself – is infrequent. However, while all students at PCS have open access to our Advanced Placement courses, those who are especially high-achieving can access, in addition:

- Advanced classes in each subject
- Articulated enrollment with Cabrillo, UCSC, and other post-secondary instruction
- A full range of academically enriching clubs and activities
- The opportunity for independent work/research and/or graded Focus Projects with a faculty advisor

Plan for Serving English Learners

Pacific Collegiate School meets all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Pacific Collegiate School maintains and implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents, which are available upon request.

Home Language Survey

Pacific Collegiate School administers the appropriate home language survey upon a student’s initial enrollment into Pacific Collegiate School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Pacific Collegiate School notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Services

Individual Learning Plans (ILPs) are written and implemented as necessary. Our goal is for students to ultimately test out of ELD and to engage the PCS academic program in an all-English classroom environment.

Services for English Learners include:

- CELDT testing to identify language status and needs
- Pull out sessions for extra help
- Paraphrasing and accommodated assignments and resources as needed
- Access the menu of services listed for any struggling student
- Other services as needed
- CLAD certified (or the CTC equivalent) and SDAIE trained staff among the faculty have the capacity and resources to accommodate individual needs

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure

progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Monitoring and Evaluation of Program Effectiveness

Pacific Collegiate School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring parental program choice options
- Monitoring availability of adequate resources

Plan for Serving Students with Disabilities

Overview

Pursuant to Education Code Section 47641(a), Pacific Collegiate Charter functions as its own Local Education Agency (LEA) member of the North Santa Cruz County Special Education Local Plan Area (NSCC SELPA), which is a consortium of 11 School Districts and the Santa Cruz County Office of Education. The administration and coordination of special education and regionalized services of the LEAs follows the NSCC SELPA Policies and Procedures in accordance with applicable state and federal laws.

Pacific Collegiate 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 Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Pacific Collegiate School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Pacific Collegiate School shall be accessible for all students with disabilities.

Services for Students under the “IDEIA”

The following description regarding how special education and related services is provided and funded is included in this charter for the sole purpose of providing a reasonably comprehensive description of the special education program, and is not binding on the County. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU is available upon request.

Pacific Collegiate School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Pacific Collegiate School provides services for special education students enrolled in the school. Pacific Collegiate School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Pacific Collegiate School agrees to promptly respond to SELPA inquiries, to comply with SELPA policies, and to allow the SELPA access to Pacific Collegiate School students, staff, facilities, equipment and records as required or imposed by law.

Student Review Process

In formalizing the student review process and monitoring overall progress, PCS has implemented a Student Study Team process. In such meetings, parents, teachers, student, and specialists discuss relevant histories (i.e.: medical, academic, behavioral, social), current concerns, strengths, and weaknesses of the student, and then develop a remedial plan for addressing the needs expressed. Follow-up review dates are then assigned in monitoring the student's progress. If the regular education resources have been exhausted and the corrective actions taken have not resulted in significant change for the student, a referral can then be made to the Special Education Department for a complete multi-disciplinary psycho-educational assessment upon receiving parental consent for assessment.

The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs.

Identification Procedures/ Placement/Services

Once a referral for possible Special Education services is made to the Principal and/or the Special Education Coordinator, prescribed timelines, policies and procedures are followed in moving through the 60 day process from referral to assessment to the initial IEP meeting. In the initial stages, a Comprehensive Assessment Battery is developed by the IEP Team based of the concerns expressed within the referral and administered after the parent gives written consent. An IEP Meeting is then held wherein State/Federal Special Education Eligibility Criteria are applied to the assessment results in determining eligibility for special education. If qualified, the IEP Team members review and discuss assessment results to determine the student's need for special education and/or services. Once written consent is obtained by the parents, Special Education program placement can occur and services can be delivered. The student's measurable goals and objectives are periodically/systematically evaluated at least as frequently as report cards are provided for the Pacific Collegiate School's non-special education students as a means of assessing the student's progress. In coordinating Special and General Education programs and instruction for the identified student, a Student Profile Sheet is developed and disseminated to the

student's regular teachers, which outlines the nature of the student's disability, how it manifests, the required instructional strategies and accommodations to be implemented, testing accommodations, and projected IEP meeting dates, consistent with laws governing student confidentiality. Each year, an Annual IEP is completed, and present levels of performance and goals and objectives are updated. Every three years, a re-assessment of the student's defined needs is conducted to re-establish the eligibility and need for continued service.

Should the student qualify as a student with a low incidence disability (i.e.: visual, hearing, physical impairment), PCS has accessibility to Regionalized Programs within NSCC SELPA in securing low incidence services for the student. In summary, special education programs, services and placements are provided to all eligible PCS students in accordance with the policies, procedures and requirements of the North Santa Cruz County SELPA and State and Federal law.

PCS is responsible for the hiring or contracting, and training, as needed, qualified individuals or nonpublic school and/or agency necessary to provide special education services to students, including, but not limited to the following positions, special education coordinator, psychologist, resource specialist, speech and language therapist, and vocational specialist. PCS provides all consented to services required by a student's IEP, which may include, but is not limited to, specialized academic instruction; speech/language therapy; occupational therapy; psychological and/or counseling services; deaf/hard of hearing services; blind/sight impaired services; physical therapy; orthopedic intervention; secondary transition services; health-related services; and/or positive behavior intervention. This list is not exhaustive, as PCS recognizes its obligation to provide or contract for any and all services agreed and consented to in a student's IEP.

It is understood and agreed that all students will have access to PCS and no student shall be denied admission due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services. All students are instructed in a safe environment.

Staffing

All special education services at Pacific Collegiate School are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Pacific Collegiate School staff shall participate in SELPA in-service training relating to special education.

Pacific Collegiate School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Pacific Collegiate School ensures that all special education staff hired or contracted by Pacific Collegiate School is qualified and meets all legal requirements. Pacific Collegiate School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Pacific Collegiate School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Pacific Collegiate School follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Pacific Collegiate School implements policies relating to all special education issues and referrals.

Identification and Referral

Pacific Collegiate School has the responsibility to identify, refer, and work cooperatively in locating Pacific Collegiate School students who have or may have exceptional needs that qualify them to receive special education services. Pacific Collegiate School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Pacific Collegiate School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Pacific Collegiate School determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Pacific Collegiate School shall obtain parent/guardian consent to assess Pacific Collegiate School students.

IEP Meetings

Pacific Collegiate School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Pacific Collegiate School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Pacific Collegiate School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Pacific Collegiate School representatives who are knowledgeable about the regular education program at Pacific Collegiate School and/or about the student. Pacific Collegiate School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Pacific Collegiate School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Pacific Collegiate School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Pacific Collegiate School is responsible for all school site implementation of the IEP. As part of this responsibility, Pacific Collegiate School provides parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Pacific Collegiate School's non-special education students. Pacific Collegiate School shall also provide all home-school coordination and information exchange. Pacific Collegiate School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Pacific Collegiate School shall comply with Education Code Section 56325 with regard to students transferring into Pacific Collegiate School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Pacific Collegiate School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Pacific Collegiate School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Pacific Collegiate School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Pacific Collegiate School from a district operated program under the same special education local plan area of Pacific Collegiate School within the same academic year, Pacific Collegiate School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Pacific Collegiate School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Pacific Collegiate School with an IEP from outside of California during the same academic year, Pacific Collegiate School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Pacific Collegiate School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Pacific Collegiate School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Pacific Collegiate School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Pacific Collegiate School and no student shall be denied admission nor counseled out of Pacific Collegiate School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Due Process Hearings

Pacific Collegiate School may initiate a due process hearing or request for mediation with respect to a student enrolled in Pacific Collegiate School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Pacific Collegiate School shall defend the case.

SELPA Representation

Pacific Collegiate School represents itself at all SELPA meetings.

Funding

Pacific Collegiate receives state and federal special education funding in accordance with the NSCC SELPA allocation plan and is responsible for any encroachment upon its general fund. Pacific Collegiate School's fiscal responsibility for special education includes, but is not limited to, instruction, related services, transportation, nonpublic school and/or agency placements, due process hearing proceedings, and attorneys' fees.

Parent/Guardian Concerns and Complaints

Pacific Collegiate School adopts and implements policies for responding to parental concerns or complaints related to special education services. Pacific Collegiate School shall receive any concerns raised by parents/guardians regarding related services and rights.

Pacific Collegiate School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Section 504 of the Rehabilitation Act

Pacific Collegiate School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Pacific Collegiate

School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Pacific Collegiate School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether or not the student will be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with notice of the procedural safeguards available to them. If the 504 team obtains information during the evaluation indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Pacific Collegiate School’s schoolwide and student outcomes, as described below, are aligned with the mission, curriculum, and assessment design of the school. The Pacific Collegiate School educational program is designed to help all students achieve a high level of academic success and be prepared for entry into the finest colleges and universities. Students must demonstrate core academic and lifelong learning skills, which have been developed to align with the state standards.

Pacific Collegiate School has clearly defined schoolwide and student outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). The following table delineates Pacific Collegiate School’s measurable outcomes that align with the Eight State Priorities and Pacific Collegiate School’s goals and actions to achieve the Eight State Priorities, as identified in Element A of this charter, which may need to be modified over time.

PACIFIC COLLEGIATE SCHOOL OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<u>STATE PRIORITY #1— BASIC SERVICES</u>
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will hold a valid CA Teaching Credential.
ACTIONS TO ACHIEVE GOAL	Support and provide guidance for teachers on Provisional Internship Permits and Short-term Staff Permits to enter credential programs in a timely fashion. Support teachers with a Preliminary Credential in BTSA program.
MEASURABLE OUTCOME	100% of teachers will be credentialed or in progress of finishing credential programs. Faculty Dean and Director of Business and Operations will maintain ongoing records of credential status and update annually.
BASELINE PERFORMANCE LEVEL	During the 2013-2014 school year, 91% of teachers held valid CA Teaching Credentials (intern, preliminary or clear).
METHODS OF MEASUREMENT	Initial and Annual verification of credentials as reported by CTC.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned materials and additional instructional materials.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of pupils have had access to standards-aligned materials.
METHODS OF MEASUREMENT	Department Chairs and teachers review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain school facilities in good repair to ensure the safety of all students.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff and monthly campus work days. Monthly and annual reviews of various facility requirements.
MEASURABLE	90% or higher score on Facility Inspection.

OUTCOME	
BASELINE PERFORMANCE LEVEL	2013-2014 Facility Inspection score of 88%. All items noted for required correction have been corrected.
METHODS OF MEASUREMENT	Facility Inspection as reported in SARC.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All teachers of core classes will participate in aligning curriculum to the CCSS.
ACTIONS TO ACHIEVE GOAL	Release/extra time will be provided to departments to align curriculum and attend training related to CCSS.
MEASURABLE OUTCOME	Curriculum in core classes will be aligned to CCSS.
BASELINE PERFORMANCE LEVEL	During the 2013-2014 school year mathematics, English and history teachers began aligning curriculums to CCSS. Science teachers began discussing the Next Generation Science Standards.
METHODS OF MEASUREMENT	Departments will create documents showing CCSS curriculum alignment.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of CCSS.
ACTIONS TO ACHIEVE GOAL	EL students will participate in mainstream ELA/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
BASELINE PERFORMANCE LEVEL	Baseline data to be collected during the 2014-15 school year.
METHODS OF MEASUREMENT	EL performance on CAASPP, CELDT/ELPAC, teacher assessment (including semester grades).
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	

GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English Language proficiency.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional targeted instruction in vocabulary, writing and reading.
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS and additional targeted instruction in vocabulary, writing and reading.
BASELINE PERFORMANCE LEVEL	In the 2013-14 school two EL students transferred in the school. At this time there are no reclassified EL students.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment and CAASPP.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Board of Directors.
ACTIONS TO ACHIEVE GOAL	The Nominations Committee of the Board of Directors shall solicit nominations from the parent community when an opening occurs on the Board of Directors.
MEASURABLE OUTCOME	The Board of Directors will seek to maintain parent representation on the Board of Directors.
BASELINE PERFORMANCE LEVEL	Over the past fifteen years, at least two parents have always served as Parent Members on the Board of Directors.
METHODS OF MEASUREMENT	Board meeting agendas.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Increase parental volunteerism and attendance and input at school.
ACTIONS TO ACHIEVE GOAL	Parent Survey, asking parents to serve on school committees, quarterly parent forums on a variety of topics, monthly campus work days, annual

	welcome back BBQ, track volunteer hours.
MEASURABLE OUTCOME	Percent of families reporting volunteer hours; percent of parents completing annual survey.
BASELINE PERFORMANCE LEVEL	During the 2013-2014 school year, 30.3% of families reported volunteer hours.
METHODS OF MEASUREMENT	Volunteer Central software, parent survey results. Attendance at parent forums.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

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

- A. *California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. *The Academic Performance Index (API)*
- C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. *EL reclassification rate*
- F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction and environment conducive to student learning of CCSS aligned curriculum. Appropriate and meaningful use of instructional technology to enhance student learning.
MEASURABLE OUTCOME	Annually, have at least 95% of students participate in the CAASPP statewide assessments; at least 75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
BASELINE	In 2013, 92% of students in applicable grades, scored proficient or higher

PERFORMANCE LEVEL	on the CST for English Language Arts. 69% of students in applicable grades, scored proficient or higher on the CST for Mathematics.
METHODS OF MEASUREMENT	Annual results of CAASPP.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CDE.
ACTIONS TO ACHIEVE GOAL	Classroom instruction and environment conducive to student learning of CCSS aligned curriculum. Appropriate and meaningful use of instructional technology to enhance student learning. Some testing strategies may be incorporated into classroom instruction.
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CDE.
BASELINE PERFORMANCE LEVEL	In 2013, school wide API target was met; API targets were met in 5 of 6 numerically significant subgroups.
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS graduates will satisfy the UC/CSU course requirements.
ACTIONS TO ACHIEVE GOAL	Graduation requirements meet or exceed UC/CSU A-G requirements.
MEASURABLE OUTCOME	100% of PCS graduates will satisfy the UC/CSU course requirements.
BASELINE PERFORMANCE LEVEL	In 2014, 100% of PCS graduates will satisfy the UC/CSU course requirements.
METHODS OF MEASUREMENT	Analysis of transcripts of PCS graduates.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO	EL students will receive in-class instructional support which includes 1-

ACHIEVE GOAL	on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	75% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
BASELINE PERFORMANCE LEVEL	In 2013-14, two students were assessed on the CELDT; advancement will be measured on the 2014-15 CELDT assessment.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient and perform at grade level on the CAASPP statewide assessment.
BASELINE PERFORMANCE LEVEL	During 2012-2013, PCS had no EL students. During 2013-2014, PCS had 2 EL students.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	75% of AP Exams taken by PCS students will earn a score of 3, 4 or 5.
ACTIONS TO ACHIEVE GOAL	PCS will provide highly qualified teachers for all AP Classes and will provide support and training opportunities for these teachers.
MEASURABLE OUTCOME	Annually, 75% of AP Exams taken by PCS students will earn a score of 3, 4 or 5
BASELINE PERFORMANCE LEVEL	In 2014, 83% of AP Exams taken by PCS students earned a score of 3, 4, or 5.
METHODS OF MEASUREMENT	Annual analysis of AP Results by administration and AP teachers.

SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS graduates will satisfy the UC/CSU course requirements.
ACTIONS TO ACHIEVE GOAL	Offer a rigorous college preparatory curriculum that requires students to take A-G courses
MEASURABLE OUTCOME	PCS graduation requirements will meet or exceed UC/CSU requirements in all categories.
BASELINE PERFORMANCE LEVEL	In 2014, 100% of PCS graduates satisfied the UC/CSU course requirements.
METHODS OF MEASUREMENT	Analysis of PCS graduate transcripts.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. <i>School attendance rates</i>	
B. <i>Chronic absenteeism rates</i>	
C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i>	
D. <i>High school dropout rates</i>	
E. <i>High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will maintain a 94% ADA rate for both junior high and high school students.
ACTIONS TO ACHIEVE GOAL	Increase monitoring and communication with parents of chronically absent students to decrease truancy.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 94%.
BASELINE PERFORMANCE LEVEL	During the 2013-2014 school year, Junior High ADA was 94.2% and High School was 94.6%. During the 2012-2013 school year, Junior High ADA was 92.5% and High School was 93.5%.
METHODS OF MEASUREMENT	Monthly Cumulative ADA reports to the Board.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE	Students will not have more than 10 absences in any school year.

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in the PCS Attendance Policy. Assistant Principal will meet with parents of chronically absent students.
MEASURABLE OUTCOME	Fewer than 10% of students will have more than 10 absences in any school year.
BASELINE PERFORMANCE LEVEL	In the 2013-14 school year, 11% of students had more than 3 absences.
METHODS OF MEASUREMENT	Monthly attendance reports from student information system.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will promote 95% of 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	PCS will offer an academically engaging learning environment and academic support for all its students.
MEASURABLE OUTCOME	95% of 7 th and 8 th grade students will be eligible to advance to the next grade level.
BASELINE PERFORMANCE LEVEL	In 2013-2014, more than 95% of 7 th and 8 th grade earned grades that were sufficient to advance them to the next grade level.
METHODS OF MEASUREMENT	Student grades as verified by our student information system.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will promote 95% of 9 th -11 th grade students.
ACTIONS TO ACHIEVE GOAL	PCS will offer an academically engaging learning environment and academic support for all its students.
MEASURABLE OUTCOME	95% of 10 th -11 th grade students will be eligible to advance to the next grade level.
BASELINE PERFORMANCE LEVEL	In 2013-2014, more than 95% of 9 th -11 th grade students earned grades that were sufficient to advance them to the next grade level.
METHODS OF MEASUREMENT	Student grades as verified by our student information system.

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of PCS 12 th grade students will graduate.
ACTIONS TO ACHIEVE GOAL	PCS will offer academic support and guidance for students.
MEASURABLE OUTCOME	Annually, 95% of PCS 12 th grade students will graduate.
BASELINE PERFORMANCE LEVEL	In 2014, more than 95% of PCS 12 th grade students graduated
METHODS OF MEASUREMENT	12 th grade enrollment as verified by our SIS and CALPADS and transcript analysis of 12 th grade students.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
A. <i>Pupil suspension rates</i>	
B. <i>Pupil expulsion rates</i>	
C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	PCS will maintain clear behavior guidelines and promote a culture of respect.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	In reviewing historical SARC data, PCS has maintained a suspension rate of less than 1%.
METHODS OF MEASUREMENT	SARC, CALPADS Report.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	PCS will maintain an annual expulsion rate of less than 1%
ACTIONS TO	PCS will maintain clear behavior guidelines and promote a culture of

ACHIEVE GOAL	respect.
MEASURABLE OUTCOME	Annually, 1% or fewer enrolled students will be expelled.
BASELINE PERFORMANCE LEVEL	In reviewing historical SARC data, PCS has maintained an expulsion rate of less than 1%.
METHODS OF MEASUREMENT	SARC, CALPADS Report.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	PCS students and staff will adhere to the school safety plan.
ACTIONS TO ACHIEVE GOAL	Students and staff (certificated and classified) will participate in Earthquake, Fire and Lockdown drills twice annually. CPR training will be available annually to all certificated staff.
MEASURABLE OUTCOME	100% of certificated staff will be CPR certified. Student and staff will participate in 6 fire, earthquake or lockdown drills annually.
BASELINE PERFORMANCE LEVEL	During 2013-2014 100% of certificated staff was CPR certified. The school held fire, earthquake and lockdown drills twice each.
METHODS OF MEASUREMENT	CPR certifications and annual calendar of drills.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	PCS students, including all subgroups, unduplicated students, and students with exceptional needs, will have access to the academic program as outlined in the PCS charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.

MEASURABLE OUTCOME	100% of students, including all subgroups, unduplicated students and students with exceptional needs, will have access to all core and non-core subject content areas offered at PCS.
BASELINE PERFORMANCE LEVEL	During 2013-2014, 100% of students, including all subgroups, unduplicated students and students with exceptional needs, enrolled in the academic program as outlined in the PCS charter.
METHODS OF MEASUREMENT	Annual analysis of the number of students enrolled in each subject.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy. All students will take AP English Language during 11 th grade and AP English Literature during 12 th grade.
ACTIONS TO ACHIEVE GOAL	All students at PCS will participate in a rigorous vertically aligned English curriculum which will culminate in students taking AP English Language in 11 th grade and AP English Literature in 12 th grade. At each level students will focus on writing, reading, discussion, and vocabulary.
MEASURABLE OUTCOME	Annually, 75% of 7 th , 8 th and 11 th grade students will score Proficient or higher on the CAASP statewide test in the area of English Language Arts/Literacy. Annually, 75% of 11 th grade students will score 3, 4, or 5 on the AP English Language Exam.
BASELINE PERFORMANCE LEVEL	In 2013, 92% of students in applicable grades, scored proficient or higher on the CST for English Language Arts. In 2014, 84% of students taking the AP English Language Exam scored 3, 4, or 5.
METHODS OF MEASUREMENT	Annual CAASPP report, AP results; transcript analysis of PCS students and graduates.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics. 100% of PCS graduates will meet or exceed the UC/CSU entrance requirements for Mathematics.

ACTIONS TO ACHIEVE GOAL	All students will participate in a rigorous, vertically aligned curriculum designed to prepare students for AP Calculus BC by the 12 th grade.
MEASURABLE OUTCOME	Annually, 75% of 7 th , 8 th and 11 th grade students will score proficient or higher on the CAASPP statewide test in the area of Mathematics. 100% of PCS graduates will meet or exceed the UC/CSU entrance requirements for Mathematics.
BASELINE PERFORMANCE LEVEL	In 2013, 69% of students in applicable grades, scored proficient or higher on the CST for Mathematics. In 2014, 100% the graduating class met or exceeded the UC/CSU entrance requirements for Mathematics.
METHODS OF MEASUREMENT	CAASPP results; transcript analysis of PCS students and graduates.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in World History and US History. All PCS students will complete AP World History and AP US History.
ACTIONS TO ACHIEVE GOAL	All PCS students will participate in a curriculum that is global in its approach and grounded in a chronological study of human activities from ancient times to the present. This includes a three year World History sequence culminating in AP World History.
MEASURABLE OUTCOME	Annually, 75% of PCS students will demonstrate proficiency in History as demonstrated by semester grades. Annually, 75% of AP World History students will score 3, 4, or 5 on the AP World History Exam. Annually, 75% of AP US History students will score 3, 4, or 5 on the AP US History Exam.
BASELINE PERFORMANCE LEVEL	In 2014, 92% of AP World History students who took the Exam, scored 3, 4, or 5 on the Exam. In 2014, 82% of AP US History students who took the Exam, scored 3, 4, or 5 on the Exam.
METHODS OF MEASUREMENT	Analysis of student grades and AP Results.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in the appropriate science class.

	All PCS graduates will have taken Physics, Chemistry and AP Biology. 100% of PCS students will complete AP Biology.
ACTIONS TO ACHIEVE GOAL	All PCS students will participate in a rigorous Science curriculum that focuses on hands on learning and critical thinking. While challenging this curriculum is designed with the belief that all students can be successful.
MEASURABLE OUTCOME	Annually, 75% of PCS students will demonstrate proficiency in Science as demonstrated by semester grades. Annually, 75% of AP Biology students taking the Exam will score 3, 4, or 5.
BASELINE PERFORMANCE LEVEL	In 2014, 88% of AP Biology students who took the Exam scored 3, 4, or 5.
METHODS OF MEASUREMENT	Analysis of student grades and AP results.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS students will take at least 3 years of Visual and Performing Arts during 9 th -12 th grade.
ACTIONS TO ACHIEVE GOAL	PCS will offer a rich and varied Visual and Performing Arts curriculum that includes classes in visual arts, drama, choir, dance, and instrumental music.
MEASURABLE OUTCOME	100% of PCS students will take at least 3 years of Visual and Performing Arts during 9 th -12 th grade.
BASELINE PERFORMANCE LEVEL	In 2014, 100% of PCS graduates completed at least 3 years of Visual and Performing Arts during 9 th -12 th grade.
METHODS OF MEASUREMENT	Analysis of transcripts.
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	100% of PCS students will take a minimum of 3 years of a single Foreign Language.
ACTIONS TO ACHIEVE GOAL	PCS will offer four year programs in Spanish, Latin, French, and Mandarin Chinese, with the 4 th year being an AP Course.
MEASURABLE OUTCOME	100% of PCS students will take a minimum of 3 years of a single Foreign Language.
BASELINE	In 2014, 100% of PCS graduates completed at least 3 years of a single

PERFORMANCE LEVEL	Foreign Language.
METHODS OF MEASUREMENT	Analysis of transcripts.

ELEMENT C: MEASURING PUPIL PROGRESS

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

Assessments

Pacific Collegiate School will meet all statewide standards and will conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Schoolwide and student subgroup progress is objectively measured by state-mandated annual assessments within the CAASPP assessment system for each grade (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT), the California High School Exit Exam (CAHSEE), the California English Language Development Test (CELDT), and by Advanced Placement exam results.

Progress is also measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress is discussed on a regular basis with parents and students. Pacific Collegiate School utilizes a comprehensive database of student progress, discussed below, which is accessible to faculty to monitor and inform instruction.

Special education students are assessed in accordance with any accommodations or modifications as expressed in their IEPs.

Please refer to the table in Element B of this charter for a description of the assessments Pacific Collegiate School utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Pacific Collegiate School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Use and Reporting of Data

Pacific Collegiate School teachers, administration and Board also annually review grade distributions, AP scores, state-mandated assessment scores, and SAT scores to identify any patterns or trends that might inform improvements in curriculum and instruction. Grade level

teams and the student support team also analyze individual student performance through Infinite Campus in order to target modifications and strategies for individual students.

The annual School Accountability Report Card (SARC) report is developed and made available to parents and to the public. The annual update to the LCAP will be produced and submitted to the County in accordance with Education Code Sections 47606.5 and 47604.33.

ELEMENT D: GOVERNANCE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non Profit Public Benefit Corporation

Pacific Collegiate School is a direct-funded independent charter school that is operated as a California non-profit public benefit corporation pursuant to California law. Pacific Collegiate School operates autonomously from the Santa Cruz County Board of Education and the Santa Cruz County Office of Education (collectively referred to herein as the “County”), with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the County and Pacific Collegiate School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of Pacific Collegiate School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Pacific Collegiate School as long as the County has complied with all oversight responsibilities required by law.

Attached, as **Appendix G**, please find the Pacific Collegiate School Articles of Incorporation, draft Bylaws, and Conflict of Interest Code.

Board of Directors

Pacific Collegiate School is governed by a corporate Board of Directors (or “Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Pacific Collegiate School Board of Directors is responsible for ensuring the long-term financial stability of the school while advancing the school’s mission and vision.

The Board of Directors shall conduct and direct the affairs of Pacific Collegiate School to fulfill and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, the Bylaws, Pacific Collegiate School policies, and applicable provisions of the California Education Code specifically relating to California charter schools. The general and specific powers of the Board are specified in the bylaws. The Board’s responsibilities include but are not limited to the following:

1. Formulation, modification and adherence to the general policies and bylaws of the school
2. The fiscal management of the school, including approving and monitoring the school’s annual budget
3. Operation of the school in accordance with the charter and the law
4. Determining graduation requirements

5. Hiring and evaluation of the school's principal
6. Ensuring the school has a suitable facility in which to operate

Board directors are required, during their three-year terms, to meet the standards laid out in the policy regarding Expectations of Board Members, including the policy provisions concerning Conflict of Interest.

On an annual basis, the Nominations Committee is responsible for evaluating the current and future needs of the Board, and undertaking an extensive selection process to identify prospective board members. The Board shall have no less than seven (7) and no more than seventeen (17) directors depending on the current and future needs of the Board. In accordance with Education Code Section 47604(b), the County may appoint a representative to sit on the Board of Directors. If the County chooses to do so, the Board of Directors ensure the Board is maintained with an odd number of directors. New directors are nominated by the Nominations Committee, and subsequently elected to the Board by the Board of Directors. Procedures for the election and removal of Board directors are specified in the bylaws.

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

Pacific Collegiate School including its Board of Directors shall comply with the Brown Act and Public Records Act. Committees of the Board of Directors (e.g., Executive Committee, Finance Committee, and Nominations Committee) shall comply with the Brown Act, as applicable.

Pacific Collegiate School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within **Appendix G**. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Parent Involvement in Governance of the School

Educational leaders have long recognized the value of parental involvement in educational processes, and the link between parental engagement and individual student achievement. Our own experience has shown us that parental involvement in the school links to individualized student effort, motivation, work habits and behavior. Recognizing this link, the founders of Pacific Collegiate School established a framework that effectively channels parental involvement at almost every level of the organization.

Our individual surveys have shown us that parents who have chosen to send their child to Pacific Collegiate School have already taken steps to become actively involved in their education. Understanding how to further that involvement and make the involvement mutually beneficial to both the school and the parent after their child enrolls is not always easy. While the ultimate goal

is to increase student achievement, the school also recognizes the importance of creating a culture of support for faculty and staff while empowering parents to be partners in the education of their children.

In an effort to provide a wide variety of opportunities for parents to become involved in the educational processes at Pacific Collegiate, the school established the Parent Volunteer Association. The Parent Volunteer Association, of which each parent is a member, works under the direction of the Principal to manage the parent volunteer activities at the school while organizing community fundraising and social/cultural events. The Parent Volunteer Association continually surveys faculty, staff, students and parents in an effort to create new opportunities for parental engagement, and works closely with the Principal to define the purpose of parental involvement. Experience has shown us that parents who see themselves as educational partners instead of just volunteers, become more actively involved in their child's education.

The goal of the Parent Volunteer Association is to create a mutually beneficial atmosphere where the school is meeting or exceeding its mission by effectively organizing and engaging the parent community, while at the same time creating an understanding by the parent volunteer that they have become an integral part of that process.

The Parent Volunteer Association encourages each family to complete annual service hours in support of the educational processes of the school, however, no student will be excluded from Pacific Collegiate School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged annual service hours. The Parent Volunteer Association is not a separate legal entity, but acts pursuant to the authority granted to it by the Principal and the Board of Directors.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Teachers

Teachers of core, college preparatory courses at Pacific Collegiate School shall be required to hold a Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold in accordance with Education Code Section 47605(1). As the State Board of Education and CTC provide interpretations for the requirements for non-core, non-college-prep subjects, those interpretations will be followed. Supervision and evaluation of teachers will be conducted by a qualified administrator. PCS will also comply with applicable Highly Qualified Teacher requirements as described under the Elementary and Secondary Education Act.

Administrators

PCS is fortunate to attract and retain highly experienced administrators from the education and business sectors who lead the school's operations and management functions. All staff and personnel must demonstrate the abilities to carry out the responsibilities of their positions effectively and must conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism. The administrative team currently includes the following positions: Principal, Vice Principal/Dean of Students, Faculty Dean, Director of Business and Operations, and Academic/College Counselor. (See the most recent job descriptions for these positions in **Appendix H**).

A list of Pacific Collegiate School's current certificated staff is included in **Appendix I**, and current classified staff are included in **Appendix J**.

ELEMENT F: HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Pacific Collegiate School adopts and implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. PCS maintains a comprehensive set of health and safety policies as part of its School's Safety Plan. These policies are reviewed on a regular basis and updated as necessary, and address the areas of emergency actions for fire, earthquake and bomb threat, medical emergencies or injuries, suspected child abuse and mandatory reporting procedures, CPR certification of teachers, administering medications, exclusion of tobacco, drugs and alcohol by students and staff on campus or at school events, seismic safety and earthquake preparedness, natural disasters and emergencies, and the maintenance of adequate property and liability insurance protection by PCS. A complete copy of the School Safety Plan is always available upon request.

The following is a summary of the health and safety policies of Pacific Collegiate School:

Procedures for Background Checks

Employees and contractors of Pacific Collegiate School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of Pacific Collegiate School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws.

Tuberculosis Testing

Faculty and staff must be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Pacific Collegiate School adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students must be screened for vision, hearing and scoliosis. Pacific Collegiate School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

Pacific Collegiate School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

Pacific Collegiate School adheres to a School Safety Plan, developed in accordance with Education Code Sections 32280-32289, which is maintained and reviewed annually. Under the direction of the School Safety Plan Committee, administered by the Principal and Administrative Staff, the School Safety Plan outlines emergency incident assessment and coordinated response. It also calls for annual training of certified and classified employees in practical safety skills such as CPR, AED training and emergency drills.

Blood borne Pathogens

Pacific Collegiate School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board maintains a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

Pacific Collegiate School functions as a drug-, alcohol-, and smoke-free environment.

Facility Safety

Pacific Collegiate School complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pacific Collegiate School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Pacific Collegiate School conducts fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

Pacific Collegiate School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Pacific Collegiate School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Pacific Collegiate School’s discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Each and every student enrolled in Pacific Collegiate School, regardless of race, ethnicity, language ability, special needs, wealth, prior academic achievement, or any characteristic listed in Education Code Section 220, has access to a rigorous, college preparatory curriculum rich in Advanced Placement (AP) courses. This combination of open access coupled with high academic standards and proven achievement by students of diverse abilities has consistently resulted in greater demand for admission than seats available, which is addressed through an annual lottery (See Element H: Admission Requirements).

Like all California public institutions, PCS is prohibited by law from instituting admissions policies that promote enrollment of children of a particular racial or ethnic group. Yet the school remains steadfast in its commitment to developing a diverse student body that is reflective of the racial and ethnic balance of the general population residing within the territorial jurisdiction of the Santa Cruz City Schools Secondary District, where PCS' original charter petition was submitted. The PCS Diversity Plan, included in **Appendix K**, acts as a roadmap providing structure to this commitment.

Key to the implementation of the Diversity Plan is the Board's continued allocation of funds for an Outreach Coordinator (PCS is perhaps the only school in the area to do so) and the establishment of the Diversity Oversight Committee (DOC). The Outreach Coordinator is a member of the DOC and both work together with the school Principal to execute the Plan, evaluate progress and recommend adjustments as needed to meet specific milestones.

The Diversity Plan's multi-faceted approach to advancing awareness and interest in the school's mission and program advocates extensive outreach to Santa Cruz area students and their families. The Diversity Plan acknowledges that all these efforts will take time and continued collaboration with our local school district and County Office of Education. Through our community service program, many PCS students serve as mentors to younger students and the bond of friendship and trust created helps to encourage interest in enrollment amongst a broad cross-section of the community. Through the direct efforts of the DOC, PCS participates in the Santa Cruz Live Oak Collaborative meetings to promote college-bound communities and also maintains on-going relationships with the UCSC Education Partnership Center, the Boys and Girls Club of Santa Cruz, and the Beach Flats Community Center. These outreach efforts have allowed PCS to begin to build bridges within the Santa Cruz community. For example, beginning in spring of 2014, PCS has partnered with Barrios Unidos in an after school program located on the PCS campus. Twice a week, students from Barrios Unidos are transported to PCS where PCS volunteer students and staff work with them on homework, study skills, and targeted instruction in reading

and math. We look forward to exploring more ways in which PCS can partner with local schools and community organizations to provide educational opportunities for children in Santa Cruz County.

Information about Pacific Collegiate School and upcoming events are available to everyone on our website (<http://www.pacificcollegiate.com/>) and in the local newspapers. Information and announcements are also distributed to area schools, community centers, libraries, after-school programs, health clinics, religious institutions and other areas where student families of diverse backgrounds might be reached. Prior to the annual lottery, which is typically held in the spring, we conduct at least three information meetings for students and their families that are spread across several months. These meetings are widely advertised in English as well as Spanish. Spanish language interpretation is available at each meeting and at least one of these meetings takes place on a Saturday.

Creating a welcoming culture where diversity is valued is also a key component in attracting a diverse student body. Pacific Collegiate School hires staff and faculty who respect all students. The school invests in training that helps align individual faculty and department goals with the diversity goals of the school. Students are expected to treat each other fairly and respectfully. The school program’s international emphasis is used sensitively to raise awareness of race and ethnicity within the context of academic inquiry.

In a sincere effort to build a more diverse student population, the PCS Board of Directors approved a pilot program that would, from 2011-2014, address student diversity by directly affecting lottery selections. With the goal of increasing socio-economic diversity, the PCS Pilot Lottery Study – beginning with the admission lottery for the 2011-2012 school year – set aside either 10% of available slots or five seats, whichever number is greater, for children who would be the first in their family to attend college. (For purposes of this program, a ‘first-generation college-bound applicant’ is defined as one whose parents’ or chief guardians’ highest level of education is less than an Associate’s Degree).

The first to college lottery has now run for four years, and PCS is seeing a change in the diversity of its student population. For example, as of the state’s CALPADS reporting dates in October of 2011 and 2012, the percentage of Hispanic/Latino students in Grades 7, 8, and 9 at PCS was markedly higher than in other grades, as the table below suggests. The table also indicates overall growth in the school’s Hispanic/Latino student population when compared to October 2010, the last count prior to introduction of the Pilot Lottery.

Percentage of PCS Students Reported as Hispanic/Latino

Date	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
10/10	5.0	10.2	6.7	12.6	12.3	5.5	9.0
10/11	17.0	13.6	11.4	4.7	10.7	10.4	11.4
10/12	21.6	16.1	11.4	13.1	5.9	11.0	13.2
10/13	13.5	20.5	17.0	11.8	14.7	6.1	14.0
9/14*	14.1	12	17.5	17.7	13.9	15.4	16.9

*Preliminary data, will be updated as of CBEDS 10/14.

Similarly, PCS has seen a decline in the percentage of students reporting as White in Grade 7 after four first to college lotteries and in Grades 8, 9, and 10 as it absorbed enrollees earlier first to college lotteries (bold face below):

Percentage of PCS Students Reported as White

Date	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
10/10	86.3	73.9	69.7	74.7	75.3	81.8	76.5
10/11	65.9	71.6	72.7	67.1	72.6	72.7	70.4
10/12	65.9	65.5	72.3	72.6	70.6	76.8	70.6
10/13	64.0	64.8	63.6	69.4	66.6	72.0	66.6
9/14*	83.6	67.4	70.3	66.6	73.4	70.4	68.3

*Preliminary data, will be updated as of CBEDS 10/14.

These shifts in student diversity speak clearly and positively to the combined impact of both the first to college lottery and the outreach efforts of the school. The adoption and sustained implementation of PCS’ comprehensive Diversity Plan, which provides a positive framework for meeting diversity goals through its five standards – Planning, Structural Diversity, Classroom Diversity and Academic Success, Campus Culture and Assessment – has yielded positive results. These results have, in turn, been further amplified by the school’s admissions preferences. We will continue to make inroads in this area. Diversity is a priority within the school culture, classroom and community.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

There are no admission requirements to attend PCS with the exception of California residency and the maximum age limits required. (Title 5 California Code of Regulations Section 11960(c)). After an offer of admission is made, the enrollment process will include diagnostic testing and examination of a student's performance history to ensure appropriate placement in classes and targeted assistance as needed.

Pacific Collegiate School shall admit all pupils who wish to attend the school, subject only to capacity, and any pupil attending Pacific Collegiate School may continue to attend Pacific Collegiate School in the following year. PCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of any characteristic described in Education Code Section 220. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of new pupils who wish to attend Pacific Collegiate School exceeds Pacific Collegiate School's openings for any grade, admission shall be determined by a public random drawing (or "lottery"), with the exception of existing students, who are guaranteed admission in the following school year. The lottery is typically held in the spring following the open enrollment period. Preference in the public random drawing shall be given to the following students in the following order:

1. First-generation college-bound applicants. Five seats (or 10% of spaces remaining for *after* implementation of preferences 2 and 3, whichever number is larger) are reserved for first-generation college-bound applicants in grade 7. A "first-generation college-bound applicant" is defined as one whose parents' or chief guardians' highest level of education is less than an Associate's Degree. An eligible applicant for this preference who is not assigned one of the five seats may then receive preference in the lottery in accordance with other preferences listed below.
2. Children of current faculty or staff of Pacific Collegiate School.
3. Siblings of current pupils of Pacific Collegiate School.

4. Children of current or past members of the PCS Board of Directors who served or committed to serve a full term on the Board of Directors, and who has met other prerequisites as may be defined by the Board of Directors pursuant to adopted policy.
5. Residents of the Santa Cruz City Secondary Schools District. In-district applicants are awarded a weighted advantage in the lottery process such that their chances of being selected are greater than those of out-of-district applicants.

Prior to conducting the public random drawing, Pacific Collegiate School annually determines the number of available spaces in each grade level by taking the number of open spaces and subtracting the number of existing Pacific Collegiate School students who will be automatically enrolled in the following school year. After that number is determined and after the open enrollment period has closed, Pacific Collegiate School conducts the public random drawing to determine those students who are offered admission to the school according to their draw in the lottery as listed in the above admission preference categories.

Wait List

At the conclusion of the public random drawing, all students who were not admitted due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

ELEMENT I: FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of Pacific Collegiate School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Pacific Collegiate School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Pacific Collegiate School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel. The independent financial audit of the Pacific Collegiate School is public record to be provided to the public upon request.

Pursuant to Education Code Section 47604.3, Pacific Collegiate School will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the County. Pacific Collegiate School will automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). Pacific Collegiate School recognizes the right of the County to conduct random inspections of Pacific Collegiate School pursuant to Education Code Section 47607.

ELEMENT J: SUSPENSION AND EXPULSION

*Governing Law: The procedures by which pupils can be suspended or expelled.
Education Code Section 47605(b)(5)(J).*

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for violations described in the PCS Pupil Suspension and Expulsion Policy.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Pacific Collegiate School. In creating this policy, Pacific Collegiate School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Pacific Collegiate School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Pacific Collegiate School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Pacific Collegiate School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Pacific Collegiate School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Pacific Collegiate School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for

suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Pacific Collegiate School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Pacific Collegiate School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and

thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had

obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or

receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Pacific Collegiate School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Pacific Collegiate School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Pacific Collegiate School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Pacific Collegiate School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Pacific Collegiate School Board following a hearing before it or by the Pacific Collegiate School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Pacific Collegiate School Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Pacific Collegiate School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Pacific Collegiate School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Pacific Collegiate School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Pacific Collegiate School must present evidence that the witness' presence is both desired by the witness and will be helpful to Pacific Collegiate School. The person presiding over the hearing shall permit

the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical

or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Pacific Collegiate School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Pacific Collegiate School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Pacific Collegiate School as the Pacific Collegiate School Board of Director's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Pacific Collegiate School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Pacific Collegiate School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Pacific Collegiate School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Pacific Collegiate School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA and Reporting

Pacific Collegiate School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Pacific Collegiate School or SELPA would be deemed to have knowledge that the student had a disability.

Pacific Collegiate School shall also report suspensions/expulsions to the California Department of Education through CASEMIS for monitoring and compliance purposes.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Pacific Collegiate School, the parent, and relevant members of the IEP/504 Team shall meet and review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Pacific Collegiate School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Pacific Collegiate School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Pacific Collegiate School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Pacific Collegiate School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Pacific Collegiate School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Pacific Collegiate School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Pacific Collegiate School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Pacific Collegiate School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Pacific Collegiate School agree otherwise.

5. Special Circumstances

Pacific Collegiate School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Pacific Collegiate School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Pacific Collegiate School had knowledge that the student was disabled before the behavior occurred.

Pacific Collegiate School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Pacific Collegiate School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Pacific Collegiate School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Pacific Collegiate School supervisory personnel.

If Pacific Collegiate School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Pacific Collegiate School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Pacific Collegiate School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Pacific Collegiate School pending the results of the evaluation.

Pacific Collegiate School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Teachers at Pacific Collegiate School are covered by the State Teachers' Retirement System. Other employees at Pacific Collegiate School are covered by the Public Employees' Retirement System, and/or Social Security, as appropriate to the position. The PCS Director of Business and Operations is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend Pacific Collegiate School. Students who reside within the County who choose not to attend Pacific Collegiate School may attend school at their home district according to district policy or at another school district or school within the County through the district's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in Pacific Collegiate School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Pacific Collegiate School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district or County employee shall be required to work at Pacific Collegiate School. Employees of a district or County who choose to leave the employment to work at Pacific Collegiate School will have no automatic rights of return to the district or County after employment by Pacific Collegiate School unless specifically granted by the district or County through a leave of absence or other agreement. Pacific Collegiate School employees shall have any right upon leaving the district or County to work in Pacific Collegiate School that the district or County may specify, any rights of return to employment in a school district after employment in Pacific Collegiate School that the district may specify, and any other rights upon leaving employment to work in Pacific Collegiate School that the district or County determines to be reasonable and not in conflict with any law.

All employees of Pacific Collegiate School are considered the exclusive employees of Pacific Collegiate School and not of the County, unless otherwise mutually agreed in writing. Sick or vacation leave or service credit from a district or County will not transfer nor accrue to Pacific Collegiate School. Employment by Pacific Collegiate School provides no rights of employment at any other entity, including any rights in the case of closure of Pacific Collegiate School.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Pacific Collegiate School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. Pacific Collegiate School is willing to consider changes to the process outline below as suggested by the County.

Pacific Collegiate School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Pacific Collegiate School and the County, Pacific Collegiate School staff, employees and Board members of Pacific Collegiate School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Principal of Pacific Collegiate School. In the event that the County Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Pacific Collegiate School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of Pacific Collegiate School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and Pacific Collegiate School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and Pacific Collegiate School.

Internal Disputes

Internal disputes shall be handled in accordance with complaint policies and procedures as adopted by the Board of Directors, including a Uniform Complaint Policy and Procedures. Pacific Collegiate School requests that any complaints received by the County concerning internal matters of the school be promptly forwarded to the Pacific Collegiate School for processing in accordance with the school's complaint policies and procedures.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Employees of Pacific Collegiate School will also have full collective bargaining rights as defined by the Education Employees Relations Act (“EERA”). For the purposes of EERA, Pacific Collegiate School is the exclusive public school employer of Pacific Collegiate School employees.

ELEMENT P: CLOSURE PROCEDURES

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

We do not expect PCS to close. Closure of Pacific Collegiate School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, Pacific Collegiate School will provide parents, students and the County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Pacific Collegiate School will ask the County Office of Education to store original records of Pacific Collegiate School students. All student records of Pacific Collegiate School shall be transferred to the County upon closure. Where possible, Pacific Collegiate School will deliver student records to the returning district or school, if applicable. If the County will not or cannot store the records, Pacific Collegiate School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

Pacific Collegiate School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Pacific Collegiate School, all assets of Pacific Collegiate School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Pacific Collegiate School, remain the sole property of the nonprofit corporation, Pacific Collegiate School, and upon dissolution of the nonprofit public benefit corporation shall be distributed in accordance with its Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Pacific Collegiate School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Pacific Collegiate School shall remain solely responsible for all liabilities arising from the operation of Pacific Collegiate School.

As Pacific Collegiate School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of Pacific Collegiate School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in **Appendix N**, Pacific Collegiate School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Charter Term

The term of this charter renewal shall be from July 1, 2015 to June 30, 2020.

Severability

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

Communications

All official communications between Pacific Collegiate School and its Board, and the Santa Cruz County Board of Education, will be sent via First Class Mail or other appropriate means to the following address:

Pacific Collegiate School
255 Swift Street
Santa Cruz, CA 95060

After July 2015
Pacific Collegiate School
3004 Mission Street
Santa Cruz, CA 95060

Facilities

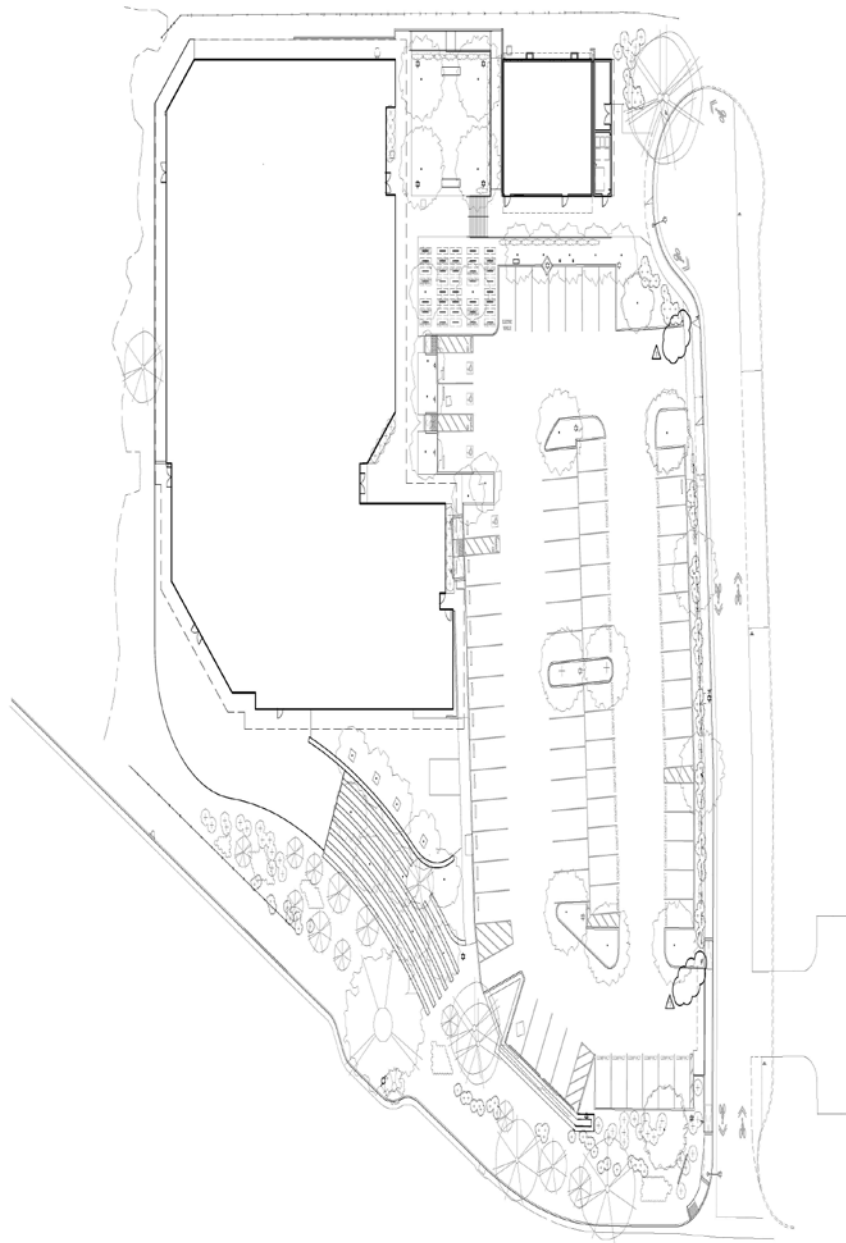
Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

PCS has been located at 255 Swift Street in the lower Westside neighborhood of Santa Cruz and has been at this location since 2004. The campus is owned by the Santa Cruz City Schools (SCCS) District and was previously an elementary school. PCS is required by law to be located within the boundaries of the SCCS, as it was to this district to which the charter petition was originally submitted and denied. (Education Code Section 47605(a) and 47605.1). PCS has leased this facility through a separate Facilities Use Agreement with SCCS (see **Appendix L**). The current lease is set to expire on June 30, 2015.

The total area currently being utilized by PCS at the Swift Street campus is approximately 46,000 square feet. This includes five portables owned by PCS, which were moved to the site (three in 2004, and two in 2012). In addition to the gymnasium, which is dedicated to PCS use during school hours only, the school's program space includes 16 general classrooms, 9 specialized classrooms, 2 large spaces used for gatherings and performances, a library, administrative offices, faculty and staff workrooms, a conference room and miscellaneous support spaces (e.g., kitchens, restrooms, mechanical rooms, and storage).

The Pacific Collegiate Foundation recently purchased a 47,000 square foot facility at 3004 Mission Street, Santa Cruz, with funds raised through an on-going capital campaign. The Pacific Collegiate Foundation is in the process of renovating the facility, with the goal of it being completed by June 2015. PCS will lease the renovated facility from the Foundation and will be moving from the Swift Street campus to the 3004 Mission Street campus in July 2015. (See Pacific Collegiate Foundation Letter of Intent attached in **Appendix M**).

The new facility will have 30 classrooms, including specially designed rooms for science, visual and performing arts, and technology classrooms. There will also be a large space for performances and gatherings, a library, administrative offices, staff workrooms, conference rooms, and all necessary additional spaces to maintain a safe and effective learning environment. In particular, ample space has been included to allow students to congregate, eat, collaborate, and socialize. This includes a large indoor student center with adjoining exterior deck, and multiple exterior seating areas. Field, gym space, and theater space will be provided off site to support extracurricular activities. Included below are proposed site plans as well as proposed room plans for the first and second floors of the building.



SITE PLAN
1/8"=1'-0"

Studio
Bondy
Architecture

1000 WENTWORTH DRIVE, SUITE 200
DALLAS, TEXAS 75201-2000

PACIFIC COLLEGIATE SCHOOL

PROJECT NO. 12108

1000 WENTWORTH DRIVE, SUITE 200
DALLAS, TEXAS 75201-2000

GENERAL CONTRACTOR
 SHAW CONSTRUCTION, INC.
 200 SOUTH STREET
 DALLAS, TEXAS 75201
 CONTACT: JAMES SHAW
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 WWW.SHAWCONSTRUCTION.COM

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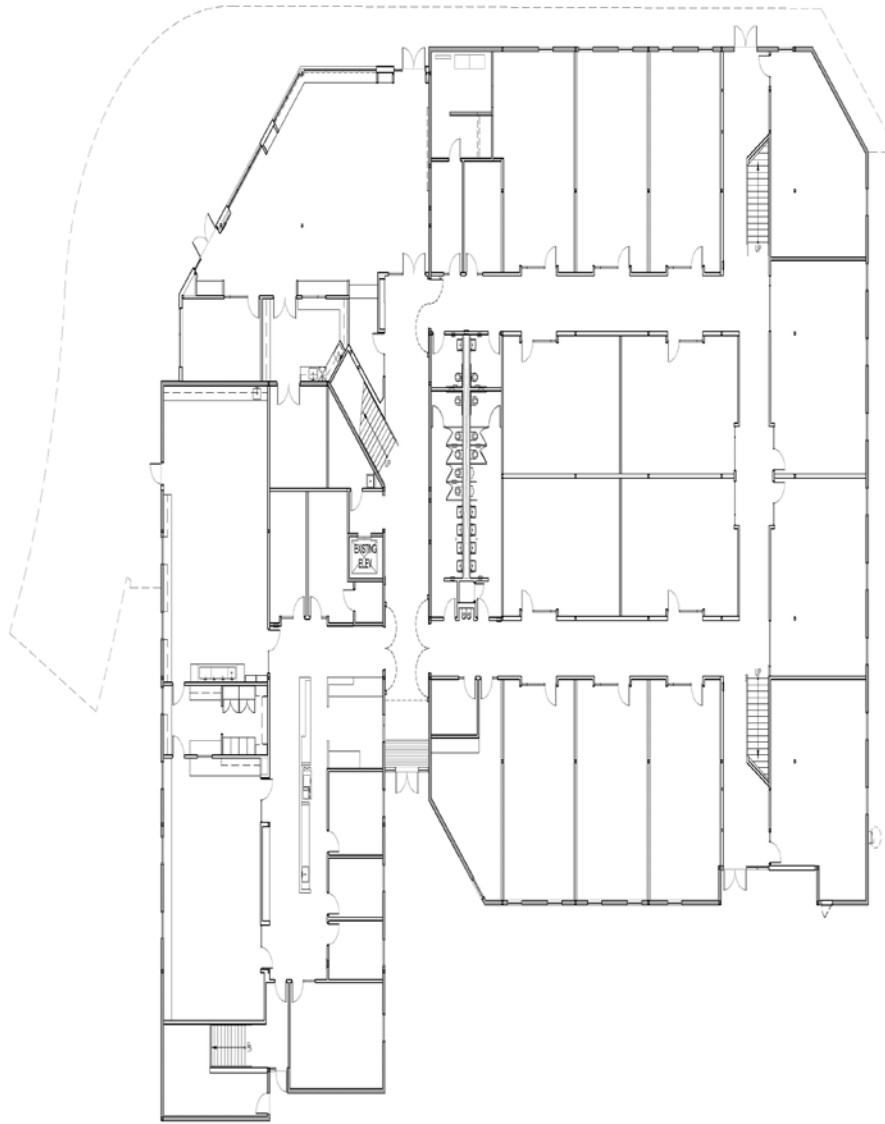
PROGRESS PRINT
2014.08.06

1000 WENTWORTH DRIVE, SUITE 200
 2000 WENTWORTH DRIVE, SUITE 200
 2000 WENTWORTH DRIVE, SUITE 200

1"=1'-0"

PROPOSED SITE PLAN

A1.01



Studio
Bandy
Architecture

1000 MARKET STREET, SUITE 200, SAN FRANCISCO, CA 94102
415.774.1111 | WWW.STUDIOBANDY.COM

PACIFIC COLLEGIATE SCHOOL

PROJECT NO. 12-03

200 MARKET STREET, SUITE 200, SAN FRANCISCO, CA 94102
415.774.1111 | WWW.STUDIOBANDY.COM

GENERAL CONTRACTOR
 BROWN CONTRACTING, INC.
 2801 CALIF. STREET
 SAN FRANCISCO, CA 94115
 OWNER: JAMES BROWN
 P.L.# 00000001
 E.L.# 00000001

STRUCTURAL ENGINEER
 HOK, ARCHITECTURE/ENGINEERING
 100 CALIFORNIA STREET, SUITE 200
 SAN FRANCISCO, CA 94111
 OWNER: HOK
 P.L.# 00000001
 E.L.# 00000001

CIVIL ENGINEER
 HOK, ARCHITECTURE/ENGINEERING
 100 CALIFORNIA STREET, SUITE 200
 SAN FRANCISCO, CA 94111
 OWNER: HOK
 P.L.# 00000001
 E.L.# 00000001

LANDSCAPE ARCHITECT
 SEITZ SPENCER LANDSCAPE ARCHITECT
 225 CALIFORNIA STREET, SUITE 200
 SAN FRANCISCO, CA 94111
 OWNER: SEITZ SPENCER
 P.L.# 00000001
 E.L.# 00000001

MECHANICAL ENGINEER
 BROWN CONTRACTING, INC.
 2801 CALIF. STREET
 SAN FRANCISCO, CA 94115
 OWNER: BROWN
 P.L.# 00000001
 E.L.# 00000001

SURVEYOR
 PLAN SURVEY
 200 MARKET STREET, SUITE 200
 SAN FRANCISCO, CA 94102
 REG.# 00000001
 E.L.# 00000001
 PLAN SURVEY

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 HOK, ARCHITECTURE/ENGINEERING
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 OWNER: HOK
 P.L.# 00000001
 E.L.# 00000001

GREEN BUILDING CONSULTANT
 BROWN CONTRACTING, INC.
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 SAN FRANCISCO, CA 94115
 OWNER: BROWN
 P.L.# 00000001
 E.L.# 00000001

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 E.L.# 00000001

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 OWNER: BROWN
 P.L.# 00000001
 E.L.# 00000001

PROGRESS PRINT
2014.08.06

Initial Permit Submit 07.02.2014
 Permit Set 08.06.2014
 PLAN CHECK REVISIONS 08.08.2014
 PROJECT DEVELOPER 08.09.2014

CONCEPTUAL
FIRST FLOOR
FURNITURE PLAN

FF1.01

FIRST FLOOR PLAN 1/8" = 1'-0" 1

Studio
Bondy
Architecture

1000 BROADWAY, SUITE 200
SAN FRANCISCO, CA 94103

**PACIFIC
COLLEGIATE
SCHOOL**

PROJECT NO. 12108
DATE: 08/06/14
DRAWN BY: JACOB BONDY
CHECKED BY: JACOB BONDY

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SAN FRANCISCO, CA 94109
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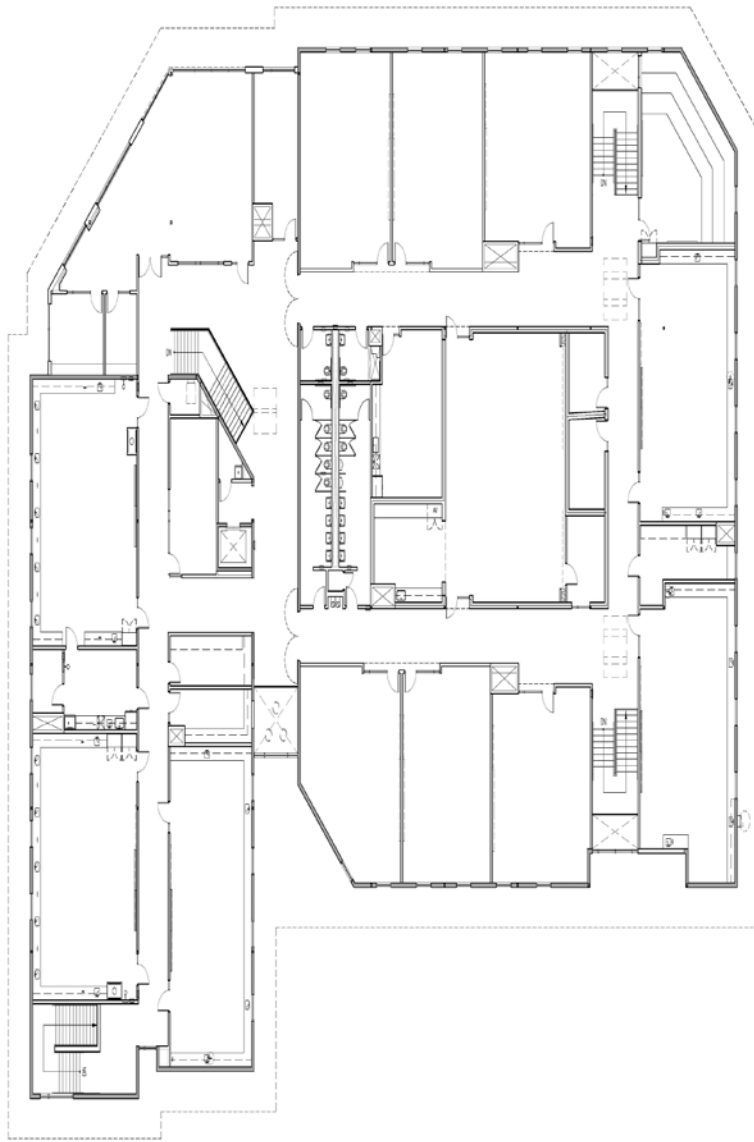
PROGRESS PRINT
2014.08.06

- Initial Permit Submittal 07.02.2014
- Permit Set 08.06.2014
- Final Check - RUSONG 08.06.2014
- PROJECT DEVELOPMENT 08.06.2014

1" = 12'-0"

PROPOSED
SECOND FLOOR
FURNITURE PLAN

FF102



SECOND FLOOR PLAN 1

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

PCS currently contracts with the County for administrative and financial services including, but not limited to, financial management, accounts payable/receivable, payroll, and human resources. The specific terms and cost for these services is the subject of a memorandum of understanding between PCS and the County and subject to County availability and willingness to provide such services.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

PCS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. PCS shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of PCS.

Further, PCS and the County shall enter into a memorandum of understanding, wherein PCS shall indemnify the County for the actions of PCS under this charter.

The corporate bylaws of PCS provide for indemnification of the PCS Board of Directors, officers, agents, and employees, and PCS shall maintain general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

PCS shall maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Insurance amounts are determined by recommendation of the County and PCS's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of PCS.

The PCS Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Budgets and Financial Statements

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

Attached, as **Appendix N**, please find Pacific Collegiate School's three-year budget and cash-flow, including budget assumptions and projections. These documents are based upon the best data available to PCS at this time.

PCS shall provide reports to the County in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Pacific Collegiate School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the County shall include an annual statement of all the Pacific Collegiate School's receipts and expenditures for the preceding fiscal year and the School's balance sheet.