SUBMITTED RESPECTFULLY TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT

SUBMITTED: MONDAY, OCTOBER 8, 2012

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# PETITION TABLE OF CONTENTS

**AFFIRMATIONS AND ASSURANCES**............................................................................................................. 9

**ELEMENT 1 – THE EDUCATIONAL PROGRAM** .......................................................................................... 10

I. INTRODUCTION ........................................................................................................................................... 10  
* A. Overview .................................................................................................................................................. 10  
B. Mission ....................................................................................................................................................... 10  
C. Vision .......................................................................................................................................................... 10  
D. Targeted Student Population .................................................................................................................. 11  

II. INSTRUCTIONAL PROGRAM OVERVIEW ............................................................................................. 16  
    A. What it means to be an “educated person” in the 21 Century ............................................................... 16  
    B. Educational Program Goals .................................................................................................................. 16  
    C. How Learning Best Occurs .................................................................................................................... 17  

III. PATH PROGRAM ..................................................................................................................................... 19  
    A. Personalized Learning Environment ..................................................................................................... 20  
    B. Academic College-Preparatory Curriculum .......................................................................................... 24  
    C. Transformative Culture .......................................................................................................................... 42  
    D. Holistic Approach .................................................................................................................................... 43  

IV. SERVING SPECIALIZED LEARNING POPULATIONS ............................................................................ 45  
    A. Socioeconomically Disadvantaged Students ........................................................................................ 45  
    B. Students Achieving Below Grade Level ............................................................................................... 46  
    C. English Learners ..................................................................................................................................... 47  
    D. Students with Disabilities ....................................................................................................................... 49  
    E. Gifted Students ........................................................................................................................................ 51  
    F. Students with Credit Deficiency ............................................................................................................ 51  

V. ACADEMIC SCHEDULES AND CALENDAR .......................................................................................... 52  
    A. Bell Schedules ........................................................................................................................................ 52  
    B. Annual Calendar ...................................................................................................................................... 53  
    C. Instructional Time .................................................................................................................................... 55  
    D. Teacher Schedules .................................................................................................................................. 55  
    E. Student Schedules ................................................................................................................................... 56  

VI. A TYPICAL DAY AT PATHWAYS COMMUNITY SCHOOL ....................................................................... 57  

VII. STAFF RECRUITMENT, TRAINING, AND RETENTION ..................................................................... 61  
    A. What is a Qualified and Quality Teacher? .............................................................................................. 61  
    B. Recruiting Qualified Teachers ............................................................................................................. 61  
    C. Staffing Strategies ................................................................................................................................... 61  
    D. Staff Training and Continued Professional Development .................................................................... 62  

VIII. EDUCATIONAL PROGRAM IMPLEMENTATION PLAN .................................................................... 65  

IX. WASC ACCREDITATION ............................................................................................................................. 66
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES .............................................................. 67
  I. MEASURABLE STUDENT OUTCOMES ........................................................................ 67
     A. Learning Goals for All Students ............................................................................. 67
     B. Achievement Targets ............................................................................................ 72
     C. School Accountability Plan .................................................................................... 73

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED .......... 74
  I. ASSESSMENT FRAMEWORK .................................................................................... 74
     A. Clear Expectations and Goal Setting ........................................................................ 74
     B. Formative Assessments - Feedback and Reflection .................................................. 74
     C. Summative Assessments – Celebration of Learning ................................................ 75
  II. ASSESSMENT DESCRIPTIONS ................................................................................ 75
     A. Grade-Level Assessments ....................................................................................... 75
     B. State Assessments .................................................................................................. 76
     C. Specialized Assessments ....................................................................................... 76
     D. Class-based Assessments ....................................................................................... 77
  III. ASSESSMENT DEVELOPMENT TIMELINE ................................................................ 79
  IV. DATA COLLECTION AND MONITORING .................................................................. 79

ELEMENT 4 – GOVERNANCE .................................................................................................. 83
  I. GOVERNANCE DESCRIPTION .................................................................................... 83
     A. LAUSD Assurances .................................................................................................. 83
     B. Governance Structure ........................................................................................... 83
  II. PARENT AND FAMILY INVOLVEMENT .................................................................... 89

ELEMENT 5 – EMPLOYEE QUALIFICATIONS .......................................................................... 91
  I. EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS ....................................... 91
     A. Leadership .............................................................................................................. 91
     B. Instructional Staff .................................................................................................. 94
     C. Support Staff ........................................................................................................ 96
     D. Additional Staff ..................................................................................................... 97
  II. HUMAN RESOURCES POLICIES AND PROCEDURES .......................................... 97
     A. No Child Left Behind Staffing Requirements .......................................................... 97
     B. Background Checks and Medical Screening .......................................................... 98
     C. Hiring Process ....................................................................................................... 98
     D. Evaluation Process and Criteria ............................................................................ 98
     E. Staff Compensation and Benefits .......................................................................... 100
     F. Behavioral Expectations ......................................................................................... 101
     G. Corrective Action ................................................................................................... 101
     H. Termination ........................................................................................................... 101

ELEMENT 6 – HEALTH AND SAFETY ..................................................................................... 102
  I. FACILITY .................................................................................................................... 102
  II. HEALTH, SAFETY, AND EMERGENCY PLAN .......................................................... 102
  III. DISTRICT LANGUAGE REGARDING HEALTH AND SAFETY PROCEDURES .......... 104

ELEMENT 7 – RACIAL AND ETHNIC BALANCE .................................................................... 107
  I. STUDENT RECRUITMENT METHODS ........................................................................ 107
  II. DISTRICT LANGUAGE REGARDING RACIAL AND ETHNIC BALANCE ..................... 108

ELEMENT 8 – ADMISSION REQUIREMENTS ......................................................................... 111
  I. ADMISSIONS AND RECRUITMENT POLICIES .......................................................... 111
  II. PUBLIC RANDOM LOTTERY ....................................................................................... 111
ELEMENT 9 – FINANCIAL AUDITS ............................................................................................................ 113

I. BUDGETS........................................................................................................................................... 113
   A. Planning Budget ............................................................................................................................. 113
   B. Budget .......................................................................................................................................... 113
   C. Start-Up Assumptions ................................................................................................................... 113
   D. Expenditures and Revenue Narrative ......................................................................................... 114

II. FINANCIAL MANAGEMENT STRUCTURES AND PROCESSES .................................................. 114
   A. Infrastructure Set-up ...................................................................................................................... 114
   B. Accounting/Finance ....................................................................................................................... 115
   C. Accounting Services ..................................................................................................................... 115
   D. Financial Management Reporting ............................................................................................... 116
   E. Technical Assistance ...................................................................................................................... 116
   F. Human Resources and Payroll Processing .................................................................................... 116
   G. Personnel ..................................................................................................................................... 116
   H. Funding/Reporting ......................................................................................................................... 116
   I. Technical Assistance ...................................................................................................................... 117

III. REPORTING REQUIREMENTS ..................................................................................................... 117

IV. DISTRICT LANGUAGE REGARDING BUDGETING & FINANCIAL REPORTING ....................... 117

ELEMENT 10 – SUSPENSIONS AND EXPULSIONS ........................................................................ 119

I. POSITIVE BEHAVIOR SUPPORT PLAN ......................................................................................... 119
   A. Behavior Expectations .................................................................................................................... 119
   B. Preventative Measures .................................................................................................................. 119
   B. Behavior Consequences ............................................................................................................... 120
   C. Data Monitoring ........................................................................................................................... 122

II. SUSPENSION AND EXPULSION .................................................................................................. 122
   A. Grounds for Suspension and/or Expulsion .................................................................................. 122
   B. Process for Suspension ............................................................................................................... 123
   C. Process for Expulsion .................................................................................................................. 124
   D. Appeal of Suspension or Expulsion ............................................................................................. 127

III. DISTRICT LANGUAGE REGARDING SUSPENSION AND EXPULSION ....................................... 128

ELEMENT 11 – RETIREMENT PROGRAMS ....................................................................................... 130
   Due Process for Resolving Complaints/Grievances ...................................................................... 132

ELEMENT 12 – ATTENDANCE ALTERNATIVES ............................................................................. 133

ELEMENT 13 – EMPLOYEE RIGHTS ................................................................................................. 134

ELEMENT 14 – DISPUTE RESOLUTION ............................................................................................. 135

ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING ...................................... 137

ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES ....................... 138

TABLE OF APPENDICES ................................................................................................................. ERROR! BOOKMARK NOT DEFINED.
AFFIRMATIONS AND ASSURANCES

“LAUSD-Specific Language” for the language marked with an asterisk (*).

*Pathways Community School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the Charter School nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation 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.
Element 1 – The Educational Program
“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

I. INTRODUCTION

*A. Overview

- The address of Pathways Community School has not been finalized. The school plans to locate in or near the 90001 zip code.
- The phone number of Pathways is 213-864-9417
- The contact person for Pathways is Dr. Erica Hamilton
- The term of this charter shall be from July 1, 2013 to June 30, 2018
- The grade configuration is 9-12
- The number of students in the first year will be 150
- The grade level of the students the first year will be grade 9
- The scheduled opening date of Pathways is August 8, 2013
- The admission requirements include: Maximum age requirements as per California law require that the school not enroll students over the age of 19 (though students may continue if continuously enrolled and making satisfactory progress).
- The enrollment capacity will be 600
- The instructional calendar will start in the beginning of August and end at the end of May. Year 2013-2014 will start on August 8, 2013 and end on May 23, 2014.
- The bell schedule for Pathways will start at 8:00am and end at 3:30pm
- If space is available, traveling students will have the option to attend
- Pathways Community School will submit its renewal petition to the LAUSD Charter School Division no earlier than August of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.
- Pathways Community School may request from the Board of LAUSD that an amendment be made to the charter at any time prior to expiration.

B. Mission

Pathways Community School provides a highly personalized educational experience in which a rigorous college-preparatory academic curriculum is integrated with entrepreneurial skills and knowledge development to prepare students for success in college, career, and life.

C. Vision

Pathways graduates have a strong academic foundation in literacy, numeracy, critical thinking, research, and writing skills. They possess key 21st Century capacities such as initiative-taking, collaborative decision making, and creative problem solving – with a specific knowledge and skill set in entrepreneurism. With these skills, Pathways graduates develop a sense of self-efficacy and personal responsibility to identify and address issues in their own lives and within the communities they care about.
D. Targeted Student Population

The area that Pathways Community School will serve is bound by the 110 Freeway to the west, Alameda street to the east, Slauson Avenue to the north, and Century Avenue to the south. This community is referred to as the “Florence-Graham” community and is primarily within the 90001 zip code.

In this community, 84% of the population identifies as Latino or Hispanic, 12% identify as black, and 3% as mixed race. 43.6% of the population is foreign born, with 100% coming from Latin America (primarily Mexico). 89.9% of the residents speak Spanish in the home.1

The residents of this area experience multiple challenges that impact students’ educational experiences. The average adjusted gross income is $22,565 with 30.5% of adults and 56% of children under the age of 15 living below the poverty level. Additionally, of the adults in the community 57.2% did not graduate from high school, and very few have attained a post-secondary education (3.9% associates degree and 3.8% bachelors degree). Unemployment and crime are also major issues impacting the Florence-Graham community. In 2009, 16% of the adult population in the community were unemployed, compared with 9% in Los Angeles County. In 2008, the community experienced an 8% crime rate, with violent crimes at 1.7% - compared to Los Angeles with 5% and .06% respectively.2

Key components of the Pathways Community School are designed with the needs of the students living in the Florence-Graham community in mind. See Table 1 for a summary of community details and related program features.

Table 1: Summary of Community Details and Related Program Features

1 The data in this section are found at http://www.city-data.com/zips/90001.html and are based on Census 2000 data and Census 2010 projections.
2 Unemployment and crime data from Healthy City/Advancement Project (2010). Community Profile. LA City: Florence-Graham/77th St. Division Gang Reduction and Youth Development Zone violent crime within the Florence-Graham community occurs at a rate of 15.7 in 1000 people, compared to 6.2 in the City of Los Angeles. Crime statistics based on number of crimes per 1,000 people.
Pathways Community School
For students wishing to attend high school within the Florence-Graham community, they will either attend one of the large Los Angeles Unified School District (LAUSD) high schools or compete with students from inside and outside the community for a place within one of the two small charter schools. The school locations are identified on Map 2 below.

Map 2: Schools within the targeted service area
Of the three LAUSD high schools, Fremont High School is in year 5+ Program Improvement status under the No Child Left Behind (NCLB) Act of 2001, and the school did not meet Adequate Yearly Progress (AYP) school-wide or subgroup growth targets for 2011. Fremont’s 2011 Academic Progress Indicator (API) score is 572 and has a ranking of 1, with similar schools having a ranking of 2. South Region High School #2 opened in fall 2011 with four small schools. CST achievement data and API scores are not yet available for these schools, however, the students taking the CAHSEE for the first time in March 2012 passed at an average rate of 38%, compared with the district-wide average of 57%. South Region High School #12 opens in August 2012 with one charter middle school (Watts Learning Center) and two LAUSD small schools that were approved in May 2012. Achievement data is not yet available for this school.

There are two charter high schools in the community, Animo Pat Brown and Alliance Judy Burton Technology Academy High School. Neither school is in Program Improvement and both schools met school-wide and subgroup AYP targets for 2011. Animo Pat Brown has an API score of 790 and a state ranking of 10. Alliance Judy Burton has an API score of 715 with a state ranking of 4. For both charters, the similar schools ranking is 10.

The demographics is fairly similar across of all five schools, with an average of 94% Latino, 5% African American, and less than 1% white or Asian student population. Alliance Judy Burton has a slightly larger African American population of 14%. Almost 100% of students at both charter schools are eligible for Federal Free and Reduced Lunch program, with Fremont reporting 71%.

Please see Table 2 for a summary of the demographics and achievement data for the existing schools in the targeted service area.

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7 Information on PSC 3.0 accessed online on 7/20/12 at http://publicschoolchoice.lausd.net
8 Though given local and feeder school demographics, this number is likely low.
Table 2: Demographic Information for Prospective Site: Florence-Graham Surrounding School Data

<table>
<thead>
<tr>
<th>School Name</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>EL</th>
<th>SPED</th>
<th>Students Eligible for Free/Reduced Lunch</th>
<th>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
<th>Major Ethnicity #3</th>
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<tr>
<td>Fremont High School</td>
<td>4344</td>
<td>Yes/trad in 2012</td>
<td>Yes – Y5</td>
<td>No</td>
<td>No</td>
<td>572</td>
<td>1</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Latino (91%)</td>
<td>Af Am (8%)</td>
<td>White (.6%)</td>
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<td>South Region High School 2: Green Design</td>
<td>318</td>
<td>No</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
<td>Latino (95%)</td>
<td>Af Am (3%)</td>
<td>White (.3%)</td>
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<td>319</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Latino (93%)</td>
<td>Af Am (5%)</td>
<td>White (1.2%)</td>
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<td>South Region High School 2: Public Service</td>
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<td>n/a</td>
<td>Latino (98%)</td>
<td>Af Am (2%)</td>
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<td>South Region High School 12 (opens Aug 2012)</td>
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<td>Edison MS</td>
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<td>Yes – Y5</td>
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<td>Animo Pat Brown</td>
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<td>Yes</td>
<td>Yes</td>
<td>790</td>
<td>10</td>
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<td>33%</td>
<td>7%</td>
<td>99%</td>
<td>Latino (96%)</td>
<td>Af Am (3%)</td>
<td>Asian (.19%)</td>
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<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>715</td>
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<td>22%</td>
<td>5%</td>
<td>98%</td>
<td>Latino (86%)</td>
<td>Af Am (14%)</td>
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</table>

9 South Region High School #2 opened in the year 2011. The majority of the data will not be available until August 2012.
II. INSTRUCTIONAL PROGRAM OVERVIEW

A. What it means to be an “educated person” in the 21 Century

20th Century schools were designed with the factory in mind during a time when well-paid, low skill jobs were plentiful for high school graduates. In those schools, the focus was on following directions, learning facts, and demonstrating basic literacy and numeracy. While strong basic skills are still critically important, the 21st Century brings new demands. As we shift from the Manufacturing Age to the Information Age, the economy is increasingly globalized, technological, and fast-paced. In order to thrive in this environment, we must prepare students for success on a variety of levels. First, all students must be prepared to continue their education after high school. In California, the majority of the fastest growing careers that pay a living wage require a bachelor’s degree.10 To succeed in college, students must have the basic literacy and numeracy skills, but must also be able to communicate effectively through writing and presentations, as well as pose questions, conduct research, develop solutions, and communicate findings.11 Additionally, we must prepare students while they are in high school to succeed in the 21st Century workforce, as many of the skills they need will not be addressed explicitly in college: technological literacy, organization, collaboration, and self-motivation.12 And finally, for success in college, career, and life, students must learn the less obvious, but no less critical skills that facilitate a lifetime of continued learning and growth: thinking about your thinking (metacognition & reflection), applying past knowledge to new situations, managing impulsivity, persisting, taking responsible risks, listening to others, thinking flexibly, thinking/communicating with clarity and precision, striving for accuracy, and creating and innovating.13

B. Educational Program Goals

There is a great deal of overlap among the above-referenced skills, for example, the capacity to persist will help students get through challenging college courses, and communication skills can be applied in many facets of college, work, and life. Regardless of when and where they are utilized, all of these skills must be developed in high school. Thus, the learning goals that have shaped the Pathways Community School educational program are based on these skills:14

- Basic Academic Skills: literacy and numeracy
- Advanced Academic Skills: researching, communicating (writing and speaking), critical thinking, and problem solving
- 21st Century Skills: organization, collaboration, presentation, and technological literacy
- Lifelong Success Skills: metacognition, applying past knowledge to new situations, managing impulsivity, self-motivation and persistence, taking responsible risks, listening to others, thinking flexibly, thinking/communicating with clarity and precision, striving for accuracy, and creating and innovating

11 http://www.corestandards.org/
14 See Appendix A: Learning Goals and Outcomes for details.
C. How Learning Best Occurs

The learning goals of Pathways Community School move beyond the capacity of traditional education models that focus on repetition and memorization. The skills that are required for the 21st Century require teaching for the 21st Century. In order for students to be able to engage in critical thinking, collaborate with their peers, and solve problems, they must be provided with opportunities and support to engage in authentic situations to develop these skills and practice applying them in a safe, supportive space before having to apply them in college, career, and life.

This approach to education is not new. Educational theorist John Dewey advocated for constructivist education wherein students build on prior knowledge and skills to “construct” new knowledge and skills through the process of engaging in new and challenging experiences.\(^\text{15}\) Lev Vygotsky further developed this idea through his conception of the Zone of Proximal Development (ZPD),\(^\text{16}\) or the relative distance between what a student knows and doesn’t know, how much assistance is needed to facilitate new knowledge development, and whether that assistance can come from a teacher or through co-construction of knowledge with one’s peers or by one’s self. Vygotsky’s theories also contributed to the important part that reflection plays in the learning process.

Discussed more recently by educational researcher Linda Darling-Hammond, the concepts of constructivist education are integrated into “authentic” learning experiences, also referred to as “inquiry-based,” “project-based,” or “discovery-based” learning. Darling-Hammond cites a wealth of research indicating that these experiences provide students with opportunities to learn content knowledge, and develop critical “21st Century” skills through “complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and development of an ambitious performance or product.”\(^\text{17}\) Darling-Hammond further states (and other research confirms) that to do this successfully teachers must start with clearly defined learning goals, include well-designed scaffolds, monitor progress through regular assessment, and provide students with rich informational resources.\(^\text{17}\) All of these considerations, plus specific characteristics developed by experienced researchers and practitioners, are at the heart of the Pathways teaching methodologies. See the Teaching Methodologies section for details.

Beyond constructivist project-based learning, Pathways also draws on recent research that indicates the dramatic changes in brain activity that occur between the ages of 12 and 25. During this time the part of the brain that develops conscious and complicated thinking strengthens the connections that are used and “prunes” the connections that are not used as a means to become more efficient. Research by the National Institute of Health and other researchers indicate that if the connections are made appropriately, people become “better at balancing impulse, goals, self-interest, rules, ethics, and even altruism, generating behavior that is more complex and, sometimes at least, more sensible,” however, if these connections are not made, they are


potentially lost or more difficult to develop after the window closes. To address this, Pathways has developed instructional components that explicitly address the development of skills such as managing impulsivity, persistence, listening to others, and taking responsible risks. These skills, along with others outlined in the Pathways lifelong success skills, are derived from this research and discussed at length in Arthur Costa’s work on the “Habits of Mind” that are necessary for success in life. Developing these habits along with key content knowledge and skills is an important component of the Pathways Instructional Plan.

In addition to the in-class instructional practices, research on schools with similar populations has demonstrated key school-wide practices that improve student learning results. These practices are listed below and serve as the foundation for the school-wide approaches at Pathways Community School.

- High expectations communicated in concrete ways
- Personalized, caring, and respectful atmosphere
- Rigorous academic instructional focus with an authentic curriculum
- Systems in place to regularly assess students
- Knowledgeable and skilled teachers
- Collaborative planning and professional development
- High faculty morale and work ethic
- Family and community connections

Beyond a review of the literature, the Executive Director of Pathways, Dr. Erica Hamilton, has conducted research and written about small schools across California that are implementing the Linked Learning approach to schooling. These schools have successfully implemented complex and cross-curricular project-based learning, Habits of Mind, and created solid educational programs and serve as excellent models of success for Pathways.

- Kearny School of Digital Media and Design, San Diego (public small school)
- Life Academy, Oakland (public small school)
- New Tech, Sacramento (charter)
- High Tech Los Angeles, Los Angeles (charter)
- Center for Advanced Research and Technology, Fresno/Clovis (charter)

The elements described in this section form the foundation of the Pathways Instructional Plan, described in the following pages as the PATH Program for success in college, career and life.

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III. PATH PROGRAM

The Pathways Community School **PATH Program** outlines the Pathways Instructional Program through four core components, based on each letter: P – A – T – H.

**Personalized** learning environment in which every student knows and is known by every adult in the school, and each student has an Individualized Learning Plan that helps them, with the support of their teachers and families, to set academic and personal goals, identify challenges, and celebrate successes.

**Academic** college-preparatory curriculum that facilitates literacy, numeracy, communication (writing and speaking), and research skills while developing the critical thinking skills that support life-long intellectual and social growth.

**Transformative** culture in which academics are integrated with 21st Century and entrepreneurial skills development, and applied to real-world problem solving through project-based learning.

**Holistic** approach that meets the physical, emotional, and mental health needs of the student as part of the educational process.

The following sections describe the Pathways Community School Instructional Program through the framework of the **PATH Program**, including the key structures and strategies employed to support implementation.
A. Personalized Learning Environment

A small, personalized learning environment is critical to the success of the Pathways Community School. For teachers, personalization improves the ability to address students’ individual learning needs, and increases expectations and a sense of responsibility for their students’ academic performance and well-being. For students, there is a sense of accountability to their teachers, each other, and their school, and a confidence that they will have the support they need to meet the high expectations set by their teachers. For families, there is a comfort in knowing that their child is cared for and safe, and an increased accountability to a school that holds high expectations for their child. Due to these and other results, personalization has been correlated with increased student engagement and improved academic performance.\(^\text{20}\)

While being a small school is a key component of personalization, there must also be strategies in place to implement the other components that make personalization work. At Pathways Community School, the strategies are integrated into the basic structures of the school and are designed to complement one another. In the sections below, we introduce the key personalization strategies of Pathways Community School. As each strategy is introduced, it is indicated in **bold italic**. Throughout this section and the rest of the petition, every strategy is indicated in italic to highlight the interactivity of the strategies across all elements of the school.

1. Grade-level teaming and grade-level assessments

Teachers will work in cross-curricular **grade-level teams** and share the same students. This facilitates curriculum development and intervention strategies that meet the needs of a specific group of students from year to year, and enables the teachers to communicate and support the needs of their students from day to day. To identify each student’s learning needs and monitor their progress, Pathways will also implement standards-based **grade-level assessments**. These assessments will be conducted at the beginning of the school year (initial assessment), at the end of the first semester (mid-year assessment), and at the end of the school year (end-of-year assessment) in each grade. The results of these assessments will be used by:

- *Advisors* to help students identify strengths and challenges, and set learning goals in their Individualized Learning Plan.
- *Grade-level teams* to identify specific skills to target across the curriculum

2. Advisor/Advisory

Every student will have an *advisor*, a trusted teacher who will be responsible for the educational experience of a group of students over the course of their four years at Pathways. Each *advisor* will teach an *advisory class* that will meet at the beginning of each school day for 40 minutes to start the day and provide personal, academic, college and career preparation guidance. The *advisory curriculum*\(^\text{21}\) engages students in interest, college, and career exploration; facilitates

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\(^{21}\) See Advisory course description for more details.
opportunities for advisors to identify and support struggling students; and provides time for advising and work on each student’s Individualized Learning Plan.

3. Individualized Learning Plan

The Individualized Learning Plan (ILP) is an important tool that students, teachers and support staff will use in collaboration with the students’ family member(s) to guide instruction and support the learning of each student at Pathways Community School. Different from traditional graduation plans or special education IEPs, the ILP is a portfolio notebook that will be created on the student’s first day at the school and will stay with the student until graduation. The ILP will be maintained as part of the advisory class and supervised by the student’s advisor. The ILP will also be part of every parent/family conference, and parent/family member(s) will be part of the student’s goal setting (conference) and completion (celebration). Finally, students will use their ILP to reflect on each semester, and to create their 10th grade gateway project and senior exhibition project. Each ILP will change and grow with the student, and will thus include different elements as the student develops and shapes his or her educational experience. However, all ILPs will share the following core elements:

- Graduation plan that will be updated by the student (with the supervision of the advisor) and shared with the parent/family member each semester
- Analysis/reflections on strengths and challenges
- Goal setting, completion, and reflection logs
- Grade-level assessment results
- Work samples from each class and grade
- Awards, certificates, letters of recommendation, and resume

4. Learning Lab

The Learning Lab is a highly structured individualized learning environment that takes place at the end of every school day and is facilitated by the Pathways teachers with the assistance of volunteer tutors from the community and local colleges.

Each lab utilizes a Blended Learning structure, which divides the classroom into three sections: 1) teacher-lead small group direct instruction, 2) online learning and application, and 3) collaborative or individual offline work. The 90-minute Learning Lab period is divided into two 45-minute sessions. During each session, students may choose to attend any of the labs and any sections in the lab, depending on his or her learning needs for that day. On a Tuesday, for example, a student might go to the math lab to complete the enrichment questions the teacher assigned so she can earn an honors credit in the class, and then meet up with her lab partners in the science lab during the second session to write up a lab report from an experiment they did that day. On Wednesday a student might spend the entire period in the online session of the social studies lab looking up articles for the literature review of his research project, or he may attend small group direct instruction in the English lab to help him better understand the nuances of literary devices, then move to the social science lab to start work on the literature review for the remainder of the period, and then stay after school to complete.

22 See the Advisory course description for more information on the 10th grade Gateway and 12th grade exhibition.
23 See Appendix B: Learning Goals Worksheets
During 9th grade, students will attend Learning Lab at the end of every school day for a total of 7 hours per week of enrichment or intervention opportunities under the direction of their content teachers. As the school adds grades, students will select English/social science or math/science Learning Labs and continue to receive support from core-content teachers for two days/week. In 11th and 12th grade students will also be able to use the Learning Lab period to take online college, AP, and SAT/ACT prep courses, make up classes through the Apex program, or use the time for internships or work-experience opportunities.

This highly individualized strategy is also very structured and includes supports for teachers and students to be successful. The first support is a routine built into each core content class period during the school day. At the end of the class, the teacher will assign homework (including intervention and enrichment assignments) and indicate the direct instruction lesson he or she will be addressing in the lab (if it is his/her content day). Students will then sign up for a section and session on the teacher’s Learning Lab Sign Up. The second support is the student Learning Log in which students keep track of their daily homework assignments and their Learning Lab plans, which indicate the lab and section the student will attend as well as the learning goal(s) and activity(s) for that day. Teachers will receive training in the Blended Learning strategy and students will learn how to complete their Learning Logs in their advisory classes.

The Learning Lab schedule offers multiple options for students to tailor their learning experience to meet their needs. On Monday of each week, every teacher supervises a Learning Lab, enabling students to start off their week with assistance in any content area. On Tuesdays and Thursdays, Learning Labs are facilitated by the math and science teachers, with a free lab supervised by the Spanish teacher for students who do not need content-specific assistance – for a total of three labs. On Wednesdays and Fridays, Learning Labs are facilitated by the English and social science teachers, with a free lab supervised by the P.E. teacher for students who do not need content-specific assistance – for a total of three labs.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday/Thursday</th>
<th>Wednesday/Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 minute Learning Lab period – students can choose from all core content areas</td>
<td>Math Lab</td>
<td>ELA Lab</td>
</tr>
<tr>
<td></td>
<td>Science Lab</td>
<td>Social Science Lab</td>
</tr>
<tr>
<td></td>
<td>Free Lab</td>
<td>Free Lab</td>
</tr>
</tbody>
</table>

5. Student Success Team

The Student Success Team (SST) provides intensive interventions for students who need additional supports to be successful. This process is based on models that have demonstrated success with populations similar to the students Pathways will serve. The Student Success
Team process that the Pathways staff will be trained in and utilize to improve student outcomes includes the following key elements:

- **Assets-based approach** focuses on the strengths of the student, and identifies the concerns as obstacles to success rather than a part of who the student is.
- **Problem solving process** guides the team through identifying all factors in the student’s school, home/family, and health and brainstorming potential solutions.
- **Action plan** identifies specific interventions and supports to address the needs of the student, with members of the team (including the student and his/her family member/s) taking responsibility for the determined actions.
- **Results monitoring** occurs through the benchmarks set on the action plan, short-term benchmark monitoring by the student, family, and advisor, and follow up meetings for the entire team.

### 6. Teacher Support System

Implementing and maintaining a deeply personalized learning environment can be a challenge for teachers. Knowing more about students’ lives and needs, and taking more responsibility for their learning can be a difficult experience. To address this, Pathways Community School has a **Teacher Support System** based on lessons learned from highly personalized small schools with similar populations, and strategies used in the field of psychology.

- **Grade-level teams** will share the same group of students across the curriculum. Through professional development, common planning time, and weekly meetings, each team will grow as a professional learning community and as a support network.
- **A Peer Support Protocol** will take place at the beginning of each weekly meeting, and in meetings called by a teacher who is experiencing a specific challenge. This protocol, utilized by psychologists who work in particularly demanding or challenging environments, is designed to facilitate a supportive environment that is focused on positive problem solving.
- All teachers will be trained in the **advisory curriculum** as well as receive training by mental health professionals from the Weber Community Center in strategies to help students address their issues as well as strategies for their own mental health. This training will also include information regarding when a student should be referred to mental health professionals, and the process for that referral.
B. Academic College-Preparatory Curriculum

The Pathways Community School college-preparatory academic curriculum is designed to address the learning needs of the students in the Florence-Graham community to prepare them for success in college, career, and life. In this section, our commitment to this preparation is illustrated through the following core elements of the instructional program:

- Graduation Requirements
- Scope and Sequence of Skills and Courses
- Course Descriptions (including instructional materials)
- Teaching Methodologies

Some of the strategies referenced in this section were introduced in the above section on Personalized Learning Environment. This is because the four strategies of the PATH Program are integrated to form a web of support for every student. Each PATH Program strategy will continue to be indicated in italics throughout this petition to highlight this deeply integrated structure.

1. Graduation Requirements

Pathways Community School exceeds the California state graduation requirements, the minimum A-G requirements for admission into a four-year college in California, and the Los Angeles Unified School District (LAUSD) graduation requirements. 190 of the 230 credits required for graduation meet the A-G requirements. See Table 3 for details.

<table>
<thead>
<tr>
<th>Course</th>
<th>PCS Credits</th>
<th>California Credits&lt;sup&gt;1&lt;/sup&gt;</th>
<th>UC/CSU Credits</th>
<th>LAUSD Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (A)</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>English (B)</td>
<td>40</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics (C)</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Science (D)</td>
<td>30</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>World Language (E)</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Visual and Performing Arts (F)</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>A-G Electives (G)</td>
<td>20</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>20</td>
<td>N/A</td>
<td>N/A</td>
<td>50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>N/A</td>
<td>N/A</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td>230</td>
<td>140</td>
<td>140</td>
<td>210</td>
</tr>
</tbody>
</table>

2. Scope & Sequence of Skills and Courses

Table 4 outlines the Pathways Community School scope and sequence of courses, as well as the skills and thematic focus of each year (9 – 12). Each section of the table and rationales for the sequencing and structures are described in more detail following the table.

Table 4: Scope and Sequence of Skills and Courses

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<sup>1</sup> See Appendix A: Pathways Learning Goals and Outcomes for a more detailed description of the cross-curricular and core content skills that students at Pathways will develop.
<table>
<thead>
<tr>
<th>9th GRADE</th>
<th>10th GRADE</th>
<th>11th GRADE</th>
<th>12th GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills</strong></td>
<td>Strengthen and apply basic academic skills in literacy and numeracy with intensive scaffolding</td>
<td>Strengthen and apply advanced academic skills in math, reading comprehension, communication, research, critical thinking and problem solving with intensive scaffolding</td>
<td>Strengthen and apply advanced academic skills in math, reading comprehension, communication, research, critical thinking and problem solving with minimal scaffolding</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
<td>Learn and apply 21st Century skills: organization, collaboration, presentation, and technology use with intensive scaffolding</td>
<td>Strengthen and apply 21st Century skills: organization, collaboration, presentation, and technology use with minimal scaffolding</td>
<td>Apply 21st Century skills independently (no scaffolding)</td>
</tr>
<tr>
<td><strong>Success Skills</strong></td>
<td>Learn and apply success skills: metacognition, applying past knowledge to new situations, managing impulsivity, and self-motivation/persistence with intensive scaffolding</td>
<td>Strengthen and apply previous success skills and learn and apply: listening to others; thinking flexibly, and thinking/communicating with clarity and precision with scaffolding</td>
<td>Strengthen and apply previous success skills and learn and apply: Taking Responsible Risks; Striving for Accuracy; and Creating and Innovating with minimal scaffolding</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>Understanding Self</td>
<td>Exploring Communities</td>
<td>Envisioning the Future</td>
</tr>
<tr>
<td><strong>Core Content</strong></td>
<td>Social Science Research/Geography</td>
<td>World History/H31</td>
<td>U.S. History AP U.S. History (Optional)</td>
</tr>
<tr>
<td></td>
<td>English 1/H</td>
<td>English 2/H</td>
<td>English3 AP English Language (optional)</td>
</tr>
<tr>
<td></td>
<td>CPM – Algebra I/H</td>
<td>CPM – Geometry/H</td>
<td>CPM – Algebra II/H</td>
</tr>
<tr>
<td></td>
<td>Advanced Topics in Integrated Science</td>
<td>Biology/H</td>
<td>Chemistry/H</td>
</tr>
<tr>
<td></td>
<td>Spanish I/II</td>
<td>Spanish II/III</td>
<td>Graphic Design 1</td>
</tr>
<tr>
<td></td>
<td>A-G Electives</td>
<td>Intro to Entrepreneurism</td>
<td>Advanced Entrepreneurism</td>
</tr>
<tr>
<td></td>
<td>Physical Education 1</td>
<td>Physical Education 2</td>
<td>AP Spanish (optional)</td>
</tr>
<tr>
<td></td>
<td>Learning Lab</td>
<td>Learning Lab</td>
<td>Learning Lab</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

31 “H” indicates an honors option.
The skills focus in the top three sections of Table 4 connect back to the academic, 21st Century and success skills outlined in the section on “What it means to be an educated person in the 21st Century.” These skills will be introduced explicitly in advisory class and reinforced throughout the curriculum through direct instruction and application in real-world problem/project-based learning. In the 9th grade, all skills will be scaffolded through support documents (e.g. graphic organizers for reading and writing, and contracts/time organizers to facilitate group dynamics and work plans). In 10th and 11th grade, teachers will facilitate student creation of these supports, and in 12th grade teachers will expect students to create their own supports and apply their skills independently. Throughout all grades teachers will monitor student performance and intervene if a student or group is struggling. As part of the explicit nature of skills development at Pathways, each student will focus on a particular skill as part of their Individualized Learning Plan. Every semester students will select a focus skill in each area (academic, 21st Century, and success) and set specific goals regarding that skill. The student and his/her advisor and parent/family member(s) will monitor progress, and celebrate successes or reflect on challenges at the end of each semester. Additionally, these skills will be a key element of the 10th grade gateway and senior exhibition projects.

The themes for each year provide a focus that is relevant to the lives of students, establishes a foundation for cross-curricular projects, and offers a relevant lens for content, projects, and activities within individual classes.

The core content and electives offered at Pathways are described in detail in the Course Descriptions section below, organized by content area. It is important to point out how these courses are intentionally structured and will be planned vertically and horizontally as illustrated in Table 4. Looking at the table from left to right indicates the vertical alignment of skills, themes, and courses that build from year to year. Vertical alignment starts with identifying all of the learning goals that a Pathways student will possess upon graduation, and traces back each grade-level to ensure that these goals are targeted and met each year. A foundation is established during 9th grade when every class is focused on strengthening basic academic skills and developing an inquiry and problem-based approach to learning. Each year thereafter builds on the prior year, intensifying the skills and content while incrementally removing the scaffolding supports, with 12th grade focused on students applying their learning independently (without scaffolding). Reading the table from top to bottom illustrates the horizontal alignment of skills to be addressed across the curriculum at each grade level. The Pathways course sequence is designed for grade-level teaming - a group of teachers sharing the same students across the curriculum. This structure allows for the grade-level teams to target specific skills and develop strategies across the curriculum, providing students with multiple exposures and ways to access skills and knowledge, and understand the connections that occur across the curriculum. To accomplish this, students will be enrolled in the same courses at each grade level (with the exception of Spanish).

32 See Appendix E: PBL Development Process – Project Organizer and Group Contract for an example.
33 See Appendix B: Learning Goals Worksheets for the worksheets students will use set goals and track their progress towards meeting those goals.
All 9th grade students will take College Prep Math – Algebra I Connections. Based on consultation with math education experts on the Pathways Advisory Board, we have determined that the problem-based and conceptual College Prep Math (CPM) approach to teaching Algebra is very different than the traditional approaches. CPM Algebra I Connections will provide all students with a new way of experiencing and learning math as well as lay the foundation for the other CPM courses taught in grades 10 and 11. These courses approach mathematics education through engaging students in learning and applying mathematical concepts to solve problems posed in the text or by the teacher. The majority of the work in the CPM classroom takes place through teacher-facilitated student groups where students work together to solve mathematical challenges. In contrast to a teacher-focused classroom where students memorize mathematical formulas and practice through repetition, the CPM approach facilitates learning through development and application of knowledge to solve problems. This approach leads to a lasting understanding that can be generalized to higher levels of mathematics rather than formulaic memorization, which may need to be retaught in the context of other mathematics classes.

During the 9th and 10th grades all students have the opportunity to take the enrichment (honors) options in every core class (English, math, social studies or science). As described in the section on the Learning Lab, teachers will provide students with intervention or enrichment homework/lab options each day. For students who complete the enrichment option at least 95% of the time with a grade of C or better, they will receive honors credit in the class. Once students reach the 11th grade, they will have the option of taking an Advanced Placement (AP) course as an elective in addition to their regular core content courses (instead of taking a Learning Lab). In the 12th grade students will have the flexibility to choose a fourth year of A-G courses, use additional Learning Lab time to make up classes or take online college/certification courses, or engage in off-campus opportunities such as internships, college classes, or work experience. This facilitates a solid academic curriculum for each year while providing interventions and enrichment opportunities through differentiation in the classroom and within the Learning Lab.

3. Course Descriptions

It is an exciting time to develop curricula as California is in a transition from the content-based California State standards to the more skill-based Common Core standards. Connecting student learning outcomes to both sets of standards will better prepare the Pathways students and faculty to meet the existing NCLB requirements as well as future state and federal requirements. Currently, the Common Core standards are only available for English and mathematics and the state tests will not include the Common Core standards until the 2014-2015 school year. Thus, the core content courses for 9th grade (implemented in 2013-2014) will include the content of the California state standards but will also integrate the Common Core standards in English and mathematics, the Next Generation Science standards, and will include literacy across the

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34 See Appendix F: Sample Curriculum Framework – 9th Grade First Semester for an example of the core content curriculum details (standards, learning objectives, assessments)
35 Information on California’s implementation of the Common Core standards can be found at www.cde.ca.gov/re/cc
36 SB 300 (signed by Gov. Brown in 2011) requires the Superintendent of Public Instruction to present to the State Board of Education recommended science content standards by March 30, 2013. The drafting of these recommended standards are to utilize the Next Generation Science Standards as the basis for deliberations and recommendations to the state board. http://www.cascience.org/csta/ngss.asp
curriculum as outlined in the Common Core standards for literacy in history/social sciences, science, and technical subjects.

This means that the content taught in each class will be based on the California Content Standards (e.g. literary analysis in English, quadratic equations in math, social and political events in history, and biological and physical concepts in science). However, the approach to teaching this content will be structured through a process of posing questions or problems, identifying strategies for determining answers or solutions, conducting research and experiments, and communicating findings and results. This approach to learning will be established in 9th grade and will involve high levels of teacher facilitation and scaffolding. By 12th grade the process will be driven by students who have developed the skills to direct their own learning within contexts structured and supervised by their teacher.

While the content varies depending on the subject, the learning process will have many similarities. For example:

- In the social science research class, the teacher would have students read about the prevalence of diabetes in urban communities and then pose the question: How do we prevent diabetes in our community? Addressing this issue would involve exploring the causes of diabetes, designing instruments, conducting research, and analyzing data on the community. Students would then develop prevention strategies and design a campaign to communicate their findings and present their strategies. This process can also be applied to world and US history classes through posing a question pertaining to a particular time in history, and engaging students in researching primary documents and historical texts to derive answers and responses.  

- In the English class the teacher would pose the question: How does the time in which a person lives impact how they see the world? Answering this question would involve selecting (or being assigned) texts from a specific time period, researching the context of the time period (political, social, economic, etc.), closely reading the texts to identify themes and authors’ points of view, and then making connections between the context of the time and the theme/points of view. The students would then present their findings through creating a newspaper set in the chosen time period that includes “current event” reports, editorials, literature reviews, and an author study. Students would then write a literary analysis essay based on the information in the newspaper.

- In the Algebra class, the teacher would ask the question: Is there a relationship between obesity and diabetes? To answer this, students would have to determine the information they need to answer the question, represent the information they find (or are provided) through graphing, analyze the graphs to determine the relationships, and share their process and findings with the rest of the class.

- In the integrated science class, the teacher would pose the question: What would be necessary to sustain life on Mars? To answer this, students would research how the earth’s ecosystem supports life. They would also research the chemistry on Mars and identify through research and experimentation what chemical reactions would generate

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38 See Appendix G: PBL Literary Era Study OVERVIEW for more details on this project.
the necessary ecosystem elements (e.g. electrolysis of water to create hydrogen and oxygen). As a final project students would create a closed ecosystem in a miniature biosphere, and share their findings in a pitch to “investors” explaining how their Martian ecosystem could operate. As illustrated in Appendix F: Sample Curriculum Framework, this project could also include physics in relation to the motion & force concepts involved in space travel.

Each course is described in greater detail below, and the curriculum development timeline is detailed in the Implementation Plan (Element 1, Section VIII.), but can be summarized as:

- June 2013 - Teachers review course descriptions and develop curriculum frameworks.  
  - July 2013 – Teachers develop or revise their unit plans to work with curriculum frameworks.  
  - August 2013 – Teachers finalize course sequences, guiding questions, and syllabi during orientation/training/collaborative planning.  

A note on instructional materials – During the first year of operations, Pathways will use online learning systems and printed instructional materials that address both the Common Core and the current California Content Standards. As Common Core instructional materials become available, the Pathways leadership and instructional staff will review and adopt the appropriate texts and instructional materials. The plan for the 9th grade instructional materials is noted within the text of the course descriptions and then summarized in Table 5 at the end of this section.

**Social Science**

*Social Science Research* (1 semester) introduces students to the process of posing questions about their lives and community and using the tools of social science research to explore perspectives, solutions, and answers. In this course students will strengthen their basic reading skills, develop critical analysis skills, and learn the fundamentals of posing questions and gathering, analyzing, and citing evidence as they engage in quantitative and qualitative research processes, complete multiple research projects, and present their findings through public presentations and research reports. *Instructional materials:* This class will utilize research process worksheets created by Dr. Erica Hamilton while she was a teacher at Fremont High School, and then developed and revised in collaboration with student researchers in the UCLA Summer Seminar Program. Additionally, excerpts from the book “How to Do Your Research Project: A Guide for Students in Education and Applied Social Science” (2009) by Gary Thomas will be used as a course guide. The social science experts on the Advisory Board have reviewed multiple texts and found that this guide outlines a clear, detailed research process and is written in a way that is accessible to high school students. In addition to the research guide, students

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39 Three teacher training days are accounted for in the 2013-2014 budget and will be included in the teacher training pay that teachers receive for the orientation/training/planning in August. See Appendix F for a sample curriculum framework.

40 This time is not compensated.

41 This time is accounted for in the 2013-2014 budget as a mid-July start for teachers.

42 See Appendix H: Research Packet Sample Pages for an example of the research worksheets designed by Dr. Hamilton
will be provided with current and relevant readings and have access to library and online materials to conduct their own research.

*Geography: Regions and People* (1 semester) builds on the inquiry-based structure of the Social Science Research course by expanding the scope of the research to the world beyond the community with a focus on a spatial understanding of the world. *Instructional materials:* Using the project-based learning curriculum of the TCI Geography Alive! Program, students will explore the regions of the world and research contemporary issues impacting those regions and the people who live there. The TCI History Alive! Program comes highly recommended by the social science high school teacher on the Pathways Advisory Board as well as multiple trusted high school history teachers polled during the instructional materials research process. This program engages students in the inquiry and project-based learning processes that form the foundation for learning at Pathways. Furthermore, the TCI History Alive! Program facilitates key analytical skills through the examination of history from multiple perspectives.

Pathways Community School will offer World History, U.S. History, and Economics/Government courses starting in years 2014, 2015, and 2016 respectively. These courses will integrate the Common Core standards for literacy in history/social studies and the California State standards for each content area with an emphasis on building literacy, research, critical thinking, and communication skills. *Instructional materials:* All courses will follow the TCI History Alive! project-based curriculum, with additional materials developed and researched by the Pathways teaching staff and Director of Curriculum and Instruction.

**English/Language Arts**

*English 1* engages students in reading literary and informational texts to derive insights into the author’s craft (literary and rhetorical devices), meaning making (thematic, purpose, informational analysis), and understanding people (character analysis, author point of view). Students will strengthen their reading comprehension skills while developing the tools of literary analysis and critical analysis of non-fiction text. They will also strengthen basic writing skills while developing more advanced skills in organization, citation, and revision. Students will apply their learning through inquiry-based projects that examine multiple texts and communicate their findings through presentations and essays. *Instructional materials:* Many 9th and 10th grade units will be based on curriculum notebooks created by Dr. Erica Hamilton while she was a teacher at Fremont High School, and then developed and revised in collaboration with teachers and students across South Los Angeles through her work as a instructional and project-based learning coach.\(^{43}\) Pathways will also purchase the novels, plays, and short story anthologies to be taught during 9th grade. Additionally, workbooks will be purchased from College Board’s “Springboard” program, a college preparatory & AP preparatory program. These workbooks include non-fiction readings, and are aligned with the Common Core Standards for English Language Arts. English teachers on the Pathways Advisory Board recommended “Springboard” program because it is designed to prepare all students to succeed in Advanced Placement (AP) courses as well as the SAT college entrance exam. The “Springboard” curriculum will primarily be used as enrichment Learning Lab assignments.

\(^{43}\) See Appendix I: Theme Unit Teacher Guide for a sample of the curriculum/unit notebook content.
**English 2** builds on the reading, communication (writing and speaking), and analytical skills developed in **English 1** while increasing the levels of complexity of the reading and communication, and delving more deeply into the layers and nuances of the analysis. Through inquiry-based projects, mock-testing scenarios, and frequent opportunities to write short essays, students will also review and strengthen the skills measured in the California High School Exit Exam (CAHSEE). Instructional materials: Dr. Hamilton’s curriculum notebooks will be available for some 10th grade units, and Pathways will continue to purchase novels, plays, and short story anthologies that meet the level of complexity appropriate for grade 10. Additionally, the next level of “Springboard” workbooks will be purchased.

**English 3** builds on the skills developed in **English 1 & 2** and expands on those skills to include more challenging reading and a more complex analysis that examines the interaction of multiple themes or multiple interpretations of the same idea, and explores the subtleties of the author’s craft. Through reading literary and non-fiction works that complement the US history course timeline, students will also have multiple opportunities to investigate the relationship between an author’s point of view and the time in which they live. Students will continue to develop and refine their writing and revision skills with a focus on MLA citation. Instructional materials: Pathways will continue to purchase novels, plays, and short story anthologies at the appropriate reading level. Additionally, the next level of “Springboard” workbooks will be purchased.

**English 4** applies the skills developed in **English 1 – 3** to college-level literary and informational readings. As of the writing of this petition, the course will follow the California State University (CSU) Expository Reading and Writing Course curriculum designed by professors at CSU to prepare high school seniors for the rigors of 9th grade college coursework. Over the course of the next three years, the Director of Curriculum and Instruction and the English teachers with input from the Pathways Advisory Board will explore other potential curricula for the 12th grade English course. Instructional materials: Pathways will continue to purchase novels, plays, and short story anthologies at the appropriate reading level.

**AP English Language & Composition and AP English Literature** - If there is sufficient interest from students, the English 3 teacher has the option of teaching an AP English Language course and the English 4 teacher has the option of teaching an AP English Literature course instead of a Learning Lab. Students will take these courses as an elective in addition to English 3/4.

**Mathematics**

**College Prep Math - Algebra I Connections** engages students in a problem-based approach to learning and applying algebraic mathematical skills. Students will strengthen basic computational skills while developing multiple strategies to solve problems and learning multiple ways of understanding concepts. Students will use their skills to investigate and solve problems using algebraic concepts and mathematical skills. Instructional materials: Acknowledging the challenge that many students have in mathematical skills development, Pathways has chosen the College Prep Math textbook and program that offers multiple access

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44 2009 CAHSEE Blueprint. California Department of Education.
points into learning and multiple support structures (including direct instruction, collaborative learning, and online learning). This program is highly recommended by the experts on the Pathways Advisory Board as well as trusted math teachers that were polled during the instructional materials research process.

*College Prep Math – Geometry Connections* builds on the problem-based learning strategies that students develop in Algebra I while developing spatial visualization skills and a conceptual understanding of geometry topics. *Instructional materials:* This course will follow the College Prep Math – Geometry Connections course sequence and continue with the program’s multiple access points and support structures.

*College Prep Math - Algebra II Connections* builds on the learning in Algebra I and Geometry through creating opportunities for students to apply their learning to more complex functions and multiple representations. *Instructional materials:* This course will follow the College Prep Math – Algebra II connections course sequence and continue with the program’s investigation-based multiple access points and learning support structures.

*AP Statistics* provides a college-level course in statistics that meets the A-G requirements and prepares students to be successful on the AP Statistics test. As a school with a social science theme (Entrepreneurism), the majority of Pathways graduates will take statistics in college. This course will provide a bridge to college math by laying a foundation in this important course. *Instructional materials:* TBD

*Science*

*Advanced Topics in Integrated Science* introduces students to the eight scientific practices outlined in the Next Generation Science standards 2011 framework for science education. These practices (including engaging in argument from evidence, asking questions/defining problems, and planning and carrying out investigations) correlate with the skills outlined in the Pathways learning goals as well as the mathematical practices outlined in the Common Core Standards. Students will engage in these practices as they conduct research designed to highlight the integrated nature of biology, physics, chemistry, and earth sciences. This course will be offered in the 2013-2014 school year (prior to the implementation of the Common Core standards and state testing). Due to its integrated nature, students in this course will be eligible and prepared to take the Integrated Coordinated Science 1 California Standards Test. *Instructional materials:* The Pathways Executive Director and the Pathways integrated science teacher, a high school science teacher with 10 years of experience teaching integrated science, are in the process of developing a complete curriculum and associated instructional materials for this course. While much of the instructional material will be created during the process of developing the curriculum, the textbook “Conceptual Integrated Science” by Pearson will serve as the foundational text for the course due to its correlation with the California content standards for ICS, and its conceptual approach that correlates with the Next Generation Science Standards.

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45 SB 300 (signed by Gov. Brown in 2011) requires the Superintendent of Public Instruction to present to the State Board of Education recommended science content standards by March 30, 2013. The drafting of these recommended standards are to utilize the **Next Generation Science Standards** as the basis for deliberations and recommendations to the state board. [http://www.cascience.org/csta/ngss.asp](http://www.cascience.org/csta/ngss.asp)
It is also important to note that this curriculum is modeled after A-G courses in Advanced Integrated Science and will be submitted to the UC Office of the President (UCOP) for official approval as an A-G laboratory science course.

Pathways Community School will offer Biology, Chemistry, and AP Environmental Science starting in years 2014, 2015, and 2016 respectively. Given that the Common Core standards for science are scheduled to be published in 2013, the science curriculum development team will not develop specific curricula or instructional materials for these courses until these standards are available or the spring/summer prior to the start of the course – whichever comes first.

**Physical Education**

*Physical Education* at Pathways integrates the California physical education standards and the California health education standards. For the majority of the class, students will participate in physical activity, however, students will also engage in lessons and projects that address the following California health education standards: 1) Growth, Development, and Sexual Health (this standard addresses the HIV/AIDS prevention education required in EC 51931 and is in compliance with EC 51933); 2) Nutrition and Physical Activity; 3) Alcohol, Tobacco & other Drugs; and 4) Injury Prevention and Safety. *Instructional Materials:* Units will be designed by Physical Education teacher with guidance from the PE and health standards, and assistance from Weber Community Center and [http://kidshealth.org/teen](http://kidshealth.org/teen).

**World Language: Spanish** – Although many students attending Pathways will speak Spanish, few are fully literate in the language. For non-native speakers, exposure to Spanish provides a link to the community in which they live, and a leg up on future opportunities in an increasingly bi-lingual city. Guided by the 2009 California State Standards for World Languages the Pathways Spanish courses begin with a grammatical focus, growing in complexity at each level.

*Spanish I* will introduce non-native speakers to basic grammatical structures and vocabulary. This course will focus on conversational Spanish with an emphasis on getting students comfortable with speaking and listening, reading everyday informational materials, and writing.

*Spanish II/Spanish SP I* combines non-native speakers who have completed one year of Spanish with native speakers who can speak Spanish, but cannot read or write in the language. This course briefly reviews Spanish grammar basics and introduces more complex grammar skills and vocabulary. This course will focus on speaking with correct grammar and listening for detail, and include more complex informational and literary materials.

*Spanish III/Spanish SP II* combines non-native speakers who have completed two years of Spanish with native speakers who have completed or tested out of Spanish for Speakers I. This course refines grammar skills and introduces advanced vocabulary. This course focuses on speaking with precision and listening for nuance and includes longer and more complex informational and literary materials. Students will write short essays and translations of work in other classes.

*AP Spanish Courses* – Depending on student interest, Pathways will offer one of the AP Spanish courses or provide it as an online learning component of the *Learning Lab.*
**Instructional materials:** Pearson Education, Inc. textbooks, consumables and online resources. The Spanish teacher on the Advisory Board (and future Pathways Spanish teacher) has used the Pearson textbooks for many years with great success in her classes. Additionally, other teachers on the Advisory Board recommended Pearson because the online resources are the most user-friendly for both teachers and students.

**Graphic Design** – In this two-year A-G certified course sequence, students will explore the historical/theoretical foundations, aesthetics, technical components, and practical applications of graphic design. **Instructional materials:** This course will not start until year 2015-2016. During the year prior to the implementation of this course, a certified and experienced teacher will develop the curriculum and consult on the appropriate instructional materials for this course.

**Entrepreneurism Course Sequence** – This three-year course sequence is developed in collaboration with the Network for Teaching Entrepreneurship (NFTE). All three courses are A-G/CTE certified and include theoretical and practical components taught through direct instruction, guest lecturers, and project-based learning. The focus of each course is as follows:

*Introduction to Entrepreneurism* introduces students to the basic concepts of entrepreneurship in the 21st Century: what makes a successful entrepreneur, economics, finance, business management, and technology.

*Advanced Entrepreneurism* delves more deeply into the components of entrepreneurship: the role and responsibility of the entrepreneur in society, market analysis/needs assessment, business plan development, and marketing strategies. At the culmination of this course students will have a completed business plan for a product or service needed in the community.

*Entrepreneurism Application Capstone/Internship Project* provides students with the choice of implementing all or part of their business plan or participating in an internship. In addition to creating a business or participating in an internship, students will develop a presentation that reflects on the process of planning and starting a business (or internship) and examines the role they are playing in the economy and community.

**Instructional materials:** Pathways will use the instructional materials of the Network for Teachers of Entrepreneurism – “Entrepreneurship: Owning Your Future” textbook and consumable workbook as well as online resources and up-to-date information provided by Pathways partners, mentors, and advisors.

**Advisory**

*Advisory* is the place where students start their day, every day. Within *advisory*, students will get focused, and access the supports they need to develop as learners and healthy individuals, achieve success in high school, and prepare for college and career. Each year of *advisory* has the same academic support structure for the beginning, middle and end of the school year. This
structure is described below and is supported by the Advisory Day schedule built into the annual calendar.

- At the beginning of the first semester students will:
  - take the initial grade-level assessment
  - review the learning goals for the semester
  - use the results from the assessment and goals information to identify challenge areas and set focus learning goals for the semester
  - the focus learning goals and related strategies are documented in each student’s Individualized Learning Plan (ILP) and shared with the student’s parent/family during conferences

- At the end of the first semester/beginning of the second semester, students will:
  - take the mid-year grade-level assessment
  - organize their first semester work in ILP portfolio
  - use the results from the assessment and the work in the ILP portfolio to reflect on the first semester and set focus learning goals for the second semester
  - the reflection and focus learning goals/related strategies are documented in each student’s ILP and shared with the student’s parent/family during conferences

- At the end of the year, students will:
  - take the end-of-year grade-level assessment
  - organize their second semester work in their ILP portfolio
  - use the results from the assessment and the work in the ILP portfolio to reflect on the year (including challenges and accomplishments)
  - the reflection is documented in each student’s ILP. The challenges are shared and the accomplishments are celebrated with the student’s parent/family during the end of the year celebration

Within this framework, the remainder of each semester will have curricula designed to facilitate interest exploration and career/college exposure, and support personal and social development.

9th Grade:
- College and Career Pathways – students will explore their interests and be exposed to various careers and colleges within the Los Angeles area through short research projects, visiting mentors/lecturers, and college campus visits.
- “How-To” Project – students will research and present an expository “how to” presentation on subjects relevant to schooling: how to graduate from high school, how to apply to college, how to organize your school work, how to study, how to find help at school, etc.
- Mental, emotional and social health – A project-based curriculum developed and taught collaboratively with Weber Community Center mental health professionals and based on the California health education standards

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46 See Appendix J: Bell Schedules & Annual Calendar
47 See Appendix B: Learning Goals Worksheets
48 See Appendix K: Sample How To Projects for two 9th grade advisory sample How To projects.
10th Grade:
- College and Career Pathways – students will hone in on specific interest areas, identify careers that connect with those interests, and visit local businesses and colleges with programs in that interest area
- Community Health – A project-based curriculum developed and taught collaboratively with Weber Community Center mental health professionals and based on the California health education standards
- CAHSEE Prep - test practice and strategy review in the weeks prior to the test
- 10th Grade Gateway Project - Students will reflect on their first two years in high school and create a presentation that demonstrates they have mastered the 9th and 10th grade learning goals. Students will present their findings to their advisory class, family members, and mentors.

11th Grade:
- College and Career Pathways – An in-depth career research project in which students:
  - Identify three possible career choices based on their interests
  - Research median pay, employment projections, and required education and training
  - Interview at least one person for each career choice
  - Arrange and visit at least one work location for each career choice
  - Create a research report, reflection, and strategies for next steps to pursue this career
  - Present their findings to 9th and 10th grade advisory classes
- College and Career Pathways – college research project in which students:
  - Identify three colleges that have programs in their career or interest area
  - Research specific majors offered at the colleges (including requirements for acceptance into those majors)
  - Research costs and funding sources
  - Complete an offline application for each college (including entrance essays)
  - Prepare an information packet for parents/family members in English and Spanish
  - Interview a student in their potential major at each college
  - Visit all three colleges (a family member must visit at least one) 49

12th Grade:
- Senior Project – Self-selected and self-directed research project associated with Entrepreneurism Capstone Course or internship
- Senior Exhibition – Students will reflect on their high school experience and create a presentation that demonstrates they have mastered the Pathways learning goals. Students will present their findings to their advisory class, family members, and mentors.

Instructional materials: The Pathways advisory curriculum is unique to the school. The curriculum notebook for the first year is designed by the Executive Director and Director of Curriculum and Instruction in collaboration with the Weber Community Center, and educational experts on the Pathways Advisory Board. The subsequent curriculum notebooks will be

49 Visits to colleges within Los Angeles and throughout the state of California (with potentially additional trips out of state) will be funded through individual and school-wide grants and private fundraising and sponsorship drives prior to the start of the year of the first Pathways 11th grade class and each year thereafter.
designed by the Pathways Director of Curriculum and Instruction and grade-level teachers in collaboration with the Weber Community Center and educational experts on the Advisory Board.

Table 5: Instructional Materials for 9th grade

<table>
<thead>
<tr>
<th>Course</th>
<th>Text</th>
<th>Consumables</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Research</td>
<td>“How to Do Your Research Project” and Hamilton Research Worksheets</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Geography</td>
<td>n/a</td>
<td>n/a</td>
<td>History Alive! Regions and People (online &amp; downloads)</td>
</tr>
<tr>
<td>English 1</td>
<td>Hamilton Curriculum Notebooks and Norton Anthology of Short Fiction plus novels and plays ordered by the teacher and guided by Common Core</td>
<td>Spring Board Level 4 By College Board</td>
<td>Spring Board online</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra I Connections by College Prep Math</td>
<td>n/a</td>
<td>College Prep Math online</td>
</tr>
<tr>
<td>Advanced Topics in Integrated Science</td>
<td>Conceptual Integrated Science Publisher: Addison-Wesley Program: Pearson</td>
<td>n/a</td>
<td>Pearson online</td>
</tr>
<tr>
<td>Advisory</td>
<td>Pathways Advisory notebook</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Physical Education 1</td>
<td>n/a</td>
<td>n/a</td>
<td><a href="http://kidshealth.org/teen/">http://kidshealth.org/teen/</a></td>
</tr>
<tr>
<td>Spanish</td>
<td>Pearson Realidades I/II</td>
<td>n/a</td>
<td>Pearson online</td>
</tr>
</tbody>
</table>

4. Transferability of courses

Per AB1994, all PCS/A-G courses will be transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on published course offerings.

5. Teaching Methodologies

Research on small schools with populations similar to the students Pathways will serve indicates that learning best occurs and teachers feel the highest sense of efficacy when they work collaboratively in a continuous cycle of planning, instruction, assessment, and reflection (see Figure 1).  

Pathways Community School teachers will engage in this process and use a shared set of methodologies at each stage.

The Pathways Community School course descriptions outline the basic content, themes, programs, and instructional materials that will be used for each course. Prior to the implementation of each grade level, the teachers for that grade will develop curriculum frameworks, and detailed instructional plans for their courses. During the year that the grade level is first introduced, teachers will be provided with time during 18 pre-opening orientation days to develop their course curricula and syllabi, making adjustments based on analysis of the initial grade-level assessment. Over the course of each semester teachers will implement the curricula and use class-based formative and summative assessment data to reflect on the implementation and make the adjustments needed to the instruction/curricula as it is being implemented. At the end of each semester, teachers will use the individual class and grade-level assessment data to evaluate the success of the curricula and instruction, and revise accordingly.

Planning
The process Pathways teachers will use for curriculum development is called Understanding by Design (UBD), sometimes referred to as “backwards planning.” UBD starts with the learning objectives and works “backwards” to the formative and summative assessments that will measure student progress towards and attainment of the learning objectives, and then to the lessons, assignments, activities, and additional instructional materials that will support students in developing the skills and knowledge necessary to meet the learning objectives. UBD works well for project-based learning curriculum design and lends itself to the process of design, implementation, assessment, and reflection to create and improve upon curricula.

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51 See Appendix F for a sample curriculum framework.
52 See Appendices E, F, and L for documents supporting the UBD planning process.
Instruction

As discussed in the section on “How Learning Best Occurs,” project-based learning plays an important role in the development of basic and advanced academic skills as well as key 21st Century skills. Educational researchers and practitioners at the Buck Institute describe the six key characteristics of project-based learning:

- derives the learning goals from content standards and key concepts of academic disciplines
- starts with a question (inquiry) or a problem (challenge) to which students apply their learning to discover the answer or the solution
- requires critical thinking, problem solving, collaboration and various forms of communication
- allows some degree of student voice and choice
- includes processes of revision and reflection
- involves a public audience

This rewarding but challenging form of instruction requires teachers to know their content area, and understand how students learn within the project-based learning process. It necessitates detailed planning that allows for flexibility during implementation while maintaining a focus on the learning goals (as outlined in the rubric determined in the UBD process). And it involves creativity, collaboration, and organization on the part of teachers and students. During the hiring process, teachers will be asked about their experience with and interest in project-based learning. As it is the foundation of the Pathways instructional methodology, it is a non-negotiable when it comes to selecting teaching staff. Additionally, the Executive Director of Pathways (Erica Hamilton) has six years of experience as a teacher implementing project-based instruction, three years of experience researching and writing about small schools that use project-based learning, and two years of experience as a project-based learning coach for over eighty teachers across all content areas in Los Angeles high schools. With her assistance and training from the Los Angeles Small Schools Center that focuses on using the Understanding by Design process to create project-based units, teachers will have the support they need to successfully plan and implement project-based learning.

Blended Learning is an instructional approach that integrates face-to-face instruction, computer-based instruction, and individual or group offline work within the classroom setting. This approach increases flexibility in the classroom, allowing teachers to concentrate on smaller groups of students for direct instruction while other students take part in online learning that allows them to work at their own pace, and other students have the space and time to work collaboratively or individually on offline assignments or projects. As indicated in Table 5, the majority of the core instructional materials have online components. These components include opportunities for students to learn from an online instructor or tutorial, engage in individualized interactive learning games, practice additional problems, or extend their learning through enrichment assignments. As teachers develop the curriculum for the year, they will include these online components as well as additional instructional elements they find online. In order to ease

55 See Appendices G and M for samples of individual course and cross-curricular project-based learning units.
the transition to this new approach, Blended Learning will primarily be implemented in the Learning Lab with a clear structure and supports for both teachers and students. As teachers grow more comfortable with the approach, they will be encouraged to implement it in their core classrooms, and at the end of the first year of implementation, the grade-level team will evaluate, improve upon, and possibly expand the use of Blended Learning.

Within the overarching structures of project-based learning and blended learning, teachers will utilize the following research-based and time-tested strategies in their everyday lessons.

**Daily Organization Strategies** – Drawing from the AVID program and the expertise of teachers on the Pathways Advisory Board, Pathways has established routines and strategies for teacher and student organization.

- **Daily Startup & Class Timing**[^56] – At the beginning of every class, students will copy the agenda and participate in a *daily startup* – a short journal, activity, quiz, notes, or reading that is designed to get the students started on the learning objectives for the day and provide the teacher with time to take attendance. At the end of the period, teachers will leave 15 minutes for students to complete their Learning Logs, sign-up for Learning Lab, and note Learning Lab plans.

- **Notebooks** – every student will have a notebook that contains the following:
  - Front section (all classes):
    - Monthly calendar
    - Pathways Learning Goals worksheets
    - Daily Learning Logs/Learning Lab plans[^57]
    - Pathways SST Action Plan (if they have one)
  - Each class (separated by dividers)
    - Daily agendas & start ups
    - Class Assignments (including rubrics, handouts, and completed work)

- **Cornell Notes** is a note-taking strategy that AVID has adapted for all content areas, and multiple forms of learning (lecture, reading, research, etc.). Students will develop the basic Cornell notes strategies and will be encouraged to adjust it to meet their learning needs.

- **Learning Logs** are daily journals in which students reflect on what they learned in each class. The goal of the Learning Logs is for students to develop metacognition skills, become reflective learners, and build a record of their process and progress. The Learning Logs also serve as an organizer for daily work and homework.

In every classroom, teachers will use **differentiated instructional materials** - multiple texts, supplementary print resources and a variety of audio and visual sources - to provide engaging and accessible entry into the content being taught. In many cases, the online components of the core instructional components include these options. For courses that do not have online components, with the assistance of the special education support teacher, teachers will identify these options within the class texts and other sources.[^58]

[^56]: See Appendix I for the daily lesson plan structure and timing.
[^57]: See Appendix B for semester learning goals worksheets and weekly/daily Learning Logs and Learning Lab plans
Specially Designed Academic Instruction in English (SDAIE) focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of multiple formative assessments. Pathways staff will be trained in these methods and supported by the English language development support teacher for areas identified as a challenge or a particular need for students.

Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress.” Thinking maps can be used in every subject area to engage students with basic thinking processes such as defining, describing and sequencing and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting.

Assessment & Reflection

Formative and summative assessments and reflection have a critical role in the Pathways Instructional Cycle. Teachers will assign and review formative assessments on a weekly basis, provide timely feedback to students, and use the results to adjust the curriculum as needed. At the end of each major project or unit, teachers will give a summative assessment that measures the degree to which each student achieved all of the learning goals – as determined by the rubric designed during the UBD process, and shared with the students at the beginning of the unit. Students will also complete a reflection form that guides them in reflecting on what they learned, how they learned it, how they performed, and the quality of the project/unit itself. The data from the summative assessments and student reflection forms will be used by teachers to do their own reflection, and make improvements. Additionally, teachers will enter results from key formative and summative assessments into an online data management system so that grade-level teams can use these data in addition to the grade-level assessments to monitor student performance across the multiple learning goals, and the school site leaders and Data Management Committee (see Element 4) can monitor the overall success of students and direct supports and resources to areas and individuals in need.

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61 See Appendix F for a sample of formative and summative assessments to be used, and Appendix N for sample project and essay expectation rubrics.

62 See Appendix E: PBL Development Process for sample student and teacher reflection forms.
C. Transformative Culture

The third strategy in the PATH program focuses on the transformative potential of school to impact the way students see themselves, their community, and their futures. Pathways Community School facilitates a sense of belonging and community within the classroom and school through our personalized learning environment, grade-level themes, and project-based learning. This is critical for keeping students in and focused on school, creating a safe and productive learning environment, and engaging students in relevant curricula. In addition to building community within the school, Pathways also builds a culture and capacity for students to envision the potential for themselves and their own community beyond what exists today, and then act to make that vision a reality. This goal is supported primarily through the Entrepreneurism Course Sequence and the College and Career Pathways Program.

1. Entrepreneurism Course Sequence

Entrepreneurism education provides a powerful context for academics, and exposes students to critical skills for success in college, career, and life. Successful entrepreneurs must be innovative, pro-active, and organized. They must know how to manage their money and time, utilize technology, and market themselves and their business. And above all, entrepreneurs must have a vision and possess the determination to see that vision become a reality. Introduced in the course descriptions section, the Pathways Entrepreneurism Course Sequence, developed in collaboration with the Network for Teachers of Entrepreneurship (NFTE), will introduce students to the skills of the entrepreneur, expose them to the myriad college and career paths of entrepreneurs, and encourage in them the spirit of entrepreneurism. This course sequence will provide a strong foundation for whatever path a student takes after graduation.

2. College and Career Pathways Program

While the Entrepreneurism Course Sequence provides a context for learning in high school, the College and Career Pathways Program lays the foundation for the direction students will take after graduation. Introduced in the advisory course descriptions, the College and Career Pathways Program facilitates student exploration of their interests, exposes students to various colleges and careers, and engages them in investigating the colleges and careers that are most connected to their interests. Even if Pathways students choose to pursue an entrepreneurial path after graduation, post-secondary education is important for their continued success. And for students who do not pursue an entrepreneurial path, a bachelor’s degree is critical for access to careers that pay a living wage in California. Only 3.8% of adults in the Florence-Graham community have a bachelor’s degree. For this reason, exposure to post-secondary education and an exploration of careers that require a bachelor’s degree is not only critical for the students, but for their families as well. A key aspect of the College and Career Pathways Program is engaging families in the process through participation in college visits and attendance at college and career presentations (put on by students as part of their research project). This not only provides a link for family members to better understand their child’s path, but also exposes younger siblings to what lies ahead for them.

D. Holistic Approach

The fourth, final, and critically important component of the PATH Program is a holistic approach that addresses the physical, mental, and emotional health needs of the student as part of the educational process. Research shows that students who experience poverty and live in communities with high levels of violence have a harder time in school than their middle-class counterparts. This is important to consider given that in the Florence-Graham community 56% of children live below the poverty line, and violent crime occurs at over twice the rate than in the city of Los Angeles. The good news is that research also demonstrates the powerful impact that schools can have on a student’s resilience and academic success, if the school provides the resources needed to address the issues associated with poverty and violence in addition to a strong academic program. In order to address these needs, while directing limited resources to academics, Pathways focuses on developing partnerships with community organizations to address the following key areas:

1. Physical, Mental and Emotional Health

   Student physical, mental, and emotional health is integrated into the curricula of Pathways through 1) the 9th grade theme of “exploring self,” 2) the advisory curricula on mental and emotional health issues developed with Weber Community Center; and 3) the physical education curricula that incorporates key issues in physical and sexual health, and is supported by the UMMA Community Clinic health professionals.

2. Referral Services

   Through partnerships with the Weber Community Center and the UMMA Community Clinic, Pathways teachers, advisors, counselors, and administrators can refer a student they have identified as having a specific mental/physical health need to obtain the assistance they need on campus or at a facility close to campus. This referral system will also be available for students and parents/family members to refer themselves. All staff will be trained in using the referral system, and all students and families will be educated about the system and the benefits offered and how to access the services they need.

3. Safety

   Safety impacts physical, mental and emotional health and is a major concern expressed by parents and family members in the community. Pathways will implement the following structures and strategies to ensure a safe learning environment for all students.

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65 http://www.city-data.com/zips/90001.html and according to the Healthy City/Advancement Project (2010). Community Profile. LA City: Florence-Graham/77th St. Division Gang Reduction and Youth Development Zone violent crime within the Florence-Graham community occurs at a rate of 15.7 in 1000 people, compared to 6.2 in the City of Los Angeles.


67 During early community outreach meetings, many parents expressed concern for the safety of their children on campuses shared with other school and in transit to and from school.
- *Pathways positive behavior support plan* outlines clear behavior expectations framed in the philosophy that being part of a community comes with responsibilities. The plan also establishes a process for when a member of the community is not meeting his or her responsibilities. This process focuses on the behavior as a symptom and not a characteristic of the student. If the issue is not successfully addressed by a teacher in collaboration with family members/parents, it may be referred to the *Student Success Team* (see below) for more intensive interventions. See Element 10 for more details on the Pathways positive behavior support plan.

- A *uniform policy* – In community meetings, many family members and community members have expressed strongly that a uniform policy would be beneficial to student safety and school identity building on campus and in the neighborhood. This is particularly important if Pathways shares a campus with other schools. In the first years of implementation, the school uniform will consist of dark pants/long skirts and a simple collared shirt with the school colors (which will be determined through surveying potential students during outreach efforts). After the school is more established, fundraising efforts will be directed towards purchasing collared shirts with the school logo.

- *Safety Volunteers* – Pathways will coordinate parent volunteers to be present on campus and supervise common areas and hallways.

- A *community policing environment* – Pathways will develop relationships with local police, community organizations, and school neighbors to develop a community policing environment in which all students know and are known by those who are there to keep them safe in school and on the way to and from school.

### 4. Family Engagement

The involvement of family is critical to the success of students at any age, yet in high school they are often left out of the educational experience. To facilitate family involvement, Pathways will implement the following strategies:

- **Welcome Center** – Integrated into the main office, a welcome center will be the first place that families and other visitors to the school will see. The culture of the center will be informal and inviting and will include information regarding high-school graduation, college, career, special education, EL, community meetings, and student and school celebrations. The center will be the location for information sessions (graduation, A-G requirements, college), and also encourage spontaneous social interactions where teachers/staff, families, and students can gather to share ideas and strategize around a particular issue or topic.

- **Sensitivity to home languages** – All school communication and materials will be provided in English and Spanish.

- **Leadership** – Parents/Family members will be invited and encouraged to participate in the Parent/Family Leadership Committee (See Element 4). These parent/family member-facilitated meetings will focus on:
  - Increasing overall parent and family engagement in the school

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68 All campus volunteers will submit to a criminal background check and tuberculosis test pursuant to Sections 45125 and 49406 of the California Education Code.

69 Pathways purposely uses the term “family” instead of or in addition to “parent” to create an environment that welcomes multiple individuals who might be involved in the life of the student. Demographics of and familiarity with the community indicates that in addition to, or instead of parents, aunts, uncles, older siblings, older cousins, foster parents, or even an unrelated but involved adults have important parts in the lives of our students.
Coordinating formal and informal parent and family events (e.g. winter celebration and chats/charlas in the Welcome Center).

- Coordinating formal and informal parent and family events (e.g. winter celebration and chats/charlas in the Welcome Center).
- Facilitating open lines of communication between the school and families, including having representatives on the school’s Leadership Committee and the Advisory Board.

- Participation – Parents/Family members will be invited and encouraged to take part in the hallway supervision practices of the school; attend teacher meetings/professional developments; observe classrooms (including creating and using the classroom observation form); and assist a teacher in the classroom.

- Celebrations and Events – Throughout the year, parents/family members will be welcomed to campus to learn about their child’s experiences and goals, and celebrate their success – many of these events will take place on Saturday to accommodate family work schedules.

- Advisor – Family Connections – Through the advisory class, the faculty will reach out to parents/family members to invite them to participate in their child’s education. The advisor is responsible for contacting parents/family members regarding absences, credits, grades, etc., and involving families in understanding and participating in the goal setting and celebration of goal achievement in the student’s Individualized Learning Plan.

- Family Input/Feedback – Pathways will provide a complaint/suggestions box in the school office where families, students and teachers can provide anonymous feedback. We will also conduct a family survey at the end of each year to use as a tool to improve family relations.

IV. SERVING SPECIALIZED LEARNING POPULATIONS

The PATH Program will address the basic needs of every student at Pathways Community School, however, particular populations require specialized supports and services in order to be successful. In this section, the services for each population are discussed (listed in order of expected population size, from largest to smallest).

A. Socioeconomically Disadvantaged Students

The local middle school demographics indicate that almost 100% of Pathways students will qualify for the Federal Free and Reduced Lunch Program (an indicator of poverty). Students experiencing poverty do not learn any differently than young people from middle or upper socio-economic classes, however, they do experience poverty-related issues that may impede their learning – hunger, health problems, lack of housing, lack of a quiet homework space, etc.

Pathways has several strategies and systems in place to address the realities that socioeconomically disadvantaged students face on a daily basis.

- Academic College-Preparatory Curriculum - At Pathways, we do not limit students by limiting the curriculum, we maintain high expectations for all students and provide the

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70 See Appendix O: Draft Surveys (Family & Student)
71 Population estimates are based on 8th grade percentages at middle schools in the community (Edison, Bethune, and Markham).
72 The LAUSD 2011 data summary reports for Bethune, Edison, and Markham Middle Schools indicate that 100% of their students qualify for free and reduced lunch.
support they need to meet those expectations.

- **Grade-level assessments, Individualized Learning Plan, and Learning Lab** are academically-focused supports to identify students’ individual learning needs and address those needs early and regularly.

- **Breakfast and Lunch** will be provided for all students on campus.

- **Advisory** provides students with individualized attention from a caring teacher/advisor who will check in with them each morning and provide socio-emotional and academic supports, and refer the student to a specialist or the **Student Success Team** for more serious situations.

- **Referral Services** to mental and physical health service providers in-house and in the community.

- **Student Success Team** will meet to identify issues and develop and implement an action plan to address a struggling student’s individual challenges and needs.

- **Before-school and after-school hours** – the Director of Curriculum and Instruction and Executive Director will stagger their work hours to provide a safe and quiet space for students to come in before school and stay after school.

### B. Students Achieving Below Grade Level

The area middle school California Standards Test (CST) scores indicate that with a 9th grade student population of 150, Pathways should expect to serve approximately 64 students who start 9th grade with a lack of basic ELA skills and 81 students who lack basic Algebra I skills (with overlap between these two populations). To meet Pathways’ proficiency goals, the following process will support the students in need of intervention in English and/or math:

- During student and family orientation day all students take the **grade-level assessment**

- Prior to school opening, the **grade-level teams** review the assessment results and:
  - Identify students performing in the lowest percentiles and determine their specific areas of challenge
  - Look for challenge areas experienced by multiple students and develop strategies to address these areas across the curriculum

- During the first week of each semester, **advisors** review assessment results with each student, help them to identify areas of challenge, and set goals related to those challenges – this information goes into their Individualized Learning Plan and is shared with parents/family members during conferences.

- In class, student takes intervention options for **Learning Lab**.

- Every month student is assessed in **Learning Lab** to monitor progress towards goals (by the student’s advisor with the support of the Director of Curriculum and Instruction).

- After the student completes the goals, he or she sets new goals based on most recent grade-level assessment data.

- If the student is not meeting the goals, he or she is referred to the **Student Success Team** for more intensive intervention.

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74 Breakfast and lunch are included in the Start Up & 5 year budget. See Attachment e. for details.
75 For Edison, Markham & Bethune middle schools, an average of 43% students tested below and far below basic on ELA CST and average of 54% students tested below and far below basic for Algebra I CST as identified in the California Dataquest 2011 STAR test results report
76 During this time, the grade-level team will also review the advisory roster to ensure equal distribution of students in need of intervention across the advisory classes.
C. English Learners

The local middle school demographics indicate that with a 150 9th grade student population, Pathways should expect to serve approximately 40 students needing some form of English Learner (EL) supports, this number increasing to 151 with 600 students across all four grades.\(^{77}\) While there is not official data available on Standard English Learners (SEls), Pathways should also expect to have students with SEL needs. Pathways will offer ELs and SELs an inclusive and supportive academic program to build English language proficiency and academic content knowledge. In the general education classrooms ELs and SELs will learn and demonstrate content-area knowledge through projects, and have frequent opportunities to practice listening and speaking in standard English through highly structured and collaborative group-based classroom activities and projects.\(^{78}\) Research has demonstrated that the aforementioned instructional strategies, with the appropriate structures and supports, contribute to the learning of ELs within the general education classroom.\(^{79}\) The general education structures and supports will be facilitated through training all teachers in Specially Designed Instruction in English (SDAIE) strategies and through each student’s Individualized Learning Plan and the Learning Lab. Beyond their general education classroom experience, English Learners will receive the following supports:

- Students who are Limited English Proficient (LEP) will be identified through a home language questions (in the parent/guardian’s language) completed by the parent/guardian upon enrollment in the school.\(^{80}\)
- During the first year of operations, Pathways will hire a part-time or full time BCLAD certified English Learner (EL) support teacher based on the number of students needing supports. Each year thereafter additional time and positions will be funded depending on the number of ELs enrolled.
- During orientation and the first week of school, the EL support teacher will administer the (initial or annual) CELDT for all newly enrolled students identified as LEP. After 9th grade all returning students will be tested during the first week of school.
- During first week PD the EL support teacher will present the results of the CELDT test for the grade-level teams and review key inclusion and support strategies for English Learners and Standard English Learners.
- The EL support teacher will work within the core content classrooms, conduct individual and group pullout sessions and teach one ESL Learning Lab session per day.
- During the first week advisory classes (after EL PD), advisors review CELDT assessment results with each student, help them to identify areas of challenge, and set goals designed to help them works towards re-designation (see Table 6 below). This information goes into their Individualized Learning Plan and is shared with family members during conferences.
- After the student completes the goals, he or she sets new goals based on more recent CELDT or grade-level assessment data.

\(^{77}\) For Edison, Markham & Bethune middle schools, an average of 27% students received English Language Learner supports as identified on the 2011 LAUSD data summary report.
\(^{80}\) See Appendix P: Enrollment Form (English) – will be translated to Spanish before April 2013.
- The EL support teacher will monitor each student’s progress on a monthly basis and implement additional supports or interventions as necessary. If a student is not showing progress after the implementation of additional supports and interventions, he or she will be referred to the Student Success Team for more intensive intervention.
- At the end of each semester the EL teacher and Director of Curriculum and Instruction will review student goals and outcomes, reflect on the EL instructional program, and make improvements as necessary.

Table 6: CELDT Language Classification

| Language Classification | Language Classification
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall CELDT Proficiency</td>
<td>Overall CELDT Proficiency</td>
</tr>
<tr>
<td>Level = 1 – 3 OR CELDT Proficiency Level = 4 – 5</td>
<td>Proficiency Level = 4 – 5 AND</td>
</tr>
<tr>
<td>Listening/Speaking = 1 or 2</td>
<td>Listening/Speaking = 3 +</td>
</tr>
<tr>
<td>Reading = 1 or 2</td>
<td>Reading = 3 +</td>
</tr>
<tr>
<td>Writing = 1 or 2</td>
<td>Writing = 3 +</td>
</tr>
</tbody>
</table>

*English Learner Instruction*
Pathways Community School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Pathways Community School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Pathways Community School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Pathways Community School shall administer the CELDT annually. Pathways Community School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

81CELDT redesignation table found at [http://notebook.lausd.net](http://notebook.lausd.net)
D. Students with Disabilities

The local middle school demographics indicate that with a 150 9th grade student population, Pathways should expect to serve approximately 18 students receiving special education services, increasing to 72 students in all four grades.\(^{82}\) Research shows that the most effective way to educate students with disabilities is integrating them into general education classrooms, along with focused pullout sessions, direct support from specialists, and training for all teachers in how students learn and how to differentiate instruction.\(^{83}\) Based on this research, our students with special needs will spend the majority of their day in the least restrictive environment/general education classrooms, with the following supports in place:

- Students receiving special education services will be identified through the enrollment documentation after the lottery process in April. The open enrollment - lottery student application form will not include special education information.\(^{84}\)
- Students who have not been previously identified as needing special education services may be identified through the process outlined in the attached Appendix: Service Plan for Special Education – “Procedures for Identification and Assessment of Students.”\(^{85}\)
- During the first year of operations, Pathways will hire one special education support teacher. Each year thereafter additional teaching and paraprofessional positions will be funded depending on the number of students needing special education services enrolled.
- The special education support teacher(s) will monitor student Individualized Education Plans (IEPs) and 504 Plans, coordinate and hold initial and annual IEP meetings, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained class time as indicated on each student’s IEP. This teacher will also assist general education teachers during the curriculum planning process to incorporate differentiated instructional strategies as well as the appropriate accommodations/modifications, and participate in the grade-level team meetings to collaborate with teachers to support the learning needs of students receiving special education services.
- Pathways will select Option 3 of the LAUSD SELPA Options Program, and complete an MOU with the district for the first year of operations. The Pathways leadership and special education staff will review the success of this option mid-year and determine if it is an appropriate option for the school. If it is not, the Executive Director will apply to change the Option for the following school year.
- To address the special education needs during the 2013-2014 school year, Pathways Community School has budgeted for one special education support teacher, and will contract with an special education services provider for additional services as needed.

*Special Education Program*

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or

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\(^{82}\) For Edison, Markham & Bethune middle schools, an average of 12% students receive Special Education services as indicated on the 2011 LAUSD report cards.


\(^{84}\) See Appendix P: Enrollment Form and Appendix Q: Open Enrollment/Lottery Form

\(^{85}\) See Appendix R: Service Plan for Special Education
to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Pathways Community School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Pathways Community School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

*SELPA Reorganization*

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

*Modified Consent Decree Requirements*

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems...
(“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:
- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

E. Gifted Students

The middle school demographics indicate that with a 150 9th grade student population, Pathways should expect to serve approximately 9 students identified as gifted, increasing to 36 students in all four grades.\(^86\) The first step Pathways will take is to appropriately and accurately identify students who need additional challenge to be successful. This identification will take place through previous GATE program placement/identification, previous CST scores, grades in previous courses, and teacher/counselor recommendations. Once identified, students will be identified as “enrichment” in their Individualized Learning Plans, and will work with their advisor to set appropriately challenging goals for the school year. Students in the enrichment program will have access to the following to extend their learning experience at Pathways:
- A rigorous, college-preparatory and project-based curriculum in the core classes
- Advanced Placement course offerings
- Learning Lab opportunities:
  - Honors credits in core classes for students who complete the enrichment assignments
  - AP courses offered through the Los Angeles Virtual Learning Academy
  - Online college and certification programs

F. Students with Credit Deficiency

While the goal is to address all students’ learning needs before they fall behind, some students may experience difficulties that may result in credit deficiency. In order to support students who are credit deficient, Pathways will:
- Identify students for Student Success Team (SST) as soon as they start falling behind
- The SST and advisor will use the Individualized Learning Plan as a tool to establish goals that include credit recovery and strategies to pass the classes in which the student is enrolled.
- Starting in the 2015-2016 school year, Pathways will offer a Summer Intensive designed to provide the supports and courses that students need to return in the fall at grade level.
- In the upper grades, students will have the opportunity to retake a class through the Apex online learning in the Learning Lab.

\(^86\) For Edison, Markham & Bethune middle schools, an average of 6% of the students were identified as gifted in the 2011 LAUSD report cards.
V. ACADEMIC SCHEDULES AND CALENDAR

The Pathways Community School schedules and calendar are designed to support the vision and mission of the school. All of the components discussed in the Instructional Program were considered at every stage of developing the following schedules and calendar.

A. Bell Schedules

The Pathways Community School bell schedules are based on five major priorities: 1) Longer class periods (90 minutes) to allow for more concentrated time for students to master subject material and allow for deeper exploration of class topics and project work; 2) Grade-alike teacher grouping in which teachers share the same students - facilitating personalization, cross-curricular instructional strategies and projects; 3) Advisory time every day – to get the day off to a healthy and focused start, and support students in their academic and personal growth; and 4) Weekly professional development to give teachers frequent opportunities to discuss student needs, participate in professional development, and plan collaboratively.

The Pathways primary bell schedule is an 8 period A/B block schedule in which students attend eight classes in an A/B structure four days a week (Tuesday through Friday).

Table 7: A/B Bell Schedule (Tuesday – Friday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:40am</td>
<td>7:55am</td>
<td>15</td>
</tr>
<tr>
<td>Advisory</td>
<td>8:00am</td>
<td>8:40am</td>
<td>40</td>
</tr>
<tr>
<td>Period 1 / 2</td>
<td>8:45am</td>
<td>10:15am</td>
<td>90</td>
</tr>
<tr>
<td>Period 3 / 4</td>
<td>10:20am</td>
<td>11:50am</td>
<td>90</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:50am</td>
<td>12:20pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 5 / 6</td>
<td>12:25pm</td>
<td>1:55pm</td>
<td>90</td>
</tr>
<tr>
<td>Period 7 / 8</td>
<td>2:00pm</td>
<td>3:30pm</td>
<td>90</td>
</tr>
<tr>
<td>Total Instruction Minutes per day</td>
<td></td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

Monday was chosen as a professional development day when all classes meet for shorter periods of time because it provides teachers with an opportunity to meet and prepare for the week, and it engages students in every class to the start off the week. Additionally, the majority of holidays occur on a Monday and this schedule results in the least disruption to the A/B days.

Table 8: Professional Development Bell Schedule (Mondays)

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:40am</td>
<td>7:55am</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development</td>
<td>8:10am</td>
<td>10:10am</td>
<td>120</td>
</tr>
<tr>
<td>Advisory</td>
<td>10:20am</td>
<td>10:55am</td>
<td>35</td>
</tr>
<tr>
<td>Period 1</td>
<td>11:00am</td>
<td>11:30am</td>
<td>30</td>
</tr>
<tr>
<td>Period 2</td>
<td>11:35am</td>
<td>12:05am</td>
<td>30</td>
</tr>
<tr>
<td>Period 3</td>
<td>12:15pm</td>
<td>12:45pm</td>
<td>30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:45pm</td>
<td>1:15pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:15pm</td>
<td>1:45pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:50pm</td>
<td>2:20pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:25pm</td>
<td>2:55pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 8</td>
<td>3:00pm</td>
<td>3:30pm</td>
<td>30</td>
</tr>
<tr>
<td>Total Instruction Minutes per day</td>
<td></td>
<td></td>
<td>245</td>
</tr>
</tbody>
</table>
At the beginning of the year, the beginning of the spring semester, and the end of the year Pathways Community School will have two days of an “Advisory Day” schedule, which extends the advisory period to 160 minutes to allow the advisor to have a 10 minute meeting with each student in order to review the grade-level assessment (and semester grades for the January meetings) and set goals for the semester in the student’s Individualized Learning Plan. A variation of this schedule will also be used during the CST testing period.

Table 9: “Advisory Day” Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:40am</td>
<td>7:55am</td>
<td>15</td>
</tr>
<tr>
<td>Advisory</td>
<td>8:00am</td>
<td>10:40am</td>
<td>160</td>
</tr>
<tr>
<td>Period 1 / 2</td>
<td>10:45am</td>
<td>11:45am</td>
<td>60</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:45am</td>
<td>12:15pm</td>
<td>30</td>
</tr>
<tr>
<td>Period 3 / 4</td>
<td>12:20pm</td>
<td>1:20pm</td>
<td>60</td>
</tr>
<tr>
<td>Period 5 / 6</td>
<td>1:25pm</td>
<td>2:25pm</td>
<td>60</td>
</tr>
<tr>
<td>Period 7 / 8</td>
<td>2:30pm</td>
<td>3:30pm</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

B. Annual Calendar

Pathways Community School begins in early August and runs through the end of May, and includes 180 instructional days. See Figure 2 for Pathways 2013-2014 preliminary calendar.

Each semester is 90 days, with grades due every 45 days (indicated in grey). After each progress report, a conference evening is scheduled for meetings with parents and/or family members. Conferences are also scheduled at the beginning of the spring semester to discuss the fall semester grades. In addition to conferences, Pathways family members are invited to orientation before school starts, open house at the beginning of the year, a winter celebration in December, a spring celebration/CST rally in April, and an end-of-year celebration in May – for a total of eight family engagement events each year with four out of the eight scheduled for a Saturday to accommodate student and family work schedules (all indicated in diagonal stripes).

Teachers are provided with professional development/collaboration time prior to opening, after school ends, and on key dates each semester - for a total of 24 days. This time (indicated in orange) is designed to provide teachers with the time and training they need to plan, implement, and reflect on a challenging and supportive curriculum at each grade level.

The school-wide assessments (indicated in green) include the grade-level assessments given at the beginning, middle and end of the school year as well as the CELDT tests for English Learners, and the California Standards Test (CST). These assessments occur at key times of the year to facilitate evaluation of the curriculum and teaching strategies. After each grade-level assessment, time has been provided for teachers to collaboratively review the assessment results (indicated in orange) and discuss the assessment results with each student during the Advisory Day bell schedule (indicated in blue). Additional testing dates will be added to the calendar prior to the beginning of the school year, and the CAHSEE will be added in the 2014-15 school year.

Finally, the school calendar shares nearly all vacations and holidays (indicated in yellow) with the Los Angeles Unified School District, with the possible exception to be spring break.
Figure 2: Pathways Preliminary Annual Calendar for 2013-2014

Pathways Community School Calendar for 2013-2014

Key Dates
18-31 staff orientation

JULY

Key Dates
2 Labor Day

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 17 18
19 20 21 22 23 24
25 26 27 28 29 30

Instructional Time
- instructional days: 20
- minutes advisory: 780
- minutes periods: 1-8 = 640

Pathways Community School

Key Dates
1-7 staff orientation
3 student/family orientation & student assessments
8 start fall semester
8-9 Advisory days
29 Open House

AUGUST

Key Dates
10 mid-quarter grades due
14 Columbus Day
15 Prep for parent conf.
17 Conferences (after school)

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 17 18
19 20 21 22 23 24
25 26 27 28 29 30

Instructional Time
- instructional days: 17
- minutes advisory: 905
- minutes periods: 1-8 = 690

SEPTEMBER

Key Dates
11 Veterans Day
28-29 Thanksgiving

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

Instructional Time
- # of instructional days: 18
- # minutes advisory: 624
- # minutes periods: 1-8 = 720

Pathways Community School

Key Dates
14 Winter Celebration
16 Grade-level Assessment
19 Semester grades due
23-31 Winter Break

OCTOBER

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 17 18
19 20 21 22 23 24
25 26 27 28 29 30

Instructional Time
- # of instructional days: 15
- # minutes advisory: 585
- # minutes periods: 1-8 = 630

NOVEMBER

Key Dates
17 Presidents Day

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20
21 22 23 24 25
26 27 28 29 30

Instructional Time
- # instructional days: 19
- # minutes advisory: 745
- # minutes periods: 1-8 = 810

DECEMBER

Pathways Community School

54
C. Instructional Time

The Pathways Community School calendar and schedules exceed the minimum instructional time required by the California Education Code for both days (46201.4) and minutes (47612.5). The calendar also exceeds the number of instructional days the Los Angeles Unified School District (LAUSD) is implementing for the 2012-2013 school year, and the instructional minutes that LAUSD requires for 5 course credits in the semester system. This allows for transferability from and to most public schools in California, as well as eligibility to California’s state colleges and universities. Please see Table 10 below for a summary of the Pathways instructional time.

Table 10: Instructional Time Summary

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>PCS</th>
<th>California</th>
<th>LAUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional days per year</td>
<td>180</td>
<td>160(^87)</td>
<td>172(^88)</td>
</tr>
<tr>
<td>Total instructional minutes per year</td>
<td>68,040</td>
<td>64,800(^89)</td>
<td></td>
</tr>
<tr>
<td>Instructional minutes for 5 course credits</td>
<td>3780</td>
<td>n/a</td>
<td>3600(^90)</td>
</tr>
</tbody>
</table>

D. Teacher Schedules

The Pathways Community School teacher schedules reflect a commitment to providing core content teachers in math/science and English/social science with common planning time during the school day. This time is also scheduled strategically before the Learning Lab time, which allows teachers to prepare the rosters and adjust the plans based on the needs of the students. On the days that the teachers are not directing the Learning Lab, their conference periods is scheduled during Learning Lab time so that they may use that time for their own work (grading, preparation, or collaboration) or to engage with students either in the Learning Lab or in their own classroom. The Learning Lab is also scheduled at the end of the school day so that students have attended all of their classes and have a clear plan for their time in the Learning Lab and so that tutors will have a consistent time to come to school each day.

Table 11: Sample Teacher Schedules

<table>
<thead>
<tr>
<th>A DAYS</th>
<th>Advisory</th>
<th>P1 A</th>
<th>P3 A</th>
<th>P5 A</th>
<th>P7 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>Advisory</td>
<td>SS Rsch/Geo</td>
<td>SS Rsch/Geo</td>
<td>SS Rsch/Geo</td>
<td>CONF</td>
</tr>
<tr>
<td>ELA</td>
<td>Advisory</td>
<td>ELA1</td>
<td>ELA1</td>
<td>ELA1</td>
<td>CONF</td>
</tr>
<tr>
<td>Math</td>
<td>Advisory</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>CONF</td>
<td>Learning Lab</td>
</tr>
<tr>
<td>Science</td>
<td>Advisory</td>
<td>ICS</td>
<td>ICS</td>
<td>CONF</td>
<td>Learning Lab</td>
</tr>
<tr>
<td>PE</td>
<td>Advisory</td>
<td>CONF</td>
<td>PE</td>
<td>PE</td>
<td>LL Assist</td>
</tr>
<tr>
<td>Spanish</td>
<td>Advisory</td>
<td>Spanish</td>
<td>CONF</td>
<td>Spanish</td>
<td>Learning Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B DAYS</th>
<th>Advisory</th>
<th>P2 B</th>
<th>P4 B</th>
<th>P6 B</th>
<th>P8 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>Advisory</td>
<td>SS Rsch/Geo</td>
<td>SS Rsch/Geo</td>
<td>CONF</td>
<td>Learning Lab</td>
</tr>
<tr>
<td>ELA</td>
<td>Advisory</td>
<td>ELA1</td>
<td>ELA1</td>
<td>CONF</td>
<td>Learning Lab</td>
</tr>
<tr>
<td>Math</td>
<td>Advisory</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>CONF</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Advisory</td>
<td>ICS</td>
<td>ICS</td>
<td>ICS</td>
<td>CONF</td>
</tr>
<tr>
<td>PE</td>
<td>Advisory</td>
<td>CONF</td>
<td>PE</td>
<td>PE</td>
<td>Learning Lab</td>
</tr>
<tr>
<td>Spanish</td>
<td>Advisory</td>
<td>Spanish</td>
<td>CONF</td>
<td>Spanish</td>
<td>LL Assist</td>
</tr>
</tbody>
</table>

\(^{87}\) California Education Code 46201.4  
\(^{88}\) Los Angeles Unified School District Single Track Calendar for 2012-2013 School Year  
\(^{89}\) California Education Code 47612.5  
\(^{90}\) LAUSD Bulletin 1100: Criteria for Granting Instructional Credit in Secondary Schools
E. Student Schedules

The Pathways Community School student schedules will not vary much from student to student due to the school’s commitment to prepare all students for college and career through providing them with equal opportunities to achieve. There is room, however, for variation through student options in project-based learning, exploration of their interests, colleges, and careers in advisory, and through intervention and enrichment opportunities offered through the Learning Lab.

Table 12: Student Schedules

<table>
<thead>
<tr>
<th>Grade</th>
<th>A Day</th>
<th>B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Period</td>
<td>ELA1</td>
<td>2nd Period</td>
</tr>
<tr>
<td>3rd Period</td>
<td>Social Science Research</td>
<td>4th Period</td>
</tr>
<tr>
<td>5th Period</td>
<td>PE1</td>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
<td>Learning Lab</td>
<td>8th Period</td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Period</td>
<td>Biology</td>
<td>2nd Period</td>
</tr>
<tr>
<td>3rd Period</td>
<td>Geometry</td>
<td>4th Period</td>
</tr>
<tr>
<td>5th Period</td>
<td>Spanish II</td>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
<td>Learning Lab</td>
<td>8th Period</td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Period</td>
<td>US History</td>
<td>2nd Period</td>
</tr>
<tr>
<td>3rd Period</td>
<td>ELA3</td>
<td>4th Period</td>
</tr>
<tr>
<td>5th Period</td>
<td>Graphic Design 1</td>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
<td>Advanced Entrepreneurship</td>
<td>8th Period</td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Period</td>
<td>AP Statistics</td>
<td>2nd Period</td>
</tr>
<tr>
<td>3rd Period</td>
<td>Chemistry</td>
<td>4th Period</td>
</tr>
<tr>
<td>5th Period</td>
<td>AP Spanish Language</td>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
<td>Entrepreneurship Capstone</td>
<td>7th Period</td>
</tr>
</tbody>
</table>
VI. A TYPICAL DAY AT PATHWAYS COMMUNITY SCHOOL

While no day is typical when you work with teenagers, the description below illustrates a “day-in-the-life” of Pathways students, staff, and families. It is particularly key to notice the intentionality of the interactions between the teachers and students, and the moment-to-moment decisions that the teachers make to consciously shape the day. Some of these interactions and decisions will be facilitated by systems such as the chat pass and the Learning Lab sign-in with a conference period scheduled immediately prior to the lab. Other interactions and decisions will be part of the teachers’ training, such as the timing of the class, acknowledging a child’s emotions, and the scaffolding strategies each teacher uses. And still other will be qualities that the Pathways leadership committee looks for when hiring new staff: a belief that all students can learn and an enjoyment of teaching teenagers. All of these components, plus an intentionally cultivated culture of high expectations, community, and ownership go into making Pathways a great place to work and learn.

The day starts early at Pathways with the Director of Curriculum and Instruction and many teachers arriving at 6:30am, stopping in the Main Office/Welcome Center to have some coffee, check the announcements board, and chat. At 7:00am the Director of Curriculum and Instruction opens the main gate and welcomes entering students while taking time to speak with a student or a family member (in English or Spanish) who has come to chat or to bring up a concern. You notice that the students are dressed in simple uniforms, similarly colored shirts (the school colors) and dark pants or skirts (below the knees). If you were to come on a Monday, students would be dressed in “business attire” – button up shirts, dress pants/skirts, and dress shoes. Once inside, students stop by kiosks to pick up a granola bar or some fruit, then socialize at the picnic tables, go to a class for tutoring, or work on one of the computers in the Main Office/Welcome Center. At 7:50am, the Director of Curriculum and Instruction and staff remind the students that it is time to go to class (there are no bells at Pathways).

Every school day starts with advisory class. After the teacher welcomes each student at the door and checks to see how they are doing that day - Did anything happen on the way to school? Did they get their homework done? - the class begins promptly at 8:00am. Depending on what time of year you are visiting, the students might be having individual meetings with their advisor regarding their Individualized Learning Plan, or engaging in a class activity or project designed to promote the Pathways learning goals, college/career awareness, and personal/community health. It is clear that these things are a priority just from looking around the school and classrooms. Information about colleges, careers, and the Pathways learning goals are featured on professionally designed posters as well as student- created banners, posters, and collages. You also notice a display rack that rivals any hotel in a tourist town - packed with pamphlets, handouts, and other information (professional and student-created) for everything a student needs to know – from college requirements, to health resources and tips, to interest surveys. These display racks are in every classroom as well as the front office.

As advisory ends at 8:40am, students file out of class and the advisor asks a student to “hang back a sec.” She noticed that the student was a little “checked out” and wanted to speak with him before he went to his class. This student has a history of aggressive behavior and “impulse control” is one of his priority Pathways learning goals. He explains that he had a fight with his dad in the morning and he’s “just in a bad mood.” The teacher clarifies that the fight was not physical, lets the student know that she understands him being upset and that he can come in during lunch if he wants to chat, and reminds him of some of the strategies that he researched for how to “keep cool” so that his mood doesn’t impact his learning and experiences during the rest...
of the school day. He nods, a smile curling up at the edge of his lips (this is not a new conversation), the teacher pats him on the back and gives him a chat pass to his next class, which lets the next teacher know that the student was with another teacher (and not tardy), and gives that teacher a heads up that the student was held after by the advisor for a “chat,” signaling a potential issue or challenge that the student is facing that day.

We follow the chat pass student to his first period class (five minutes late – 8:55am) and he hands the pass to the teacher who gives him a gentle smile and a nod. The student then joins the rest of the students who are copying the agenda from the board and working on their daily startup – a short journal, activity, quiz, notes, or reading that is designed to get the students started on the learning objectives for the day and provide the teacher with time to take attendance (silently, he has known all of his students’ names since the second day of school). It is clear that this is a mathematics classroom from the posters of visual representations of algebraic equations, the math vocabulary words posted on the walls, and the agenda on the board that outlines the day’s learning objectives, start-up activity, agenda, and homework assignments (including intervention and enrichment options). At 9:15am, the teacher walks around the room to check the daily startup for completion, giving stamps to the students who are done, making sure to check the chat pass student last so he has time to catch up. The activity for the day is graphing linear equations to determine relationships, and the startup activity was a short article on obesity and diabetes with some questions about the statistics cited that require them to do some basic calculations. The teacher starts the class by calling up students to demonstrate how they worked out the calculations on the board, while talking through their thinking (a metacognition skill that is practiced in all classes). After they have worked through the startup responses, the teacher reviews key vocabulary (also posted on the wall). Then he poses a question about the relationship between obesity and diabetes that will draw on students’ experiences (in their families and neighborhood), and requires them to apply the graphing skills they are developing to confirm with evidence. The teacher provides statistical information and models the development of one linear equation from the statistics, then he says “now you try” and that’s the signal for students to work individually or in small groups to develop linear equations and graph various equations. As the students work, the teacher walks around, answering questions, eavesdropping on conversations, and keeping an eye out for struggling students. After forty minutes, the teacher says “5 minutes to learning logs” which signals the next transition. Students find a stopping point in their activity and open their notebooks to the daily learning logs in which they write a reflection, note the Pathways learning goal(s) they met, and note their homework and/or Learning Lab plans. Today is math/science day in the Learning Lab so the teacher announces that he will be conducting a tutorial on graphing linear equations – some students sign up for direct instruction, others agree that they will meet in Learning Lab to work through the rest of the problems together and they sign up for the off-line work section of the lab.

The other academic courses will have a similar structure:
10 minutes: Start Up
10 minutes: Start Up review/discussion
10 minutes: Learning Activity Setup (vocabulary intro/review, notes, modeling, etc.)
40 minutes: Learning Activity (group problem solving, simulation, or project work)
10 minutes: Learning Log: reflection
5 minutes: Learning Log: homework and Learning Lab plans & sign up

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91 See Appendix L: Lesson Plan Format
During longer projects the teacher may set aside the majority of the class for individual or group work. Regardless of what occurs during the first 70 minutes of the period, 15 minutes will always be set aside for Learning Log reflections and homework/Learning Lab plans and sign up.

After briefly visiting a Social Science research class in which students are designing a survey based on a literature review of articles about obesity and community health, you walk over to the Main Office/Welcome Center. It is a small, comfortable space, as rich with information for teachers and family members as the classrooms are for students. Information about the Pathways learning goals, careers, and colleges adorn the walls. In one corner of the room a charla (chat) is being held by a parent whose older child is currently attending UC Santa Cruz. She and four other parents/family members sit around a small table, sipping coffee and talking informally – she passes around photos of her visit to the campus last year. Above the table is a calendar that lists these chat sessions and indicates the leader, topic, and language. Most of the sessions are led by parents, family members, or Pathways alumni, but some of the sessions are held by the Director of Curriculum and Instruction or Executive Director. You stop by the Executive Director’s office and see she is meeting with some local entrepreneurs who will be mentoring students in the Introduction to Entrepreneurship course next year, and they are going over the information packet that she created for mentors, volunteers, and other partnerships. The project board behind her desk indicates that she has a lot of these meetings scheduled, in addition to numerous reports and grants deadlines looming. No wonder her coffee mug is so big!

When you go to the Director of Curriculum and Instruction’s office, there is a note on the whiteboard on her door that she is visiting the 9th grade math and science classes during period three today. She’s in the classrooms a lot, observing teachers at work, engaging with students, and always looking for how she can better support and improve teaching and learning at Pathways.

During lunch, students line up at kiosks that serve healthy sandwiches and salads (at no charge to students). Some students sit outside at the picnic tables, others take their lunches to their classrooms for lunchtime club meetings or tutoring with their teachers. It is a lively atmosphere, with teenagers being loud and silly, but it is respectful, and you notice that students are cleaning up after themselves - a culture of pride, ownership, and community has been cultivated here.

When the Director of Curriculum and Instruction and teachers remind students that it is time to go to 5th period (12:20pm), you follow some students to physical education where they participate in a yoga class. Then you stop by the math teacher’s classroom again. He is sitting at a table with the science teacher, preparing for the Learning Lab while eating their lunches – they were both meeting with students during the lunch period. They are comparing their sign up sheets with the Spanish teacher’s sign up sheet she dropped off before class – to make sure that all students are accounted for and have a plan. They notice that the science lab will have 58 students because one period did not get to finish their lab reports and they are due tomorrow. They decide to move three of the most independent groups to the Spanish teacher’s Learning Lab since that lab does not have many students signed up. At 1:45pm, the science teacher’s watch beeps, reminding him that the period is almost over. He heads out to drop off the Spanish teacher’s revised Learning Lab sign up, and prepare the room for 7th period.

At 2:00pm, you walk over to the science teacher’s Learning Lab. The last of the students are signing in at the door and finding their way to their station, or waving at the teacher before they
head over to the Spanish teacher’s Learning Lab. The students in the direct instruction station are copying the agenda from the board and doing a startup activity just as you had seen in period 1, only this is a group of 16 students instead of 30 so when the teacher starts the direct instruction, he can give more attention to each student. During this time, the teacher is walking around the room, making sure that every student has his or her learning logs out and knows what they are working on. First, he walks over to the 15 students who are working on the computers, completing a reading assignment for their English 1 class, with some students doing practice exercises she assigned for grammar help and others working on a more difficult reading for honors credit in the class. Noticing that some students are already getting stuck, she signals to one of the volunteer tutors to help the students. Before returning to start the direct instruction, the science teacher checks in on the 18 students who are sitting in the offline work area working on their lab reports. He then returns to the direct instruction area and begins the session. Half-way through the period (2:40pm), the teacher announces “break.” The students who were sitting in the direct instruction section all get up – some move to the computers that other students have vacated, others move to the offline work area to complete the assignment the teacher started with them in direct instruction, and others wave to the teacher as they leave the room to participate in the math teacher’s direct instruction for the second half of the period. Likewise, other students are arriving from the Spanish and math Learning Labs, signing in and taking a seat in their respective locations.

After the second session, it’s the end of the formal school day. The majority of the students clean up their work areas, put up their chairs, and wave to the teacher as they leave for the day. Some students stay for addition 1-1 tutoring with the teacher and the volunteer tutors, either voluntarily or as assigned on their SST action plan. The hope is that Pathways will be able to procure funding and build an after-school program for the Pathways students and their younger siblings. This program will have extended tutoring, fun activities, club time, and a chill hangout space for students to chat and read. But for the first few years, Pathways Community School will focus on building the foundation of a solid school day that educates and engages students from 8:30am until 3:30pm, provides after-school tutoring until 4:30pm, and keeps the school open as a quiet homework space until 5:30pm every day. As you leave the school site at 6:00pm, you notice that while the rest of the school has quieted and the teachers have gone for the day, the main office/welcome center still has a few students working on the computers. The Executive Director sits with one of the students, helping her finish up the online portion of her homework. At Pathways, all adults enjoy working with teenagers and see it as their responsibility to support each student to be successful.

92 The Director of Curriculum and Instruction and the Executive Director stagger their work hours so that an administrator will be on campus from 6:30am until 5:30pm, but no one administrator has to be on site for 11 hours each day.
VII. STAFF RECRUITMENT, TRAINING, AND RETENTION

Finding, hiring, preparing, and keeping good teachers is a priority for Pathways Community School. The majority of the research cited throughout the Instructional Program emphasized the importance of qualified and quality teachers to personalize the learning of students, plan and implement challenging curricula, and engage with their colleagues to provide a safe, engaging learning environment in which all students are expected to meet their high expectations.

A. What is a Qualified and Quality Teacher?

Pathways Community School will comply with NCLB requirements for teachers and paraprofessionals, and pursuant to California Education Code section 47605(l) all teachers at Pathways Community School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with California Education Code section 47605(l) for teachers in non-core courses. Further, Pathways Community School will maintain current copies of all teacher credentials and procedures for monitoring credentials – this documentation will be readily available for inspection.

Beyond the foundational requirements, research on schools similar to Pathways Community School indicates the key qualities that are necessary for teachers to be successful at the school, with their colleagues, and most importantly, with their students: These are the qualities of a Pathways teacher:

- Holds high expectations for all students, believes that all students can be college and career ready upon graduation from Pathways, and is committed to doing what it takes to get them there
- Respects students and enjoys teaching
- Has experience or interest in project-based learning
- Has experience or interest in collaboration
- Understands their content area well enough to delve deeply into it and create projects that require high level thinking skills of their students and themselves
- Is self-reflective and sees learning as a life-long process
- Is willing to follow some common practices across the school

B. Recruiting Qualified Teachers

Given the high expectations that Pathways has for its teachers, the search for qualified and quality teachers has already begun. Leading the search is the Pathways Executive Director, Erica Hamilton. Dr. Hamilton has over ten years of experience working with teachers in schools across Los Angeles (including LAUSD, private, and charter schools), and along the way she has met and stayed in touch with many teachers who are interested in teaching at Pathways. Dr. Hamilton also has contacts at the UCLA and CSU Los Angeles teacher education programs. And finally, many of Dr. Hamilton’s former students (from Fremont High School) have become or are becoming teachers and have already expressed an interest in working at Pathways Community School.

C. Staffing Strategies

Beyond the key qualities outlined above, the Pathways leadership will look for additional elements to ensure a well-balanced team for each grade level that will be able to successfully
collaborate and grow together over many years. The two key areas where balance is important are experience and personality. First, each grade-level team should represent a diversity of teaching experience. For a team of six teachers, at least three should have more than three years of teaching experience. This balance allows the experienced teachers to mentor the new teachers, and the new teachers to share their ideas and enthusiasm with the experienced teachers. Additionally, the balancing of personalities is a critical but typically overlooked issue when putting together teacher teams. Imagine a team of all type-A personalities where everyone wants to lead and no one wants to follow. This strategy is best implemented through hiring the first one or two teachers for a grade-level team and then engaging them in hiring the rest of the team.

D. Staff Training and Continued Professional Development

1. Building Internal Capacity

After all of the teachers have been hired for the 2013-2014 school year, the Director of Curriculum and Instruction will conduct a skills surveys to determine the skills and capacities that are represented in the 9th grade teaching team. This assessment will be compared with the Pathways teaching methodologies (e.g. Understanding by Design, Project-Based Learning, Thinking Maps, etc.) to determine what knowledge the teachers have and in what they still need training. Teachers who have training or experience in one or more methodology will be asked to participate in staff orientation as a facilitator. Teachers who do not have training or experience will be asked and supported to attend a training/certification for one of the methodologies for which Pathways does not have an in-house “expert/trainer.” That teacher will then share his or her expertise with the staff after participating in the training. This process will be repeated at the beginning of each school year for each teaching team, until the school is fully staffed.

2. Staff Orientation

Research on school program implementation indicates that professional development and collaborative planning time that includes all faculty and is held prior to the school opening is critical to the success of the program.93

After all teachers have been hired (June), teachers will meet for three days with the Director of Curriculum and Instruction and their grade-level team for introductions and to review the primary elements of the Pathways personalized learning environment and academic curricula. The goal of these meetings is to familiarize the teaching staff with the learning goals and have them develop basic curriculum frameworks so that they can develop the frameworks over the summer and come prepared to finalize their curricula during the August orientation.

The goals for the June/July orientation are:

Introduction to Pathways
- Learn about each other, background as educators, and hopes for the school
- Review Pathways vision, mission, and PATH Plan

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Introduction to Pathways personalization elements
- Advisory curriculum
- Learning Lab
- Individualized Learning Plan

Introduction to Pathways academic curriculum
- Review Pathways learning goals and course descriptions
- Review and finalize instructional materials (including software)
- Develop curriculum frameworks and learning goal benchmarks
- Develop initial grade-level assessment

During the three weeks prior to opening day in August teachers will engage in staff orientation. The order and content may vary based on input from the Director of Curriculum and Instruction and the needs of the teachers. However, following components will be addressed:

Finalize personalization elements
- Advisory curriculum
- Learning Lab plan, supports, and structure
- Individualized Learning plan

Finalize academic curriculum
- Finalize curriculum frameworks and learning goal benchmarks
- Finalize initial grade-level assessment
- Develop syllabi and units for the first semester

Initial training on teaching methodologies
- Learning Lab and Blended Learning
- Understanding by Design and Project-based Learning
- Thinking Maps
- Review common classroom practices and procedures

Introduction and training on teaching students with specialized learning needs
- Introduction to the educational philosophy of Pathways in which all teachers take responsibility for the learning of all students – including students with disabilities and English learners.
- Review available IEPs of incoming students, and discuss modifications, accommodations, and other strategies that will support the learning of all students.
- Review language acquisition stages (preproduction, early production, speech emergence, intermediate fluency and advanced fluency) and modalities (speaking, listening, reading and writing) and SDAI strategies.  

Introduction to the Pathways holistic approach
- Introduce Positive Behavior Support Plan and Student Success Teams

- Introduce basic strategies used by mental health professionals, and information regarding when a situation should be referred to a professional
- Introduce resources available for Pathways students and teachers, when, and how to refer students to those resources

**Data Analysis (last two days)**
- Review the *grade-level assessment* data from the student orientation and adjust the curriculum to target specific challenge areas.
- Strategize how to review the assessment data with students and complete the goal setting component of the *Individualized Learning Plan*.

**Operational Orientation**
- Review health and safety practices and procedures
- Review school-wide practices and procedures

**3. Ongoing Professional Development and Teacher Collaboration**

After the start of the school year, teachers will continue to grow and learn through the weekly professional development Monday meetings, common planning time during the school day, and during the six professional development days scheduled during the school year. These sessions will be planned at the beginning of each semester by the Director of Curriculum and Instruction and each *grade-level team*, and based on the needs of the teachers and students at that grade level. Additionally, funding will be set aside for teachers to attend one conference or training per teacher per year and then return to the school and share what they learned.
VIII. EDUCATIONAL PROGRAM IMPLEMENTATION PLAN

Table 13 outlines the plan for implementing the first year of Pathways Community School. With few exceptions (e.g. hiring Director of Curriculum and Instruction) this process will be followed each year until the school is fully staffed and at capacity with 600 students in grades 9 – 12.

Table 13: Implementation Plan

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb - March 2013</td>
<td>Hire Director of Curriculum and Instruction (DCI)</td>
<td>Executive Director</td>
</tr>
<tr>
<td>April – May 2013</td>
<td>Hire teachers</td>
<td>Exec. Director/DCI</td>
</tr>
<tr>
<td>April 2013</td>
<td>Student lottery</td>
<td>Executive Director</td>
</tr>
<tr>
<td>May 2013</td>
<td>Finalize master schedule and bell schedule</td>
<td>Exec. Director/DCI</td>
</tr>
<tr>
<td>June 2013</td>
<td>Introductory meetings once teaching staff hired</td>
<td>ED/DCI/Teachers</td>
</tr>
<tr>
<td>June 2013</td>
<td>Finalize bell schedule, master schedule and school calendar</td>
<td>ED/DCI/Teachers</td>
</tr>
<tr>
<td>June 2013</td>
<td>Develop Pathways teacher, student, and family handbook</td>
<td>ED/DCI</td>
</tr>
<tr>
<td>August</td>
<td>Staff Orientation (and review of practices and procedures)</td>
<td>Exec. Director/DCI</td>
</tr>
<tr>
<td>August</td>
<td>Student/Family Orientation (and assessments)</td>
<td>Exec. Director/DCI</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Refine handbook, practices and procedures</td>
<td></td>
</tr>
</tbody>
</table>

**Personalized Learning Environment**

| Jan – March 2013      | Develop Individualized Learning Plan (ILP) elements         | Executive Director/DCI              |
| Jan – March 2013      | Develop advisory curriculum                                 | Executive Director/DCI              |
| June 2013             | Review ILP elements and advisory curriculum                 | Executive Director/DCI/Teachers     |
| August 2013           | Finalize ILP and advisory curriculum                        | DCI/Teachers                        |
| August 2013           | Training in Blended Learning for Learning Lab               | DCI/Teachers                        |
| Ongoing               | Refine ILP, advisory curricula and use of online instructional materials for Learning Lab | DCI/Teachers                        |
| Ongoing               | Blended Learning trainings and process development          | DCI/Teachers                        |

**Academic Curriculum & Assessment**

| June 2013             | Review Pathways learning goals and develop benchmarks       | ED/DCI/Teachers                     |
| June 2013             | Review course descriptions, develop curriculum frameworks, and finalize instructional materials | ED/DCI/Teachers                     |
| June 2013             | Develop initial grade-level assessment                      | ED/DCI/Teachers                     |
| June – July 2013      | Purchase instructional materials (including software)       | ED/DCI/Teachers                     |
| June - August 2013    | Training in teaching methodologies                          | ED/DCI/Teachers                     |
| August 2013           | Finalize Pathways learning goals and benchmarks             | DCI/Teachers                        |
| August 2013           | Finalize course descriptions and curriculum frameworks      | DCI/Teachers                        |
| August 2013           | Develop course syllabi and unit plans for the semester/year | DCI/Teachers                        |
| August 2013           | Finalize, implement, and review initial grade-level assessment data | DCI/Teachers                        |
| PD in August/Sept     | Develop/finalize mid-year and end-of-year grade-level assessment | DCI/Teachers                        |
| Ongoing               | Refine curriculum and unit plans                            | DCI/Teachers                        |
| Ongoing               | Follow up training & development of teaching methodologies  | DCI/Teachers                        |
| Ongoing               | Use grade-level assessment and class-based formative assessment data to shape curriculum and instruction | DCI/Teachers                        |

**School Culture (Transformative & Holistic)**

| June 2013             | Review Pathways vision, mission, and PATH Plan              | ED/DCI/Teachers                     |
| June 2013             | Review Student Success Team & Positive Behavior Support Plan| ED/DCI/Teachers                     |
| August 2013           | Introduction to Pathways partners & referral process         | ED/DCI/Teachers                     |
| August 2013           | Review and finalize daily routines and organizational strategies | DCI/Teachers                        |
| Ongoing               | Refine SST, Positive Behavior Support Plan, daily routines, and organizational strategies | DCI/Teachers                        |
IX. WASC ACCREDITATION

Accreditation is critical to the initial and continuing success of the Pathways Community School, as such Pathways will seek accreditation by the Western Association of Schools and Colleges (WASC). In accordance with WASC’s Initial Visit Procedures Manual, the Pathways Leadership Committee will review the Conditions of Eligibility to be considered for WASC Affiliation as part of its ongoing monitoring of the implementation process. The Director of Curriculum and Instruction will submit at Request for WASC Affiliation form with the $150 application fee. The school will then be provided with an Initial Visit School Description form that requests information regarding the purposes and operation of the school and evidence of the school’s status in relation to the conditions of eligibility. During professional development time as part of the mid-year reflection process, the faculty will review WASC’s Conditions of Eligibility Rubric, complete the Initial Visit School Description form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school’s readiness for initial affiliation which include the following possibilities and related responses by the school:

- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the Director of Curriculum and Instruction will call an emergency meeting of the leadership committee and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.

- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the full accreditation visit within 1 – 3 years (depending on the recommendation of the committee).

- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).
ELEMENT 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

I. MEASUREABLE STUDENT OUTCOMES

The Educational Program outlined a strategic plan to fulfill the Pathways mission to provide a highly personalized educational experience in which a rigorous college-preparatory academic curriculum is integrated with entrepreneurial skills and knowledge development to prepare students for success in college, career, and life. This section focuses in on what this “success” looks like for students at Pathways Community School through outlining specific and measurable learning goals.

A. Learning Goals for All Students

Table 14 outlines specific learning goals and measurable outcomes. As introduced in the Instructional Program section of Element 1, many of the academic and 21st Century skills are taught and assessed over multiple content areas. This alignment allows each grade-level team to strategically address these skills through simultaneous and explicit introductions, regular reinforcement, and individual and common assessments. In addition to the academic and 21st Century skills, the table indicates the lifelong success skills that will be taught explicitly in Advisory, reinforced across the curriculum, and assessed through Individualized Learning Plan goal setting, 10th grade gateway and senior exhibition, and through rubrics designed for projects. In addition to the cross-curricular skills, each content area has content-specific skills and knowledge that will be taught. The general skills and knowledge areas for each subject are also outlined in Table 14. All of the learning goals outlined in this table are derived from California State Standards, Common Core Standards, and other research-based learning goals and standards. The specific source for each section is indicated in the footnotes. The pacing and assessment of the Learning Goals and Outcomes will be outlined in the curriculum framework for each year.

Table 14: Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Area</th>
<th>Learning goals</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Academic Skills</td>
<td>Literacy – capacity to read and understand grade-level texts and write and communicate coherently and effectively.</td>
<td>- read the words (decode) - understand the meanings - remember what they have read after reading it - read for detail and with purpose - summarize the main ideas and important information</td>
</tr>
</tbody>
</table>

95 See Appendix N: Sample Project and Essay Rubrics
96 See Appendix F: Sample Curriculum Framework and Appendix B: Learning Goals Worksheets
97 California’s Common Core Standards for English-Language Arts, and literacy in history/social studies, science, and technical subjects.
| Numeracy – capacity to think quantitatively (expressing word problems as equations and vice versa) and conduct basic arithmetic. | - represent word problems numerically  
- represent numeric problems in words  
- manipulate whole numbers, decimals and fractions through:  
  - addition  
  - subtraction  
  - multiplication  
  - division |
|---|---|
| Advanced Academic Skills | Researching – posing questions, identifying appropriate sources, and collecting relevant and accurate information | - ask questions  
- identify appropriate sources of information  
- evaluate the validity of the source/information  
- evaluate the validity or relevance of evidence  
- summarize, paraphrase, or quote a source  
- use appropriate citation (MLA/APA) |
| Communicating – expressing complex ideas through writing and speaking | - use standard English spelling and grammar/mechanics  
- write a thesis statement  
- organize thoughts in coherent sentences and paragraphs  
- organize thoughts in a coherent essay  
- make assertions and use evidence to support those assertions  
- use the appropriate diction, syntax and tone in relation to the purpose of and audience for writing and speaking  
- speak clearly and articulately |
| Critical thinking - constructing viable arguments and critiquing the reasoning of others | - synthesize information from multiple sources  
- evaluate the validity of an argument  
- develop clear arguments supported by evidence  
- make decisions based on sound reasoning |
| Problem solving - making sense of problems and perseverance in solving them | - identify challenges (including mathematical & scientific)  
- identify the elements involved in the challenge  
- develop strategies to address the challenge  
- implement strategies  
- evaluate results  
- revise strategies as needed |
| 21st Century Skills | Organization | - plan time in advance  
- follow calendars and work timelines  
- keep track of their work and assignments  
- maintain an organized notebook  
- maintain an organized work portfolio |
| | Collaboration | - work effectively and respectively with other students  
- exercise flexibility and willingness to make the necessary compromises to accomplish a common goal  
- take responsibility for their parts of the work  
- provide constructive feedback to other students  
- listen to and apply feedback from other students |
| | Technology use | - navigate internet search engines  
- identify a valid and appropriate website for research |

[98] California Common Core Standards for Mathematics  
<table>
<thead>
<tr>
<th>Lifelong Success Skills</th>
<th>Metacognition (thinking about thinking)</th>
<th>Applying past knowledge to new situations</th>
<th>Managing impulsivity</th>
<th>Self-motivation and persistence</th>
<th>Taking responsible risks</th>
<th>Listening to others</th>
<th>Thinking Flexibly</th>
<th>Thinking/Communicating with clarity and precision</th>
<th>Striving for Accuracy</th>
<th>Creating and innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- understand their own learning processes</td>
<td>- make connections between their lives and new things they learn</td>
<td>- control inappropriate or dangerous impulses</td>
<td>- motivate themselves</td>
<td>- try new things</td>
<td>- listen for details in a discussion or speech</td>
<td>- identify if a strategy is not working</td>
<td>- think through a process</td>
<td>- identify facts vs. opinions</td>
<td>- find new ways to solve a problem</td>
</tr>
<tr>
<td></td>
<td>- reflect on their learning process</td>
<td>- reflect on their experiences</td>
<td>- manage their tempers</td>
<td>- make a plan and persist in completing it</td>
<td>- identify what needs to be done and get started without receiving direction</td>
<td>- paraphrase other people’s ideas</td>
<td>- try a different strategy if one is not working</td>
<td>- verbally communicate thoughts clearly</td>
<td>- revise work based on others’ comments</td>
<td>- express themselves through words, music, art, dance, or other forms of expression</td>
</tr>
<tr>
<td></td>
<td>- identify when they need help and what kind of help they need</td>
<td>- learn from their mistakes</td>
<td>- make decisions based on reason and act on them</td>
<td>- try multiple strategies to achieve a goal</td>
<td>- treat a failure as a learning opportunity</td>
<td>- listen for the purpose of understanding another person’s point of view</td>
<td>- incorporate new information into their paradigms</td>
<td></td>
<td>- review and revise their own work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Skills</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science/History</td>
<td>Students develop skills in:</td>
<td>Students develop knowledge of:</td>
</tr>
<tr>
<td></td>
<td>- chronological and spatial thinking</td>
<td>- geography</td>
</tr>
<tr>
<td></td>
<td>- analysis of historical and social relationships, patterns, and context</td>
<td>- key events, people and places in US &amp; world history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- economics and principles of democracy/US government</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>Students develop skills in:</td>
<td>Students develop knowledge of:</td>
</tr>
<tr>
<td></td>
<td>- persuasive analysis and writing</td>
<td>- fiction and non-fiction genres</td>
</tr>
<tr>
<td></td>
<td>- expository analysis and writing</td>
<td>- tools of the writer’s craft (e.g. literary and rhetorical devices)</td>
</tr>
<tr>
<td></td>
<td>- auto/biographical narrative writing</td>
<td>- seminal and contemporary works of US and world literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students develop skills in:</td>
<td>Students develop knowledge of:</td>
</tr>
<tr>
<td></td>
<td>- Using mathematics and computational thinking</td>
<td>- algebraic structures, expressions, equations, and reasoning</td>
</tr>
<tr>
<td></td>
<td>- Modeling with mathematics</td>
<td>- interpreting and building functions</td>
</tr>
<tr>
<td></td>
<td>- Reasoning abstractly and quantitatively</td>
<td>- geometric concepts</td>
</tr>
<tr>
<td></td>
<td>- Using appropriate tools strategically and precisely</td>
<td>- probability, interpretation of data, and statistical problem solving</td>
</tr>
<tr>
<td>Science</td>
<td>Students develop skills in:</td>
<td>Students develop knowledge of:</td>
</tr>
<tr>
<td></td>
<td>- following the scientific process</td>
<td>- cross-cutting concepts in science:</td>
</tr>
<tr>
<td></td>
<td>- developing and using models</td>
<td>o patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o cause &amp; effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o scale, proportion, and quantity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o systems and system models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o energy and matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o structure and function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o stability and change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- disciplinary core ideas in physical and life sciences</td>
</tr>
<tr>
<td>English Language Development</td>
<td>Students advance through fluency stages (beginning, early intermediate, intermediate, early advanced, advanced) in each modality (speaking, listening, reading, and writing)</td>
<td>Content knowledge for EL students will be the same as the general education courses.</td>
</tr>
</tbody>
</table>

101 California’s Common Core Standards for Literacy in History/Social Studies and History-Social Science Content Standards for California: Historical and Social Sciences Analysis Skills and Grades 10-12
102 California’s Common Core Standards for English-Language Arts and English-Language Arts Content Standards for California: Grades 9/10 and 11/12
103 California Common Core Standards for Mathematics and Mathematics Content Standards for California Public Schools: algebra I, geometry, algebra II, and statistics
104 Next Generation Science Standards and Science Content Standards for California Public Schools: Investigation and Experimentation and Standards for physics, chemistry, and biology
105 English-Language Development Standards for California Public Schools
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description</th>
<th>Knowledge Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World Language</strong>&lt;sup&gt;106&lt;/sup&gt; (Spanish)</td>
<td>Students advance through fluency stages (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency) in each modality (speaking, listening, reading, and writing)</td>
<td>Students gain knowledge of culture and traditions of Spanish-speaking countries</td>
</tr>
<tr>
<td><strong>Visual/Performing Arts</strong>&lt;sup&gt;107&lt;/sup&gt; (Graphic Design)</td>
<td>Students develop skills in: - artistic perception - creative expression - aesthetic valuing - graphic design technology/software Students apply the above-referenced skills to analyze historical and contemporary graphic design, and create original works.</td>
<td>Students develop knowledge of: - artistic styles in graphic design - graphic design software</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong>&lt;sup&gt;108&lt;/sup&gt;</td>
<td>Students develop skills in individual, dual, and team activities and sports</td>
<td>Students develop knowledge of: - growth, development, &amp; sexual health - nutrition and physical activity - alcohol, tobacco, and other drugs - injury prevention and safety</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong>&lt;sup&gt;109&lt;/sup&gt;</td>
<td>Students develop skills in: - entrepreneurial thinking - need &amp; economic analyses - business management - technology use - marketing</td>
<td>Students develop knowledge of: - basic &amp; advanced entrepreneurial concepts - the role of the entrepreneur in society &amp; the economy</td>
</tr>
</tbody>
</table>

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<sup>106</sup> World Language Content Standards for California Public Schools  
<sup>107</sup> Visual and Performing Arts Content Standards for California Public Schools and Career Technical Education Model Curriculum Standards: Graphic Arts Technology Pathway  
<sup>108</sup> Physical Education Content Standards for California Public Schools and Health Education Content Standards for California Public Schools  
<sup>109</sup> Career Technical Education Model Curriculum Standards: Entrepreneurship Pathway
B. Achievement Targets

Pathways Community School holds the following achievement targets that take the skills of the incoming students into consideration, exceed the measures of success of local high schools, and strive to meet state and federal (NCLB) targets.

- Based on an average Academic Performance Index (API) score of 635 at local middle schools\(^{110}\) and 692 at local high schools\(^{111}\), the Pathways Community School target is to exceed an API score of 700 after the first year of operation and exceed the state and federal growth targets for API and AYP each year thereafter.

- Based on a 27% average proficiency/advanced rate for local 8\(^{th}\) graders\(^{112}\) and a 33% average proficiency/advanced rate for local high schools in English/language arts content standards as measured by the California Standards Test (CST), the Pathways Community School target is to achieve a 50% proficiency rate in the first year and increase it by 10% each year thereafter.

- Based on a 34% average proficiency/advanced rate for local 8\(^{th}\) graders and a 21% average proficiency/advanced rate for local high schools in mathematics content standards as measured by the California Standards Test (CST), the Pathways Community School target is to achieve a 50% proficiency rate in the first year and increase it by 10% each year thereafter.

- Based on a 35% average proficiency/advanced rate for local 8\(^{th}\) graders and a 28.4% average proficiency/advanced rate for local high schools in science content standards as measured by the California Standards Test (CST), the Pathways Community School target is to achieve a 50% proficiency rate in the first year and increase it by 10% each year thereafter.

- Based on an average 10\(^{th}\) grade CAHSEE passage rate of 64% in local high schools, Pathways 10\(^{th}\) grade students will pass CAHSEE at a rate of 80% with 100% of students passing the CAHSEE by the end of 12th grade.

- Based on an average 85% 4-year retention rate at local high schools, the Pathways Community School will retain at least 90% of our students from year to year.

- Based on an average 92% attendance rate in local middle and high schools, Pathways Community School daily attendance will average 98% each school year.

- Based on an average 4-year graduation rate of 68% in local high schools, Pathways Community School 4-year graduation rate will be 95%.

- 100% of students graduating from Pathways Community Schools will have met the A-G requirements.

- 100% of students with disabilities will graduate in the time determined by their Individualized Education Plan (IEP).

- 100% of English Language Learners will increase by at least one ELD level each year as demonstrated by California English Language Development Test (CELDT) scores.

- Parents/families will demonstrate satisfaction with the academic program as measured by an annual survey of at least 80% of parents/family members that complete the survey at the conclusion of the school year.

\(^{110}\) Local middle schools include Edison, Bethune, and Markham

\(^{111}\) Local high schools include Fremont (public/LAUSD), Animo Pat Brown (charter), and Alliance Judy Burton (charter)

\(^{112}\) All CST averages are based on 2010-2011 scores for Bethune and Edison middle schools.
Table 15: Assessment Timeline

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/11/12</td>
<td>August</td>
<td>Initial grade-level assessment</td>
</tr>
<tr>
<td>9/10/11/12</td>
<td>August</td>
<td>CELDT initial/annual assessment</td>
</tr>
<tr>
<td>9/10</td>
<td>October</td>
<td>Practice SAT (PSAT)</td>
</tr>
<tr>
<td>11/12</td>
<td>October/November</td>
<td>CAHSEE test (for students who have not passed yet)</td>
</tr>
<tr>
<td>9/10/11/12</td>
<td>December</td>
<td>Mid-year grade-level assessment</td>
</tr>
<tr>
<td>9</td>
<td>February – April</td>
<td>Physical Fitness Test (PFT)</td>
</tr>
<tr>
<td>10/11/12</td>
<td>March</td>
<td>CAHSEE</td>
</tr>
<tr>
<td>9/10/11</td>
<td>April</td>
<td>CST/CAPA/CMA</td>
</tr>
<tr>
<td>11/12</td>
<td>May</td>
<td>Advanced Placement (AP) Exams</td>
</tr>
<tr>
<td>9/10/11/12</td>
<td>May</td>
<td>End-of-year grade-level assessment</td>
</tr>
<tr>
<td>10/12</td>
<td>May</td>
<td>10th grade gateway and senior exhibition</td>
</tr>
</tbody>
</table>

C. School Accountability Plan

The Pathways Community School Governing Board will approve a school accountability plan that sets annual goals and benchmarks for student achievement in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind (NCLB) accountability standards. The Board will work with the Executive Director and Director of Curriculum and Instruction to ensure that students are making progress toward all goals and will hold the Executive Director accountable for student achievement.

The Executive Director and the Director of Curriculum and Instruction will consult with Advisory Board members and teachers to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program.

Pathways will modify academic outcome goals based on changes to State and/or Federal accountability goals. Such changes will be approved by the Schools’ Governing Board. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and Annual Report.
I. ASSESSMENT FRAMEWORK

Research shows that communicating clear expectations, using regular formative assessments, and providing timely feedback to students as part of the assessment process improves student performance within the classroom and on standardized tests. Furthermore, a review of the literature reveals that regular usage of formative assessments has a larger impact on the learning of low achieving and special education students than on other student populations. Recognizing this importance, Pathways will use the following framework for developing, implementing and revising assessments for all students. This framework will also be used as part of our regular professional development, mid-year and annual reflection sessions.

A. Clear Expectations and Goal Setting

It is important for the teacher and students to know where the semester, unit and lesson are going prior to commencing work. Through the Understanding by Design (UBD) curriculum development process, teachers will have a clear understanding of the learning goals for the semester and be able to communicate those goals to students. This communication will take place through a variety of strategies. First, teachers will devise a syllabus for each semester that explains the overall goals and introduces the units that will be taught. Then, at the beginning of each unit, the teacher will provide a clear outline of the focus standards/learning goals, the major formative assessments, and a rubric for the final summative assessment for the unit. Each day, these goals will be reaffirmed in daily agendas. Finally, at the end of each major unit, teachers will engage students in a reflection that will offer students an opportunity to think through what they learned, what they did well, where they can improve, and to provide valuable feedback to the teachers for their own reflection process.

B. Formative Assessments - Feedback and Reflection

It is helpful to conceptualize formative assessments as a feedback loop where teachers are creating opportunities for students to provide feedback regarding what they have and have not learned, as well as opportunities for teachers to provide feedback to students regarding their progress in learning skills and content. Teachers will use assessments to reflect on their teaching, and may see it as necessary to re-teach a skill, concept, or information. Students will be encouraged to see assessments as “checkups” rather than judgments. Through lessons, modeling, application, and practice students will learn to use assessments as part of their own

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115. Research demonstrates that it is particularly important to facilitate learning for ELLs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.
116. See Appendix N: Sample Project and Essay Expectations Rubrics
117. See Appendix E: PBL Development Process (Student and Teacher Reflections)
reflective learning process. In order to facilitate this, formative assessments will be frequent, low stakes and be returned with feedback in a timely manner.

**C. Summative Assessments – Celebration of Learning**

Ultimately, at the end of a unit, semester and school year, it is important to assess what students have and have not learned, for the purposes of assigning grades, credits, accountability, and for teacher and student reflection. Additionally, there are multiple standardized summative assessments for all students and specialized populations, intended to measure the success of the school and/or appropriately place students in needed services. Pathways will shift the culture around summative assessments and treat them as a celebration of what students have learned and an opportunity for reflection rather than as an indication of their failures. This will be accomplished through the goal setting and reflection component of the grade-level assessments, the presentation/exhibition element of many of project-based learning summative assessments, and creating a positive and prepared environment around CASHEE and CST testing.

**II. ASSESSMENT DESCRIPTIONS**

Within the above-referenced framework, Pathways Community School will implement several school-wide and class-based assessments. These assessments are described below.

**A. Grade-Level Assessments**

Pathways Community School will conduct grade-level assessments at the beginning, middle and end of each school year. These assessments will be designed by the Pathways faculty as a tool to identify the learning needs of the students, facilitate goal setting at the beginning of each semester, and identify what students learned (and did not learn) and facilitate reflection at the end of each semester. These assessments will also be used to identify students who need additional learning supports and inform curriculum development. The grade-level assessments administration dates and subsequent analyses are described below and outlined in the Annual Calendar.118

The **initial grade-level assessment** will be administered during student and family orientation before school opens and during the first week of school for students who did not attend the orientation. Analysis of the **initial assessment** data will take place during pre-opening staff orientation and during the first week professional development meeting. This analysis will:
- Allow grade-level teams to identify specific skill areas to target across the curriculum
- Create a baseline for all students from which to measure their progress
- Be used by the student to set goals in the Individualized Learning Plan
- Identify students for more intensive interventions in the Learning Lab

The **mid-year grade-level assessment** will be administered during the last week of the first semester. It will reflect the content and skills taught during the first semester, and serve as a “pre-test” for the skills to be taught during the second semester (with a focus on the skills necessary for success on the CAHSEE and CST tests). Analysis of the **mid-year assessment** data will take place during the full day professional development session at the beginning of the second semester. This analysis will:

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118 See Appendix J: Annual Calendar
- Allow grade-level teams to reflect on the first semester, identify skills/content that need to be re-taught or reviewed, and identify new skill areas to target across the curriculum
- Provide a benchmark for all students to measure against the baseline
- Be used by the student to reflect on goals met and set new goals in the Individualized Learning Plan

The end-of-year grade-level assessment will be administered during the last week of the school year. It will reflect the content taught during the second semester, and the skills taught throughout the year. Analysis of the end-of-year assessment data will take place during the all-day professional development during the last week of school. This analysis will:
- Allow grade-level teams to reflect on the year
- Provide a benchmark for all students to measure against the baseline
- Be used by the student to reflect on goals met (or not met) in the Individualized Learning Plan

B. State Assessments

Pathways Community School will administer the state mandated assessments pursuant to California Education Code section 60602(a). The California Standards Test (CST) in English/language arts, mathematics, science, and social science/history\(^{119}\) will be administered to students in grades 9 – 11 in the spring of each year to measure annual progress in meeting API/AYP goals.\(^{120}\) To facilitate improved performance on state assessments, the data from these assessments will be used to inform grade-level assessment and curriculum development. All students in 10\(^{th}\) grade will take the California High School Exit Exam (CAHSEE) in the spring. Students who do not pass the first time will receive directed tutoring in the Learning Lab based on an analysis of the parent report. After 10\(^{th}\) grade, students will have two opportunities per year to take the exam. The CST and CAHSEE test materials ordering, scheduling, administration, and submission will be coordinated by the Director of Curriculum and Instruction with oversight and support by the Executive Director.

*Testing*

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

C. Specialized Assessments

Assessments to be conducted for specialized populations are:
- California Alternate Performance Assessment (CAPA) and California Modified Assessment (CMA). These tests are provided for students with disabilities whose IEPs require use of these assessments as an alternative to the California Standards Test (CST). These assessments are administered at the same time that CST is administered, and will be used to inform curriculum development for students with disabilities.

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\(^{119}\) Social Science/History CST will start in year two (grade 10)
\(^{120}\) See Appendix: Annual Calendar for CST testing window for 2013-2014.
- California English Language Development Test (CELDT). This test is designed to assess the progress of English Learners (ELs) towards English language acquisition. This assessment is administered at the beginning of each school year and will be used to facilitate goal development for students, and to inform curriculum development by the EL support teacher(s), and grade-level teams.

- California Physical Fitness Test. Pursuant to California Education Code section 60800, Pathways will administer the California Physical Fitness Test during February, March, or April of each year. This assessment will be used to inform the Physical Education curriculum.

- PSAT/SAT/ACT. With the exception of the Practice SAT (PSAT) which will be offered to all 9th and 10th grade students in the fall, these college entrance exams are administered at multiple times during the school year for 11th and 12th grade students. It will be the responsibility of the advisor and Director of Instruction (and school counselor, once added to the staff) to facilitate student awareness of and access to signing up, and obtaining the appropriate fee waivers for these exams.

- Advanced Placement (AP) exams. AP exams take place during May and assess successful completion of the AP curriculum in multiple content areas. Pathways will offer the AP exam for each AP course it offers. Additionally, students who take the AP option offered through the Learning Lab will have the opportunity to take the corresponding exam. It will be the responsibility of the advisor and Director of Instruction (and school counselor, once added to the staff) to facilitate student access to these exams and obtain the appropriate fee waivers.

D. Class-based Assessments

The majority of the assessments that occur within Pathways Community School will take place within the individual classes and will be designed or obtained by teachers as part of the curriculum development process in which they will use a variety of formative and summative assessments. The key assessment strategies and approaches for class-based assessments are described below.

1. Project-Based Learning

Project-based learning integrates the process of learning with the assessment of learning through a backwards planning design (Understanding by Design) that starts with the learning goals, designs a culminating product or task that necessitates the application of the learning goals, and then works “backwards” to create learning opportunities for students to develop the skills and knowledge needed to successfully create the product or complete the task. The size, length, number and frequency of the projects will vary based on the course. However, the majority of the coursework at Pathways will be structured through project-based learning.

- The summative assessment of project-based learning is the final product or task for which students are provided a rubric that clearly outlines the expectations for the project completion. The summative assessments will frequently include a presentation component (to one’s class, grade, community/family members, or a panel of experts), and will include an individual written component (e.g. essay, reflection, narrative, etc.). In addition to academic and content-based skills and knowledge, students must also demonstrate mastery of focus 21st Century and lifelong success skills outlined in the Pathways Learning Goals (e.g. 21st Century and lifelong success skills outlined in the Pathways Learning Goals (e.g.

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121 See Appendix F: Sample Curriculum Framework for details on the pacing and use of class-based assessments.
122 See Appendix N: Sample Project and Essay Expectation Rubrics
collaboration, presentation, persistence, and listening to others). These learning goals will also be outlined in the final product/task rubric.

- The *formative assessments* within project-based learning take place through the scaffolding assignments, activities, and worksheets for successful completion of the project. In some cases, the scaffolding might include direct instruction and traditional assessment of the skills needed to complete the project, or a simulation in which students learn the necessary skills/knowledge through teacher-facilitated discovery. In most cases, the majority of the learning will take place through identification and completion of the steps necessary to complete the project. In 9th and 10th grade, these steps (typically in the form of asking questions, conducting research, and communicating information) will be scaffolded through mini-lessons and regular teacher check-ins. As students begin the upper-grades, these scaffolds will be strategically removed so that students learn to work more independently. All formative assessments will occur once/week at minimum and will be reviewed and returned in a timely manner.

Training on developing, implementing and assessing project-based learning will occur during the pre-opening professional development time. Throughout the school year, time during the weekly professional development sessions will be devoted to “checking in” on project-based learning implementation and continued development. The implementation of project-based learning will be supported by Dr. Erica Hamilton (Pathways Founder and Executive Director). Dr. Hamilton has 10+ years of experience as a project-based learning educator, researcher, and coach.

2. Exhibitions

As part of the culture shift to assessments as a “celebration of learning,” students will present their work in public forums that vary from classrooms to family/community events to panels of experts. As referenced above, presentation is a component of many project-based learning final products/tasks. Additionally, at the end of the year, every student will present a piece of work of which they are proud at the *End-of-year Celebration/Exhibition* to their classmates, teachers, friends, family, and the community. The format of this exhibition is inclusive and looks much like a science fair with students standing in front of their presentation and the audience moving through and stopping by projects of interest. At the end of 10th grade, students will present a more detailed *gateway project* that outlines their accomplishment of the learning goals for the 9th and 10th grade. At the end of a student’s 12th grade year, students will present on their accomplishment of all of the Pathways learning goals in the *senior exhibition*. These presentations will take place within *advisory class* and will also include the students’ parents/family and mentors. Additionally, a small number of *gateway* and *senior exhibition projects* will be selected for official presentation at the *End-of-year Celebration/Exhibition*.

3. Traditional Assessments

In addition to project-based learning, teachers at Pathways will utilize more traditional forms of assessment such as reading-response questions, quizzes, and short compositions. Some of these assessments will be teacher-designed or part of the instructional materials, and administered during class time. Other assessments will be administered during *Learning Lab* and may be teacher-designed, part of the instructional materials (on or offline), or part of an online program approved by the Director of Curriculum and Instruction.

123 See Appendix S: Persuasion Packet Worksheets for scaffolding samples.
4. Grading Policy
Pathways Community School will use the traditional letter grades A+ to F for all classes. Missing work may result in a grade of incomplete (I) if the student has an acceptable reason and has made arrangements prior to the end of the grading period, at which point the teacher(s) will determine the deadlines for late work submission. School grade-point averages (GPA) will be based on all courses taken on the Pathways campus, including additional points for honors and AP courses. Grades from outside institutions (e.g. online or college courses) will not factor into the school GPA, but will appear on the student transcripts and indicate the grade earned and the sponsoring institution. The GPA calculated for California university applications will be based on all A-G courses taken after the student’s 9th grade year, including additional points for honors and AP courses. This GPA will also include all A-G courses taken online or at a local college.\footnote{http://admission.universityofcalifornia.edu/counselors/q-and-a/calculating-gpa/index.html#15}

III. ASSESSMENT DEVELOPMENT TIMELINE
The majority of the school-wide assessments offered at Pathways are state-required and developed outside of the school. Pathways instructional staff will follow a process outlined in Table 16 below to develop the internal grade-level assessments.

<table>
<thead>
<tr>
<th>Table 16: Assessment Development Timeline</th>
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</thead>
<tbody>
<tr>
<td>June</td>
</tr>
<tr>
<td>July/August</td>
</tr>
<tr>
<td>September</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>February – March</td>
</tr>
<tr>
<td>May</td>
</tr>
</tbody>
</table>

IV. DATA COLLECTION AND MONITORING
Pathways will use a variety of indicators to monitor progress towards meeting the achievement targets described in Element 2: Measurable Student Outcomes. All data will be collected and monitored by the Pathways Data Management Committee, which is made up of the Executive Director and a teacher representative from each grade-level team. This committee will meet at least three times over the summer, and then once each month during the school year. It is also the responsibility of the Data Management Committee (and ultimately the Executive Director) to ensure that the School Accountability Report Card (SARC) is completed, approved by the Governing Board, and available to the public by February 1st of each year.
Funding is allocated in the budget for a student information and data management system. In spring 2013, the Executive Director and Director of Curriculum and Instruction will review student information and data management systems (ISIS, School Pathways, and Focus) to determine the most appropriate system(s) to facilitate the data gathering and management needs of the school as well as the classroom and project management needs of the teachers.

The formative uses of these data are outlined in the far right column of Table 17 below and are focused on improving policies and practices. These uses take place at a variety of levels:

- **Student – Advisors** use the data to develop student-specific goals and interventions through the Individualized Learning Plan and the Learning Lab.
- **Grade level – Grade level teams** use the data to target particular skills across the curricula, or to develop grade-level interventions or strategies for an improved learning environment.
- **School-wide – The Data Management Committee and Leadership Committee** use the data to identify school-wide patterns that can be addressed through changes in policy and/or improved supports for teachers and/or students.

In addition to the above-referenced uses, the indicators listed below will be included in quarterly reports that the Data Management Committee will provide for the Leadership Committee and the Governing Board. These reports will be used to determine the progress that the school leadership (Executive Director and Director of Curriculum and Instruction) is making towards the annual goals throughout the year, and then serve as the criteria on which the leadership will be evaluated at the end of the year. See Element 5 for more details regarding staff evaluation.

### Table 17: Data Collection and Monitoring Plan

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Collection/Analysis</th>
<th>Formative Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade-level assessments</strong></td>
<td>Test/Results = August – December – May</td>
<td>These data will be used each semester by:</td>
</tr>
<tr>
<td></td>
<td>Data will be processed by the Data Management Committee immediately after each administration.</td>
<td>- Advisors to review with each student, set learning goals, and assign interventions if needed</td>
</tr>
<tr>
<td></td>
<td>Data will be shared with teachers during the full-day professional developments scheduled a week after the assessment administration.</td>
<td>- Grade-level teams to target skills development across the curriculum and reflect on the successes and/or challenges of a semester</td>
</tr>
<tr>
<td></td>
<td>These data will be used each semester by:</td>
<td>- School leadership to assess progress towards annual goals and implement additional supports when needed.</td>
</tr>
<tr>
<td><strong>CAHSEE passage and parent reports</strong></td>
<td>Test = November &amp; March Results ≈ 8 weeks after administration</td>
<td>The CAHSEE parent reports will be used by the advisor to facilitate goal setting and directed tutoring in the Learning Lab.</td>
</tr>
<tr>
<td></td>
<td>CAHSEE parent reports will be distributed to parents and advisors within 10 days of receipt from the state. Advisors will review the reports with the student(s) during advisory.</td>
<td>The CAHSEE passage reports will be used by the school leadership to assess progress towards annual goals and implement additional supports when needed.</td>
</tr>
<tr>
<td><strong>CST strand analysis</strong></td>
<td>Test = April Test results ≈ August/September Strand analysis data will be processed by the Data Management Committee when it is made available by the state.</td>
<td>Grade-level teams will use the CST strand analysis data in conjunction with the grade-level assessment data to target specific skills/knowledge areas on the mid-year grade-level assessment and in the development of the second semester curricula.</td>
</tr>
</tbody>
</table>
### Progress Towards Graduation

| Students at grade level | After each semester = January and May  
| These data will be collected and analyzed by the Data Management Committee and shared with each grade-level team during professional development. | These data will be used by:  
- *Advisors* to consult with their students regarding progress to graduation, credit recovery, and possible *Student Success Team* referral.  
- School leadership to assess progress towards annual goals and implement additional supports when needed. |

| Student retention | May (annually)  
| Leaver codes will be documented in the Pathways data management system and exit surveys\(^{125}\) given if a student checks out of the school.  
| These data will be collected and analyzed by the Data Management Committee. | These data will be shared with the leadership and instructional staff during the end-of-year professional development to identify patterns and develop strategies to improve student retention. |

| Graduation rates and senior exit surveys\(^{126}\) | May (annually)  
| All 12\(^{th}\) grade students will be surveyed at the end of their senior year.  
| Graduation rates and survey data will be collected and analyzed by the Data Management Committee. | These data will be shared with the leadership and instructional staff during the end-of-year professional development to identify patterns and develop strategies to improve graduation rates. |

### Other Key Indicators

| Attendance | Monthly/Quarterly  
| *Advisors* will run an attendance report for their *Advisory* students on a monthly basis.  
| The Data Management Committee will monitor a school-wide report quarterly. | These data will be used by:  
- *Advisors* for class-based interventions or *Student Success Team* referrals.  
- School leadership to assess progress towards annual goals and implement additional supports when needed. |

| Disciplinary Actions | Quarterly  
| All *Student Intervention Request* forms\(^{127}\) and disciplinary actions will be entered into the Pathways data management system.  
| The Data Management Committee will monitor a school-wide report quarterly. | These data will be used by the school leadership to assess progress towards annual goals and implement additional supports when needed. |

| Student, staff and parent/family surveys\(^{128}\) | May (annually)  
| At the end of each year, students, staff, and families will participate in anonymous surveys regarding their satisfaction with the school.  
| The *Data Management Committee* will collect and analyze these data. | These data will be shared with the leadership and instructional staff during the end-of-year professional development to identify patterns and develop strategies to improve school-wide policies that impact parents and teachers. |

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\(^{125}\) Exit surveys will be developed by the Data Management Committee during July/August 2013 and will be reviewed and revised during the end-of-year professional development.

\(^{126}\) Senior surveys will be developed by the Data Management Committee during July/August 2016 and will be reviewed and revised during the end-of-year professional development.

\(^{127}\) See Appendix D: Student Intervention Request form.

\(^{128}\) See Appendix O: Draft Surveys (Family & Student) will be finalized by the Data Management Committee prior to the end of the school year and will be reviewed and revised during the end-of-year professional development. Staff surveys will also be based on the NYCDOE surveys and follow the same process.
<table>
<thead>
<tr>
<th>Longitudinal Data Collection</th>
</tr>
</thead>
</table>
| **College acceptance, attendance & retention** | September (annually)  
College acceptance data will be collected through the senior exit surveys.  
College attendance and retention data will be collected through annual follow-up emails, the Pathways website, and social media. | All longitudinal data will be collected by the Executive Director.  
These data will be shared with the staff and students at Pathways to celebrate our graduates and encourage our students to follow in their paths.  
These data will also be used by the Leadership Committee and Governing Board to examine the school’s progress towards meeting the Pathways mission of preparing all students for college, career, and life. |
| **Careers & Earnings** | September (annually)  
Career data will be collected through annual follow-up emails, the Pathways website, and social media.  
Earnings data will be limited to emails and messaging for privacy purposes. |  |
| **Family and community life** | September (annually)  
Family and community life data will be collected through annual follow-up emails, the Pathways website, and social media. |  |
Element 4 – Governance
“...The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

I. GOVERNANCE DESCRIPTION

A. LAUSD Assurances

The Pathways Community School will be an independent charter school and will be operated by a nonprofit benefit corporation.

*Pathways Community School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

*LAUSD Charter Policy

Pathways Community School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

*Responding to Inquiries

Pathways Community School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Pathways Community School and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Pathways Community School.

Amendments

Any amendments to this charter will be submitted by the Governing Board of Pathways Community School to LAUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code § 47605.

B. Governance Structure

The Pathways Community School Governing Board is a policy-making board and supervises the leadership of the school. The Board will delegate all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to school policy to the Executive Director.129

129 Please see Attachments b., c. & d: Bylaws, Articles of Incorporation, and Conflict of Interest Policy.
1. The Governing Board

*Pathways Community School will comply with the Brown Act.

*Members of the Pathways Community School executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

The Board of Governors (the “Board”) shall not be less than three (3) and not more than nine (9) Governors. This number was determined as appropriate for a “Founding Board.” After establishing a strong foundation in the first year, the Board will evaluate its size and effectiveness and may amend the bylaws to increase the number.

Currently, the Pathways Community School Governing Board has three members with experience in Board and non-profit management, business and contracts law, and architecture and facilities. The Board is in the process of recruiting two additional members with finance and fundraising experience.

Candidates for Board membership shall be nominated by a Nominating Committee. To be elected as a Governor, each nominee must win a majority vote of the Governors present and voting. The term of office of a Governor shall be two (2) years and until a successor has been elected and qualified. Governors may be elected at the regular meeting of the Board immediately preceding the fiscal year end of the Corporation, or if the Governors are not elected at that meeting, they may be elected at any meeting of the Board, but their two-year term shall expire at the fiscal year-end of the second full fiscal year following their election. Governors may serve any number of successive terms, whether or not consecutive.

Any Governor may resign effective upon giving written notice to the Chairman, the Executive Director, the Secretary, or the Board unless the notice specifies a later time for its effectiveness. If a resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Vacancies in the Board shall be filled in the same manner as the Governor’s whose office is vacant was selected.

A vacancy or vacancies in the Board shall be deemed to exist in case of death, resignation, or removal of any Governor, or if the authorized number of Governors is increased. The Board may declare vacant the office of a Governor who has been declared of unsound mind by a final order of court, or convicted of a felony, or found by a final order of judgment of any court to have breached any duty arising under Article 3 of the California Nonprofit Public Benefit Corporation Law.

Regular meetings of the Board shall be held at least quarterly and may be held without call or notice on such dates and at such times as may be fixed by the Board. During the first year, the

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130 See Appendix T for Governing Board members and their areas of expertise.
Board will meet on a monthly basis. Board agendas are emailed to Board Member prior to each meeting so they arrive prepared for the meeting. All meetings of the Governing Board and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). Board meeting notices, agendas, and records of Governing Board actions shall be posted in open and accessible public areas of the school such as in front of the school office. Pathways Community School shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board.

At the beginning of each school year, the Executive Director will present the student performance goals and the financial projections for the year. After the end of the second semester, the Executive Director will present goal benchmark data and a mid-year financial report. At the end of each school year the Board will conduct an “Annual Evaluation” to review student performance data, review the Executive Director’s self-evaluation and evaluate his/her performance, and review annual financial statements. At this time, the Board also conducts a self-evaluation to reflect on its success at meeting its organizational, support, and fundraising goals for the year, and revising plans and strategies as needed.

Members of the Board:
- May receive reimbursements for expenses, as determined by the Board, but shall not otherwise be compensated
- Are bound by the Pathways Community School Conflict of Interest policy statements
- Provide proper financial oversight
- Ensure adequate resources
- Ensure legal and ethical integrity and maintain accountability
- Ensure effective organizational planning
- Recruit and orient new board members and assess board performance
- Enhance the organization’s public standing
- Determine, monitor and strengthen the organizations programs and services
- Support the Executive Director and assess his or her performance

Although the Pathways Community School Governing Board delegates management of the school to the Executive Director, the Board is ultimately responsible for ensuring that the school meets its mission of preparing all students to succeed in college, career, and life. To do this, all board members must bring a set of personal and professional skills, which include but are not limited to:
- A commitment to improving access to quality education for all children regardless of race or economic status
- The ability to be a good judge of information regarding the Executive Director’s educational and fiscal management of the school and a willingness to replace the Executive Director if results are less than satisfactory
- An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others
- Attainment of at least 18 years of age
- Financial, legal, business, fundraising, marketing, non-profit, community, management, governance, real estate development, and/or educational experience
- Board members also bring: a willingness to accept and support decisions made in accordance with the By-laws; ability and willingness to give time and energy to the school; to provide access to resources, both financial and other, in order to support and strengthen the school
2. Officers
The Officers shall be a Chairman, a Secretary, and a Treasurer. The Officers shall be elected annually at the regular meeting of the Board immediately preceding the fiscal year end of the Corporation, or if the officers are not elected at that meeting, they may be elected at any meeting of the Board.  

Board Chairman
The Chairman shall preside at all meetings of the Board and the Executive Committee. The Chairman has the general powers and duties usually vested in the office of Chairman of the Board of a corporation and such other powers and duties as may be prescribed by the Board.  

Secretary
The Secretary shall keep or cause to be kept, at the Principal Office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and Committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the Principal Office in the State of California the original and copy of the Corporation's Articles and Bylaws, as amended to date.  

Treasurer
The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation. The books of accounts shall at all times be open to inspection by any Governor.  

Executive Director
The Board shall appoint an Executive Director of the Corporation (ED). The ED shall be responsible for administering over-all operations thereof including preparation of budget, and determination of personnel pursuant to policies promulgated from time to time by the Board. As per California Government Code 1090, the ED is not a member of the Board, but shall attend all Board meetings and speak on any matters of business coming before the Board.  

3. Board Committees
The Governing Board will consist of two initial committees, which include Nominating and Budget and Finance. Chairmen of committees and members of Committees shall be appointed by the Chairman with the approval of the Board. The Chairman of each Committee must be a member of the Board. Other members of Committees need not be members of the Board, and may teachers, parents, community members and Advisory Board members. During the first year, the Board is considered a “Founding Board” and will be small and focused on establishing a strong foundation. After the first year, the Board will determine the need for additional committees and amend the bylaws as needed.  

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131 See Tab 9: Board Documents for résumés and questionnaire responses for all individuals committed to serving on the school’s Governing Board.
**Nominating Committee**
The Nominating Committee shall propose and submit to the Board names of persons nominated as Governors. The Nominating Committee shall prepare and submit a proposed slate of officers of the Board. The Board Chairman shall chair this committee.

**Budget and Finance Committee**
The Budget and Finance Committee shall study and recommend to the Board a yearly budget. It shall periodically review the financial position of the corporation and shall recommend to the Board such budgetary revisions as may become necessary. The Committee shall recommend to the Board the accounting methods to be used by the Corporation and approve the auditors to be employed. The Treasurer will chair this committee, and members will include Governors and Advisory Board members with backgrounds in finance as well as architecture and facilities management experience.

**4. Organizational Chart**
The organizational chart below (Figure 3) illustrates the relationships within the Pathways Community School.

- The **Governing Board** (and associated committees) maintain the vision and mission of the school and oversight of the operations and Executive Director.
- The **Executive Director** implements the mission, reports to Governing Board, hires, fundraises, manages leadership committee, oversees all aspects of the school’s financial, operational, and educational operations, and leads all strategic planning.
- The **Director of Curriculum and Instruction** is responsible for the day-to-day operations of the school, supervises and provides leadership of faculty, implementation of curriculum, upholds/maintains quality of instruction and assessment system, and supervises the Special Education and English Learner programs.
- The **Certificated Staff** is responsible for facilitating student learning, administering assessments, supporting students’ academic, intellectual, and socio-emotional growth, and participating in the leadership of the school through serving on committees.
- The **Office Manager** is responsible for the daily operational components and maintenance of the school.

**Figure 3: Organizational Chart**
4. School Site Committees

The school site committees at Pathways drive the leadership and organization of the school and ensure that all stakeholders are represented. The school site committees include:

- **Leadership**:
  - Composition: Executive Director, Director of Curriculum and Instruction, representation from one teacher per grade-level, and one parent from the Parent/Family leadership committee and one student from the Student leadership committee.
  - Function: To monitor Educational Program implementation and make recommendations to the Executive Director regarding school procedures and policies.
  - Meeting time/frequency: After school/monthly (three times during summer)

- **Data Management**
  - Composition: Executive Director and one teacher representative from each grade-level team.
  - Function: To create data collection instruments, collect and analyze student-level data, and provide data/information to the Governing Board, school leadership and instructional staff in an accessible format.
  - Meeting time/frequency: After school/monthly (three times during summer)

- **Professional Development**
  - Composition: Director of Curriculum and Instruction and one teacher representative from each grade-level team with consultation from ELL and Special Education support teachers as needed.
  - Function: To conduct needs assessments within the faculty to develop all-faculty, grade-level or small group professional development sessions.
  - Meeting time/frequency: After school/monthly (three times during summer)

- **Student Leadership**
  - Composition: One teacher and at least three students per grade.
  - Function: To develop the school’s identity and culture through creating and implementing activities, events, celebrations, competitions, etc. and through representing student interest at the Leadership Committee
  - Meeting time/frequency: After school/monthly

- **Parent/Family Leadership**:
  - Composition: Director of Curriculum and Instruction and 5 < family representatives (do not have to be parents, can be aunts, uncles, siblings, etc.).
  - Function: To facilitate family and community involvement in the school. And to represent parent/family concerns and interests at the Leadership Committee
  - Meeting time/frequency: After school/monthly

5. Advisory Board

The Pathways Advisory Board that has been instrumental in the development of the petition. As the school begins the implementation phase, some Advisory Board members will become teachers at the school, others will serve as consultants to the Pathways leadership and provide professional development to teachers, and all Advisory Board members will be available to serve on Board and school site committees.

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132 See Appendix T for details about Advisory Board members and their areas of expertise.
II. PARENT AND FAMILY INVOLVEMENT

A synthesis of 51 studies on families in schools demonstrates a positive correlation between family involvement and student achievement, particularly in the areas of higher grade point average and scores on standardized tests, better attendance, improved behavior, and better social skills and adaptation to school. This research also reveals that this relationship holds for all economic levels, racial-ethnic groups, educational backgrounds, and students of all ages.\textsuperscript{133}

The type of family involvement that supports student achievement includes regular contact between the school and family, and the development of specific knowledge and skills needed to improve achievement in high school and access to post-secondary opportunities. As discussed in the above-referenced research, and confirmed by more recent research on schools in California,\textsuperscript{134} strategies to engage families for improved student achievement include:

- Creating a welcoming space that addresses specific parent and community needs
- Focusing on parent/family sense of efficacy in supporting their child in school
- Maintaining a sensitivity to familial context (educational experience, language, culture and home situation)
- Providing teachers time to communicate with parents
- Providing parents with knowledge about how to be involved in a range of involvement opportunities

The strategies for family involvement\textsuperscript{135} outlined in the Holistic component of the PATH Plan are based on this research and are listed below:

- \textit{Welcome Center} – Integrated into the main office, a welcome center will be the first place that families and other visitors to the school will see. The culture of the center will be informal and inviting and will include information regarding high-school graduation, college, career, special education, ELL, community meetings, and student and school celebrations. The center will be the location for information sessions (graduation, A-G requirements, college funding), and also encourage spontaneous social interactions where teachers/staff, families, and students can gather to share ideas and strategize around a particular issue or topic.

- \textit{Sensitivity to home languages} – All school communication and materials will be provided in English and Spanish.

- \textit{Leadership} – Parents/Family members will be invited and encouraged to participate in the Parent/Family Leadership Committee referenced above. These parent/family member-facilitated meetings will focus on:

\textsuperscript{135} Pathways purposely uses the term “family” instead of or in addition to “parent” to create an environment that welcomes multiple individuals who might be involved in the life of the student. Demographics of and familiarity with the community indicates that in addition to, or instead of parents, aunts, uncles, older siblings, older cousins, foster parents, or even an unrelated but involved adults have important parts in the lives of our students.
Increasing overall parent and family engagement in the school
- Coordinating formal and informal parent and family events (e.g. winter celebration and chats/charlas in the Welcome Center).
- Facilitating open lines of communication between the school and families, including having representatives on the school’s Leadership Committee and the Advisory Board.

**Participation** – Parents/Family members will be invited and encouraged to take part in the hallway supervision practices of the school; attend teacher meetings/professional developments; observe classrooms (including creating and using the classroom observation form); and assist a teacher in the classroom.

**Celebrations and Events** – Throughout the year, parents/family members will be welcomed to campus to learn about their child’s experiences and goals, and celebrate their success – many of these events will take place on Saturday to accommodate student and family work schedules.

**Advisor – Family Connections** – Through the advisory class, the faculty will reach out to parents/family members to invite them to participate in their child’s education. The advisor is responsible for contacting parents/family members regarding absences, credits, grades, etc., and involving families in understanding and participating in the goal setting and celebration of goal achievement in the student’s Individualized Learning Plan.

**Family Input/Feedback** – Pathways will provide a complaint/concerns/suggestions box in the school office where families, students and teachers can provide anonymous feedback. We will also conduct a family survey at the end of each year to use as a tool to improve family relations.

*Grievance Procedure for Parents and Students*
Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
Element 5 – Employee Qualifications
“The qualifications to be met by individuals to be employed by the school.”
Ed. Code § 47605 (b)(5)(E)

*Equal Opportunity and Non-discrimination Policy*
Pathways Community School believes that all persons are entitled to equal employment opportunity. Pathways Community School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

I. EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS
The leadership, faculty, and support staff at Pathways are critical to the implementation of the elements outlined in this petition. These professionals will be highly-qualified, committed to the mission and vision of Pathways, and deeply involved in a continuous process of planning, implementation, reflection and improvement of the instructional program and operations of the school. Beyond that, each employee will possess the appropriate certification(s) as required by NCLB, meet or exceed the qualifications required by the Los Angeles Unified School District and in California, and meet additional requirements set by the Pathways Community School.

A. Leadership
Leadership at Pathways Community School will believe in the vision and commit to the mission of the school, and have the ability to inspire this belief and commitment in their staff. The minimum criteria for leadership candidates include:
- Five years successful full-time public school certificated service;
- Three years experience as a teacher in a K-12 public school program;
- Two years experience at a middle or senior high school, grades 6-12;
- One year leadership experience at a middle or senior high school, grades 6-12;
- A valid California Administrative Services Credential
- A valid California K-12 Teaching Credential
- Master’s degree from an accredited college or university (doctorate preferred)

1. Qualifications - Executive Director
Beyond the minimum qualifications, the Executive Director of Pathways will possess the following additional experience and characteristics:
- Experience in planning and implementing a small school or small learning community
- Experience with data collection and analysis with an understanding of how to use student-level data to inform policy and instruction
- Experience or familiarity with master schedule/programming
- Experience in staff development
- Experience with developing community relationships and partnerships
- Knowledge of budgetary planning and accounting principles
- Knowledge of educational and regulatory compliance at all governmental levels
- Proven ability to work collaboratively with and lead a diverse staff
- Passionate about providing a high-quality education to students in South Los Angeles
- Committed to the PATH program elements: personalized learning environment, college-preparatory curriculum, transformative culture that integrates entrepreneurial/career-based skills into the curriculum, and a holistic approach that addresses the physical, mental and emotional needs of the students as part of the educational process
- Maintains a reflective practice with the goal of continuous improvement as a leader

2. Responsibilities - Executive Director

It is the responsibility of the Executive Director to keep the big picture in mind while maintaining a focus on the vision and mission of the school, and ensuring that all stakeholders (Board, staff, students, and families) have the information, resources, and supports they need to be successful. These responsibilities include, but are not limited to:

Responsibilities to the Governing Board
- Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner
- Recommend staffing levels and budgetary priorities
- Work with the Board and its committees to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs
- Perform and execute any other tasks as assigned by the Governing Board
- The Executive Director is evaluated by the Board at the end of each year (see the section Evaluation Process and Criteria below for details)

Vision and Mission
- Create, monitor and sustain a school culture of personalization, academic rigor, entrepreneurism, and care for the physical, mental, and emotional health of the student
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Build and maintain community relations and partnerships that bring resources to the school
- Set clear goals and objectives for the school, Director of Curriculum and Instruction, and staff, and facilitate the development of strategic plans to meet the goals/objectives

Personnel
- Recruit, hire, support, evaluate, and retain a committed Director of Curriculum and Instruction and outstanding instructional staff
- Use data-driven analysis to monitor academic achievement, facilitate strategies to use data to improve school policy and instruction, and evaluate leadership, faculty, and staff based on multiple measures
- Support the professional development and growth of leadership, faculty, and staff
- Mediate and manage school-related conflicts
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training

General
- Facilitate and participate in school-site committees
- Recruit and enroll students, including public lottery
- Along with the Director of Curriculum and Instruction, lead community meetings, faculty meetings, and school leadership meetings
- Document and disseminate the school’s academic and operational processes
- Lead and resource the application process for governmental funding, including grants
- Develop and implement fundraising initiatives
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow, expenditures, revenues, payroll, benefits, taxes, etc.
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Monitor compliance with the charter, accountability requirements, and all relevant law

3. Qualifications - Director of Curriculum and Instruction

Beyond the minimum qualifications, the Director of Curriculum and Instruction of Pathways will possess the following additional experience and characteristics:

- Experience in planning and implementing a small school or small learning community
- Experience with data collection and analysis with an understanding of how to use student-level data to inform policy and instruction
- Experience or familiarity with master schedule/programming
- Experience in staff development
- Experience with or understanding of the Pathways curriculum development and teaching methodologies (Understanding by Design, project-based learning, Blended Learning, AVID, SDAIE, and thinking maps)
- Ability to work collaboratively with and lead a diverse team of teachers
- Ability to communicate comfortably with parents, families, and community members
- Passionate about providing a high-quality education to students in South Los Angeles
- Committed to the PATH program elements: personalized learning environment, college-preparatory curriculum, transformative culture that integrates entrepreneurial/career-based skills into the curriculum, and a holistic approach that addresses the physical, mental and emotional needs of the students as part of the educational process
- Maintains a reflective practice with the goal of continuous improvement as a leader

4. Responsibilities – Director of Curriculum and Instruction

The Director of Curriculum and Instruction oversees the day-to-day operation of the school, provides instructional leadership, and supports the instructional staff to implement the educational program and ensure the academic success of the school. These responsibilities include, but are not limited to:

Curriculum and Instruction

- Create and sustain a culture of high academic and behavioral standards
- Collaborate with the grade-level teams to design benchmarks, assessments, and curriculum to align with state and federal standards
- Collaborate with all teachers to set consistent grading policies and practices, classroom structures, and teaching methodologies, and monitor the implementation and maintenance of the policies and practices
- Develop and implement school policies and structures that support teachers and maximize student learning (including oversight of academic and behavior interventions, and involvement in more serious cases)
- Observe teachers on a regular basis and provide detailed and timely feedback
- Use data-driven analysis to monitor academic achievement, facilitate strategies to improve school policy and instruction, and identify and support struggling students (including participation on Student Success Teams when necessary)
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Coordinate administration to students of all standardized evaluations including grade-level assessments, CST tests, CAHSEE, CELDT and national norm-referenced exams
- Oversee EL and Special Education programs and teachers

**Personnel**
- Recruit, interview, hire, support, evaluate, and retain outstanding instructional staff (with input and assistance from the Executive Director, teachers, parents and students on the Leadership Committee)
- Support the professional development and growth of leadership, faculty, and staff
- Facilitate the planning and implementation of the teacher summer professional development
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the Leadership Committee

**Family Relations**
- Assist in student recruitment and family outreach during open enrollment and lottery
- Facilitate transparent and regular communications with families
- Plan and supervise the implementation of family events

**General**
- Provide the day-to-day leadership of the school
- Communicate staffing and resource needs to the Executive Director
- Coordinate and participate in supervision before and after school, transitions between class periods, and lunch in order to maintain student safety
- Facilitate and participate in school-site committees
- Along with the Executive Director, lead community meetings, faculty meetings, and school leadership meetings
- Document and disseminate the schools’ curriculum units and academic processes
- Disseminate policies and protocols such as the School Safety Plan, and the Comprehensive Discipline Policy/Positive Behavior Plan.
- Set and monitor student programming and the master schedule (until a counselor is hired at the end of the second year)
- Comply with the charter, accountability requirements, and all relevant laws

**B. Instructional Staff**

Pathways Community School will comply with NCLB requirements for teachers and paraprofessionals. Pursuant to California Education Code section 47605(l) all teachers at Pathways Community School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with California Education Code section 47605(l) for teachers in non-core courses. Further, Pathways Community School will maintain current copies of all teacher credentials and procedures for monitoring credentials – this documentation will be readily available for inspection.

A teacher of core academic content areas must have:
- Bachelor’s degree
- California teaching credential or have an Preliminary Certificate/Credential for no more than three years while actively working toward completion of California credential
- Demonstrated classroom and subject matter competence

1. Qualifications – Instructional Staff

Beyond the minimum qualifications, instructional staff of Pathways will possess the following additional experience and characteristics:

- Demonstrate high expectations for all students and the capacity to provide the supports that students need to meet those expectations
- Successful manager of an urban classroom
- Ability to work with a variety of learning abilities, including those with English learner, special needs and low skill level in a heterogeneously grouped classroom setting
- Ability to collaborate with colleagues to develop, implement and evaluate the success of standards-based, backwards-planned curricula and instructional strategies.
- Eager to actively engage students and their parents in the learning process
- Analytical problem solver
- Basic understanding of data analysis
- Maintains a reflective practice with the goal of continuous improvement as an educator
- Experience with or interest in learning the Pathways curriculum development and teaching methodologies (Understanding by Design, project-based learning, blended learning, AVID, SDAIE, and thinking maps)
- Experience with or interest in engaging with students beyond the core curricula through participation in an every day advisory class
- Willingness to participate in school-wide common practices

2. Responsibilities – Instructional Staff

The instructional staff at Pathways Community School is responsible for implementing the educational program in their classrooms, through collaboration with their colleagues, and with regular communication with families. These responsibilities include, but are not limited to:

Curriculum and Instruction

- Maintain the school culture of high academic and behavioral expectations
- Collaborate with the grade-level team and Director of Curriculum and Instruction to design benchmarks, assessments, and curriculum to align with the Pathways learning goals and state/federal standards
- Collaborate with the Director of Curriculum and Instruction and colleagues to develop and implement consistent grading policies and practices, classroom structures, and teaching methodologies
- Work individually and collaborate regularly with colleagues to identify and support struggling students (including participation on Student Success Teams)
- Work individually and collaborate with colleagues to use student data to develop a reflective practice of continuous growth and improvement
- Plan and deliver thorough, challenging, standards-based lessons that ensure all students master required content
- Complete syllabi and unit/lesson plans and submit to Director of Curriculum and Instruction in a timely manner
- Maintain a structured, respectful, and safe classroom environment
- Encourage students to demonstrate mastery of content through a variety of formative and summative assessments, including formal assessment of progress at least once/week and returning to students in the timely manner
- Personalize student learning through Advisory and Learning Lab in addition to core content instruction
Communicate effectively and maintain strong relationships with students and families

General
- Assist in supervision before and after school, transitions between class periods, and lunch as assigned in order to maintain student safety
- Contribute to the leadership of the school through participation on at least one school site and/or Governing Board committee.
- Participate in administration to students of all standardized evaluations including grade-level assessments, CST tests, CAHSEE, CELDT and national norm-referenced exams
- Complete any other tasks given by Director of Curriculum and Instruction or Executive Director
- Maintain thorough attendance, grade, and behavior records using the Pathways data management system

C. Support Staff
The Pathways Community School support staff will ideally have a wide range of skills and leadership qualities, and be as reflective of the Los Angeles community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications include:
- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Interest in seeking out productive collegial interaction and professional growth
- Ability to successfully work with target population

1. Qualifications - Office Manager/Administrative Assistant
Beyond the minimum qualifications, the office manager/administrative assistant will possess the following additional experience and characteristics:
- Bilingual in Spanish and English oral and written proficiency
- College degree preferred
- Previous experience as an administrative assistant
- Proficiency in Microsoft applications (word, excel, power point)
- Prior experience in urban communities preferred
- Believe in the school mission that all students should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Exhibit strong organizational skills
- Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership)

2. Responsibilities - Office Manager/Administrative Assistant
During the first two years of operations, the office manager will also perform the duties of administrative assistant to the Executive Director and Director of Curriculum and Instruction. At the end of two years this position and the responsibilities therein will be reviewed to determine if an additional position is needed. During the first two years the responsibilities of the Office Manager/Administrative Assistant include, but are not limited to:
- Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- Collect and enter student attendance and make follow-up calls with families
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Take notes in meetings and conferences and prepare accurate summaries
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Create systems to file all important school documents
- Coordinate special events
- Coordinate school mailings
- Maintain school calendar
- Develop and edit school newsletters
- Complete other responsibilities as the Executive Director and Director of Curriculum and Instruction may request

3. Qualifications – Instructional Aides/Paraprofessionals
Beyond the minimum qualifications, the instructional aides and paraprofessionals will possess the following additional experience and characteristics:
- Demonstrate high expectations for all students and the capacity to provide the supports that students need to meet those expectations
- Bilingual in Spanish and English (for aides assisting the EL instructor)
- Associates degree (Bachelor’s preferred)
- Experience in urban classrooms
- Ability to work with a variety of learning abilities, including those with special needs and low skill level

4. Responsibilities – Instructional Aides
Instructional aides work collaboratively with teachers to implement curriculum and support student learning and success.

D. Additional Staff
Pathways Community School will employ additional staff for supervision, maintenance, and other operational supports identified by the Executive Director. These staff will meet the requirements associated with the position, pass all necessary background checks/health clearances, be provided with clear job expectations, and be introduced to the Pathways students, staff and families. No one is a stranger on the Pathways campus.

II. HUMAN RESOURCES POLICIES AND PROCEDURES
A. No Child Left Behind Staffing Requirements
All instructional staff at Pathways Community School will meet No Child Left Behind (NCLB) requirements. In accordance with the provisions of NCLB, all teachers of core academic subjects will be "Highly Qualified.” Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, and geography. The federal definition of a "Highly Qualified" teacher is one who is:
- fully certified and/or licensed by the state
- holds at least a bachelor’s degree from a four-year institution
- demonstrates competence in each core academic subject area in which the teacher teaches

NCLB also requires that paraprofessionals meet high standards of qualification and ensures that students who need the most help receive instructional support only from qualified
paraprofessionals. NCLB requires paraprofessionals to show knowledge of and ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. Highly qualified paraprofessionals must have met one of the following standards:
- Completed two years of study at an institution of higher education
- Obtained an associate’s (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

B. Background Checks and Medical Screening

Prior to the first day of work all employees must provide:
- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status.

C. Hiring Process

The Governing Board will hire the Executive Director. All other staffing decisions will be made by Executive Director in consultation with Director of Curriculum and Instruction, and the Leadership Committee.

To ensure selection of the highest quality staff, Pathways Community School will implement the following staff selection process:
- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment programs, career fairs, and relationships with teacher preparation programs at local universities. Pathways currently has relationships with the UCLA’s and CSULA’s teacher education programs.
- Request of a resume, cover letter, and short answer/essay responses
- Short introductory interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Executive Director and Director of Curriculum and Instruction
- Extensive interview with multiple members of the school’s existing staff (and students and parents when possible)
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Executive Director will make the offer of employment to the strongest candidates

D. Evaluation Process and Criteria

All Pathways Community School staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed jointly by staff member and supervisor in accordance with the Pathways learning goals, and state and federal achievement targets. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. If an employee disagrees with an evaluation, a written objection may be appended to the
review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances.

The specific process and criteria for staff evaluations at Pathways Community School is as follows:

1. **Executive Director**

The Executive Director is evaluated by the Governing Board using the following process and criteria:

- At the beginning of the year, the Executive Director reviews data made available over the summer or at the beginning of the year (CST scores, CELDT testing, student retention) and uses these data in addition to the data from the previous year, and state and federal achievement targets to set benchmark and annual goals and develop a strategic plan to meet those goals. These data, benchmarks, and goals are written up and provided to the Governing Board.

- At the end of the first semester the Executive Director reviews mid-year data (grade-level assessments, semester grades, attendance, and disciplinary actions) to determine areas of success in meeting benchmarks, areas of challenge, supports/resources needed, and strategies to address the challenges. These data, benchmarks, and goals are written up and provided to the Governing Board.

- At the end of the year the Executive Director reviews year-end data (grade-level assessments, semester grades, CAHSEE passage, attendance, and disciplinary actions, and student, teacher, and family surveys), writes a self-evaluation report and shares it with the Governing Board which then completes an initial evaluation of the Executive Director. When the CST/API/AYP data become available, these data will be figured into the evaluation and it becomes a final evaluation.

2. **Director of Curriculum and Instruction**

The Director of Curriculum and Instruction is evaluated by the Executive Director using the following process and criteria:

- At the beginning of the year, the Director of Curriculum meets with the Executive Director to review data made available over the summer or at the beginning of the year (CST scores, CELDT testing, student retention) and use these data in addition to the data from the previous year, and state and federal achievement goals to set benchmark and annual goals and develop a strategic plan to meet those goals.

- The Director of Curriculum meets with the Executive Director at least once per month to check in on progress towards benchmarks and goals, challenges he or she is experiencing, supports/resources needed, and strategies to address the challenges.

- At the end of the first semester the Executive Director reviews mid-year data with the Director of Curriculum and Instruction (grade-level assessments, semester grades, attendance, and disciplinary actions) to determine areas of success in meeting benchmarks, areas of challenge, supports/resources needed, and strategies to address the challenges.

- At the end of the year the Director of Curriculum and Instruction reviews year-end data (grade-level assessments, semester grades, CAHSEE passage, attendance, and disciplinary actions, and student, teacher, and family surveys) and writes a self-evaluation report and shares it with the Executive Director.

- The Executive Director reviews the self-evaluation and additional evidence from the year, and writes an initial evaluation report for the Director of Curriculum and
Instruction. When the CST/API/AYP data become available, these data will be figured into the evaluation and it becomes a final evaluation.

3. Instructional Staff

The Instructional Staff are evaluated by the Director of Curriculum and Instruction with inputs and supports from the Executive Director using the following process and criteria:

- At the beginning of the year, the Director of Curriculum and Instruction meets with each teacher to review data made available over the summer or at the beginning of the year (CST scores, CELDT testing, student retention) and use these data in addition to the data from the previous year, and state and federal achievement goals to set benchmark and annual goals and develop a plan to meet those goals. This report is shared with the Executive Director.

- The Director of Curriculum and Instruction observes each classroom at least once per week and provides written feedback in a timely manner. The Executive Director may also observe classrooms by his/her own decision or as requested by a teacher or the Director of Curriculum and Instruction.

- The Director of Curriculum and Instruction meets with every teacher at least once each semester to check in on progress towards benchmarks and goals, challenges he or she is experiencing, supports/resources needed, and strategies to address the challenges.

- For teachers identified as needing additional support and guidance, the Director of Curriculum and Instruction will hold a conference with the teacher to identify the specific issues, make recommendations and offer supports (which may include increased observations, mentoring and professional development).

- At the end of the year each teacher reviews year-end data (grade-level assessments, semester grades, CAHSEE passage, attendance, disciplinary actions, and in-class evidence), writes a self-evaluation report and shares it with the Director of Curriculum and Instruction and the Executive Director.

- The Director of Curriculum and Instruction reviews the self-evaluations, additional evidence from class observations and school participation, and in consultation with the Executive Director when appropriate, writes an initial evaluation report for the teacher. When the CST/API/AYP data become available, these data will be figured into the evaluation and it becomes a final evaluation.

4. Support Staff and Additional Staff

Support staff, including instructional aides/paraprofessionals, will be evaluated on an annual basis by the Director of Curriculum and Instruction based upon completion of assigned job duties and regular, punctual attendance.

E. Staff Compensation and Benefits

The Governing Board will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Director of Curriculum and Instruction and staff salaries will be set at the discretion of the Executive Director with approval of the Governing Board, based on the candidate’s experience and responsibilities. The Executive Director’s salary will be set by the Governing Board.
F. Behavioral Expectations

Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Pathways Community School. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

G. Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties (as determined by the initial/final evaluation report), corrective action will include:

- verbal warning
- written warnings
- suspension without pay
- dismissal/termination

H. Termination

Pathways Community School recognizes two reasons for termination:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave or fails to report to work without notice to, or approval by, his or her supervisor.
- Involuntary Termination (Discharge). Involuntary termination occurs when Pathways Community School chooses to discharge the employee.

Any employee may submit a grievance regarding corrective action, and termination pursuant to the grievance process outlined in Element 11.
Element 6 – Health and Safety

“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 § 44237.” Ed. Code § 47605 (b)(5)(F)

I. FACILITY

The Florence-Graham community (zip code 90001) has been selected as the geographic area for Pathways Community School.

Pathways Community School will submit a Proposition 39 request to the Los Angeles Unified School District (LAUSD) for co-location on the site of a high school in or near the Florence-Graham community. Additionally, the Pathways leadership is in communication with ExEd Facility Development Director, Louise Manuel, regarding other potential sites for the school. Regardless of location, Pathways will obtain the appropriate Certificate of Occupancy and will comply with all applicable State, Federal and local regulations (including building codes and ADA access requirements), and maintain readily accessible records for such regulations.

II. HEALTH, SAFETY, AND EMERGENCY PLAN

*The Pathways Community School will have a Health, Safety, and Emergency Plan in place prior to beginning the operation of the Charter School. The Pathways Community School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Also prior to opening, Pathways Community School will ensure that staff has been trained in health, safety, and emergency procedures, and will include key policies and procedures in the student, staff and family handbooks. The plan will be reviewed and updated annually, new staff will be trained on the plan upon hiring, and returning staff will be trained on plan updates annually.

The Health, Safety, and Emergency Plan will include, but not be limited to the following:

Emergency Preparedness - Pathways Community School will develop and train all staff in an Emergency Safety Procedures Plan that address the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the Pathways plans. As a key part of the Emergency Safety Procedures Plan, students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Role of Staff as Mandated Child Abuse Reporters - All Pathways Community School non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.
**TB Testing** - The Pathways Community School faculty, staff and volunteers working with students will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**Immunizations** - All students enrolled and Pathways Community School staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

**Medication in School** - Pathways Community School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing/Scoliosis** - Students will be screened for vision, hearing and scoliosis. Pathways Community School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

**CPR Training** - All instructional staff and school leadership will be CPR and first aid certified.

**Blood Borne Pathogens** - Pathways Community School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Pathways shall establish 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 Free/Alcohol Free/Smoke Free Environment** - Pathways Community School shall function as a drug, alcohol and tobacco free workplace.

**Comprehensive Sexual Harassment Policies and Procedures** - Pathways Community School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Pathways Community School will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Pathways Community 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 a sexual misconduct policy that will be developed.

**Food Service Program** - Pathways Community School will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

**Food Service and Other Auxiliary Services Safety** - Pathways Community School will contract with an outside agency for its food service needs. Pathways will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Pathways will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.
III. DISTRICT LANGUAGE REGARDING HEALTH AND SAFETY PROCEDURES

*Criminal Background Checks and Fingerprinting* - Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

*Insurance Requirements*
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

*Evidence of Insurance
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“*The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.*”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

*Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against
any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

*FERPA*

The Pathways Community School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Facility Compliance**

The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site**

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
Element 7 – Racial and Ethnic Balance

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

I. STUDENT RECRUITMENT METHODS

In the community that Pathways Community School intends to serve, 84% of the population identifies as Latino or Hispanic, 12% identify as black, and 3% as mixed race. 43.6% of the population is foreign born, with 100% coming from Latin America (primarily Mexico). 89.9% of the residents speak Spanish in the home.136

It is important that we take the community context into consideration during outreach and recruitment efforts. The following strategies will be employed by Pathways Community School to ensure that the charter school will be reflective of the district and the community in which the charter school will be sited. The actions and events are summarized in Table 18 below.

- All written information and presentations will be in English and Spanish.
- Pathways Executive Director has developed relationships with the Weber Community Center, UMMA Community Clinic, Salvation Army, and Bethune Park (see Map 3). Pathways will post information, distribute flyers, and conduct informational events at these locations. From January – March these locations will also have Pathways open enrollment forms and drop boxes for returning the forms.
- Pathways Executive Director will reach out to teachers, counselors, and administrators at local middle schools (Edison Middle School, Bethune Middle School, Markham Middle School, and Watts Learning Center – see Map 3) to provide information about Pathways and develop a line of communication with the school.
- Students who graduated from the Pathways Small Learning Community at Fremont High School (2005 – 2010)137 and are still living in the community will serve as “ambassadors” to the community and participate in community walks to talk with their neighbors and distribute information about the school and participate in outreach events.
- Pathways will have informational/outreach events in the community:
  - January 2013: Open Enrollment Kick Off Party – All interested parties will be contacted and additional families will be invited through outreach efforts to complete the open enrollment form and receive information about the lottery process should it occur. Depending on enrollment numbers, this event may be repeated in March before open enrollment closes.
- Pathways has developed and will maintain:
  - The Pathways Community School Facebook group which currently has 400 members, 170 of whom are former students in the Pathways Small Learning Community. http://www.facebook.com/groups/286677318082936/
  - The Pathways Community School website with regular updates and access to downloadable and online enrollment documents when open enrollment begins. http://www.pathwayscommunityschool.org/

136 The data in this section are found at http://www.city-data.com/zips/90001.html and are based on Census 2000 data and Census 2010 projections.
137 The Executive Director of Pathways Community School was the founding lead teacher of the Pathways Small Learning Community at Fremont High School.
<table>
<thead>
<tr>
<th>Location/Partner/Organization</th>
<th>Event/Action</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence-Graham community</td>
<td>Neighborhood walks/flyer distribution</td>
<td>September 2012 – December 2012</td>
</tr>
<tr>
<td>Organizations and middle schools</td>
<td>Partnerships development</td>
<td>September 2012 – December 2012</td>
</tr>
<tr>
<td>Weber Community Center</td>
<td>Open Enrollment Kick-Off</td>
<td>January 2013</td>
</tr>
<tr>
<td>Florence-Graham community</td>
<td>Neighborhood walks/flyer distribution</td>
<td>January 2013 – March 2013</td>
</tr>
<tr>
<td>Organizations and middle schools</td>
<td>Presentations/information distribution</td>
<td>January 2013 – March 2013</td>
</tr>
</tbody>
</table>

Map 3: Community Organizations and Local Middle Schools

II. DISTRICT LANGUAGE REGARDING RACIAL AND ETHNIC BALANCE

*Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio. 60:40 ratio. 60:40 (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.
*No Child Left Behind - Public School Choice (NCLB-PSC) Traveling Students*

The District and Pathways Community School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind - Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Pathways Community School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Pathways Community School shall have the right to continue attending Pathways Community School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Pathways Community School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Pathways Community School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Pathways Community School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Pathways Community School under the NCLB-PSC program increases in subsequent years, Pathways Community School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, Pathways Community School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Pathways Community School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Pathways Community School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Pathways Community School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

I. ADMISSIONS AND RECRUITMENT POLICIES

Pathways Community School will admit all pupils who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A).

Pathways Community School will not discriminate against any student on the basis of disability, gender, 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.

Pathways Community School will be open to all students residing in California, but will continue to focus student recruitment in the immediate and surrounding neighborhoods of the Florence-Graham community and the boundaries within Los Angeles Unified. School recruitment will occur in the surrounding neighborhoods to ensure recruitment of low-achieving and economically disadvantaged students. Additionally, in the outreach to local families and middle schools, Pathways will make it clear that we will serve all students including English learners, low-achieving students, and students with disabilities.  

II. PUBLIC RANDOM LOTTERY

A public random drawing process will be implemented if the number of students who wish to attend the charter school exceeds the school’s “capacity” of 150 students per grade in accordance with Education Code 47605(d)(2)(B).

Communication – All lottery information, including but not limited to key dates, enrollment forms and submission information, and the lottery rules and process will be communicated in English and Spanish through informational fliers and posters, informational sessions at local organizations and schools, and the Pathways website.

Fairness - The lottery will be conducted by a non-interested volunteer who will draw the pupil names, and verify lottery procedures are fairly executed.

Timeline –
- Outreach and Recruitment September 2012 – December 2012
- Open enrollment January 2013 – March 2013
- Lottery April 2013 (within 10 days of the close of enrollment)

Lottery Location and Date/Time - The lottery will be held at the location of the school, and if the facility is not yet determined or available, the lottery will be held in an easily accessible location within the community (e.g. Bethune Park or Weber Community Center). The lottery will be held on a Saturday

Preferences – The following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) siblings of children enrolled in the school, and (3) children of

138 See Appendix U: Outreach Presentation Draft (Eng+Span)
139 See Appendix Q: Open Enrollment-Lottery Form
employees at the school. Exempted students delineated in item (3) will not exceed 10% of the student population. Of the remaining applicants, weighted preference will be given to pupils who reside within the LAUSD boundary with a weight of 2x (meaning two numbers will be assigned to each student who meets the criteria).

Wait List – Once all available spaces are filled, the lottery process will continue to draw a maximum of 100 additional names and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery. Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone and/or mail of school openings and must respond in person, via mail, or by phone to the school’s Office Manager, or designee, by the end of 10 business days in order to secure admission.

Records - Documents related to the lottery process, including certification of the lottery procedures, the enrollment list, the waiting list, and student enrollment forms will be kept on file in the Pathways Community School office for a period of two years based upon the lottery date.

*McKinney-Vento Homeless Assistance Act*

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
Element 9 – Financial Audits

“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.” Ed. Code § 47605(b)(5)(I)

I. BUDGETS

A. Planning Budget

The Pathways Community School budget is provided as an attachment. Included are worksheets for Start-Up, Planning Budget, and Cash flow for five years. Student enrollment is projected at 150 students for the first year with 150 additional students added each year. Revenue is generated for the start-up year with Charter School Capital start-up funding.\textsuperscript{140}

B. Budget

The following Pathways Community School business plan was designed to identify the costs associated with the operation of a charter school serving a population of students in grades 9-12. Pathways completed this budget with assistance from ExED based on published information on the state direct funding model and a school design that maximizes the revenue that is generated.\textsuperscript{141}

C. Start-Up Assumptions

Start-up funding of $300,000.00 will be provided by Charter School Capital.

The following statistics were used in determining the budget. The first year enrollment projections are based on 150 students with 95% ADA, 38% EL, 88% Free & Reduced Lunch student enrollment. These figures are based on similar schools in the targeted area. Pathways Community School will open August 2012 with 150 students, 6 core content teachers, one part time EL support teacher and one part-time special education teacher.

At full enrollment, Pathways Community School is a 9 - 12 school with 600 students. Year one, the projected enrollment is 150 students in grade 9, year two has 300 students in grades 9 - 10, year three with 450 students in grades 9 - 11, and year four with 600 students in grades 9 - 12.

<table>
<thead>
<tr>
<th>Table 19: Budget Assumptions</th>
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<tr>
<td><strong>Student Characteristics</strong></td>
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<td>Student Enrollment</td>
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<td>Student ADA</td>
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<td>Grades</td>
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<td>% of Free &amp; Reduced Students</td>
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<tr>
<td>% of ELL/LEP Students</td>
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<tr>
<td># of Teachers</td>
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</table>

\textsuperscript{140} See Appendix V for Charter School Capital documents

\textsuperscript{141} See Attachment e. PCS Budget & Cash Flow for details
D. Expenditures and Revenue Narrative

Pathways Community School places great value in being fiscally responsible. The five-year budget summary below details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with reserves to accommodate cash flow. An additional reserve is projected for each year. Pathways Community School projections include revenue that exceeds expenditures during the first five years of the organization.

### Table 20: Expenditures and Revenue

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<thead>
<tr>
<th></th>
<th>Year 1</th>
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<th>Year 3</th>
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<td>Other State Revenue</td>
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<tr>
<td>Other Local Revenue</td>
<td>4,244</td>
<td>8,566</td>
<td>12,975</td>
<td>17,485</td>
<td>17,675</td>
</tr>
<tr>
<td>Grants/Fundraising</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TTL Revenue:</strong></td>
<td>1,207,727</td>
<td>2,409,380</td>
<td>3,721,404</td>
<td>5,093,732</td>
<td>5,272,528</td>
</tr>
<tr>
<td><strong>TTL Expense</strong></td>
<td>1,197,659</td>
<td>2,106,834</td>
<td>3,012,326</td>
<td>3,858,960</td>
<td>3,932,062</td>
</tr>
<tr>
<td><strong>Net Income</strong></td>
<td>10,068</td>
<td>302,546</td>
<td>709,078</td>
<td>1,234,773</td>
<td>1,340,466</td>
</tr>
<tr>
<td>Ending Cash Balance</td>
<td>58,609</td>
<td>150,505</td>
<td>183,852</td>
<td>952,449</td>
<td>2,264,351</td>
</tr>
<tr>
<td>Recommended Reserve (5%)</td>
<td>59,872</td>
<td>59,883</td>
<td>105,342</td>
<td>150,616</td>
<td>192,948</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>196,603</td>
</tr>
</tbody>
</table>

II. FINANCIAL MANAGEMENT STRUCTURES AND PROCESSES

In the spring of each year, Pathways Community School’s Governing Board will approve the annual budget and monthly cash flow. The Executive Director (as the on-site financial manager) will prepare the budget in conjunction with Budget and Finance Committee. The final budget will be approved after the CA Governor’s May revisions of the state budget. Each month, the Executive Director and the Budget and Finance Committee will review monthly cash flow statements and present monthly budget updates to the entire Board. The Budget and Finance Committee and the Executive Director will make any necessary recommendation for budget revisions to the entire Board for discussion and approval.

Pathways Community School will contract with a back office support provider to provide Business and Operations Management services, like ExED. These services include payroll, accounting, budgeting, fiscal management reporting and human resources. With oversight by the Executive Director (as the on-site financial manager) the back office provider will manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitor adherence to the charter process and laws. Pathways is currently working with ExED, who provided assistance with our budget and will provide the following services during school operations.

A. Infrastructure Set-up

ExED will help with the following services prior to summer of 2013:
- collect all required documentation to submit to Los Angeles County Office of Education (LACOE)
- provide documentation for charter and employer tax status
- draft fiscal Board resolutions and completing authorization forms
- apply to the federal and state tax-reporting agency to request Employer Tax Numbers
- work with LACOE to set up the school as a district and set up the school’s general ledger according to the State Standard Account Code Structure
- gather employment data from the school for each employee and create payroll data in ExED’s MIP integrated accounting and payroll system
- prepare the Charter School Funding Survey and submit it by the required deadline
- prepare the Consolidated Application for funding under Title I, II, IV, and V and submit it by the required deadline
- prepare the Revolving Loan application for submission including identifying the expenditures to be spent from the loan
- review the school’s financials for incorporation into the loan application
- draft the budget narrative and board resolution for approval
- prepare Child Nutrition Application
- provide technical assistance with regard to recommendations on issues that may impact the fiscal soundness of the school, such as growth, matriculation and crafting policies and procedures for the school.

B. Accounting/Finance

After infrastructure set up, ExED will assist with budgeting and forecasting to assist Pathways Community School leadership in the development of the annual budget for the subsequent fiscal year beginning in March of each year for Board approval no later than June 30, including a monthly cash flow for the year. They will assist in making any revisions to the budget to reflect legislation adopted, building multi-year budget projections based on the annual budget and perform monthly forecasting for the school based on actual year-to-date revenue and expenditures to highlight possible budget outliers. Another forecast will be performed in March at the time of budget preparations for the following year.

C. Accounting Services

ExED will also establish and maintain the school’s general ledger per the State Standardized Account Code Structure, monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance, perform monthly reconciliation of all Balance Sheet Items. Annually, ExED will perform depreciation and valuation analysis and update asset values for items such as property, equipment, and furniture. For accounts payable, they will process vendor invoices/bills for payments: verifying approval of payment; determining cash flow availability; verifying non-duplication of payment; logging appropriate accounting entries; producing checks; verifying check security; and sending checks to vendors or school if applicable. In accounts receivable, they will review prior year accounts receivable and monitor receipt of revenue ensuring that revenue is coded appropriately, perform collection activities to receive funding past due and perform quarterly analysis of outstanding revenue balances for the year, and perform mid-year compliance check of auditable items and notify school of any potential problems and/or recommendations.
D. Financial Management Reporting
ExED will prepare and email Standard Financial Reports to the Executive Director monthly, specifically Balance Sheet, Income Statement that compares actual vs. budget, updated Cash Flow Forecast, general ledger year-to-date and a check register for the month. They will perform ongoing analysis of actual versus budget and prepare written review of financial activity on a monthly basis. They will prepare and present school financial health to school board on a quarterly basis, monitor cash flow for school and notify school of unfavorable trends.

E. Technical Assistance
ExED will provide support and training for Pathways Community School leadership on coding expenditures according to the State Standardized Account Code Structure, provide workshop designated to outline school finance and budget development for school administrators, staff, and stakeholders, provide support and training for school staff to establish Accounts Payable process in line with school fiscal policy and training on Accounts Receivable process in line with school fiscal policy.

F. Human Resources and Payroll Processing
ExED will maintain employee files and database, process any status updates, new hires, termination, and or informational change. They will reconcile payroll checks, calculate federal and state payroll tax payment, perform monthly reconciliation of vendor payments for each health plan option, process status updates and information changes, and prepare payment authorization forms, perform monthly reconciliation of vendor payments for each TSA plan option and process status updates and information changes and perform monthly reconciliation of vendor payments for each retirement plan option and process status updates and information changes.

G. Personnel
ExED will prepare, review, and distribute W-2s and 1099s as required by law, monitor and review all submissions of State Disability, Worker’s Compensation, and Unemployment claims. They will assist in completing claim forms and work with the county and state in tracking claim results, maintain copies of pre-determined employment records for the school at ExED, retain copies of employment records for all employees and consultants in a secured setting.

H. Funding/Reporting
For attendance reporting, ExED will summarize daily attendance reports into monthly summary reports, prepare state attendance reports (P-1, P-2, and Annual P-3) and submit by posted deadline and perform quarterly enrollment and ADA projections so that school administrators can assess trends and how it will affect funding.

ExED will complete Categorical Funding Applications, the consolidated application, SB740, when applicable, prepare monthly child nutrition claims processing. ExED will prepare state required budget reports in format requested by chartering agency, prepare Interim Financial Reports and prepare the Unaudited Actuals Report and prepare state and federal payroll tax filing reports quarterly and prepare the annual payroll tax filing report.
I. Technical Assistance
In addition, ExED will provide technical assistance with new funding research, review the Governor’s budget and notify the school of any significant changes in legislation or funding, provide recommendation for attendance systems, and provide assistance in compliance issues for funding.

III. REPORTING REQUIREMENTS
Pathways Community School will submit the following reports to LAUSD:

- Provisional Budget – May 15 prior to operating budget
- First Interim Projections - December 15 of Operating Fiscal Year
- Second Interim Projections - March 15 of Operating Fiscal Year
- Unaudited Actual - August 15 following the end of the Fiscal Year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report - monthly the Friday after the last day of the school month.

In addition:
- P1, first week of January
- P2, the first week of May
- Audited Financial Statements- December 15 (also to State Controller, State Department of Education and County Superintendent of Schools)
- Other reports requested by the District

Pathways Community School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Pathways Community School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

IV. DISTRICT LANGUAGE REGARDING BUDGETING & FINANCIAL REPORTING

*District Oversight Costs
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

*Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined by section 15450, Title 5 of the California Code of Regulations.
**Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Pathways Community School Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

Pathways Community School Charter School is subject to District oversight.

The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of Pathways Community School Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Pathways Community School will develop and maintain internal fiscal control policies governing all financial activities.
I. POSITIVE BEHAVIOR SUPPORT PLAN

Pathways Community School will develop a comprehensive discipline policy with input from all stakeholders. The details below with additional documents and information will be presented as a draft of the discipline policy and Positive Behavior Support Plan and reviewed, revised and approved by a committee that includes representation from staff, students, and parents prior to the Student and Family Orientation day in August. The finalized discipline policy will align with LAUSD’s Discipline Foundation Policy, and will include the students’ rights and responsibilities, and the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The Pathways comprehensive discipline policy will be included in the teacher, student, and family handbooks and introduced during the Student and Family Orientation prior to the opening of school. The expectations and consequences will be again reviewed during the first week of school.

A key component of the comprehensive discipline policy is the Pathways Positive Behavior Support Plan, which outlines clear behavior expectations framed in the philosophy that being part of a community comes with responsibilities, and that not fulfilling those responsibilities comes with consequences.

A. Behavior Expectations

The behavior expectations will be communicated to all members of the Pathways community during Student and Family orientation, and during the first week of school in advisory and during conferences. These expectations will also be posted within the classroom and throughout the school.

The leadership, teachers, and staff at the Pathways Community School will:
- be at school, on time, regularly
- be prepared to provide an excellent education to all students
- expect excellence and quality work from all students
- act with respect towards students, colleagues, families, and all visitors

All students at the Pathways Community School will:
- be at school, on time, regularly
- be prepared for class with pencil or pen, paper, notes, books & other required materials
- participate actively in the learning process
- create quality work
- act with respect towards each other and every adult on campus

B. Preventative Measures

Pathways integrates preventative measures to support students and intervene in potentially sensitive or incendiary situations before they become an issue, and to create a positive and
supportive school and classroom environment where students feel safe – physically and emotionally.

1. Advisory

All adults on the Pathways campus will know and be responsible for every student, but the advisor-student relationship (as well as the advisory class itself) will be built over the course of four years, providing a safe and trusting environment in which students will start each day at Pathways. This also provides an opportunity for the students’ advisors to do a quick “check in” at the beginning of the day as each student enters the class, and hold a student after class if an issue is identified. Teachers will be trained by the Weber Community Center health professionals regarding how to identify and address potential issues with students. Most issues can be addressed with a kind word or a reminder of strategies for dealing with anger, sadness, or other challenges that teenagers face. Teachers will also be trained on how to address and refer more serious issues, and will be supported by the Pathways leadership to fulfill their mandatory reporting duties immediately. Students with minor issues will be sent to their next class with a Pathways chat pass, which indicates to the next teacher that the student is not tardy and was held after advisory to discuss a personal issue. This also provides a “heads up” that student may require some additional attention or extra kindness during the period that day.

Additionally, the mental, emotional, and social health advisory curriculum components will be developed and implemented in collaboration with mental health professionals at the Weber Community Center. This curriculum will provide multiple opportunities for students to better understand and address personal and community issues (e.g. depression, anger, violence) that can sometimes lead to inappropriate or dangerous behavior at school.

2. Support from Weber Community Center Health Professionals

In addition to support for advisory curriculum development and implementation, the Weber Community Center health professionals will provide group and individual counseling for the Pathways students, and (with parent permission) participate in school-based Student Success Teams to provide a network of supports and services for students.

3. Community Awareness

Through staying in touch with local families, community members, and police, it is the Director of Curriculum and Instruction’s responsibility to monitor community issues, events, and situations, and address them at the school when they impact Pathways students. This includes having advisors address an act of violence that happened in the community, or coordinating safe passages with police or neighborhood organizations during times of gang tensions. Unfortunately, violence is a reality in the Florence-Graham community, which makes it even more important that Pathways is a safe and supportive space.

B. Behavior Consequences

In the “real world” behavior has consequences, and so it will at Pathways Community School. As part of the Pathways Positive Behavior Support Plan, the school will celebrate and reward positive behavior as well as provide negative consequences for inappropriate, disruptive, or dangerous behavior.

142 See Appendix W: Behavior Expectations and Consequences Draft (Student)
1. **Rewards for Positive Behavior**

The Director of Curriculum and Instruction will collaborate with the Student Leadership Committee to develop positive behavior rewards and celebrations for individuals and classes who meet and exceed the behavior expectations.

2. **Consequences for not meeting behavior expectations**

Pathways Community School will uphold the federal Gun Free Schools Act and expel any student who brings a firearm on campus (see below for expulsion process). For all other violations of the Pathways behavior expectations, the staff, teachers and the Director of Curriculum and Instruction will engage in a process that is designed to address the causes of the behavior, and provide relevant interventions and consequences. This process will be reviewed and revised as needed by teachers during orientation, reviewed with the students during the first week of school, and reviewed with parents/family members during open house. This process will also be reviewed with each student and parent when each offense is documented in the **Student Intervention Request Form**. Figure 4 illustrates this process.

**Figure 4: Student Behavior Management Flowchart (for Instructional Staff)**

**Student Behavior Management Flowchart**

*IMPORTANT NOTE: causing serious injury to another person, possessing a weapon, selling drugs, or committing sexual assault will result in immediate out-of-school suspension, referral to the Governing Board for expulsion hearing, and possible arrest.*

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### Student Behavior Management Flowchart (for Instructional Staff)

#### Inappropriate Behavior
- Excessive tardies
- Inappropriate language
- Put downs/insults
- Calling out
- Refusal to work
- Distracting disrupting
- Not prepared for class

#### Strategies for addressing moderate behavior
- Remind student of appropriate behavior
- Defuse the situation:
  - Remain calm
  - Modulate voice & tone
  - Do not make is personal
  - Conference with student away from class audience
- Give student choices

#### Is it?

#### Consequences
- Teacher may select any of the options below depending on what is most appropriate for the situation
  - Move seats
  - Call home
  - Bring issue to grade-level team
  - Send to another class (for the period)
  - Parent meeting
  - Student reflection form
  - Subtract participation points
  - Document each action in the Student Intervention Request

---

1. **Disrespectful or Dangerous Behavior**
- Fighting
- Verbal Abuse
- Threats
- Tagging/vandalism
- Sexual Harassment
- Bullying
- Theft

#### 1.
- Document in Student Intervention Request Form.

#### 2.
- Immediately refer to the Director of Curriculum and Instruction.

#### 3.
- The Director assigns an appropriate consequence for extreme behavior or habitual moderate behavior issues that are not addressed by SST Action Plan.

#### 4.
- These consequences include, but are not limited to:
  - a. Loss of privileges
  - b. Appropriate restitution
  - c. Detention
  - d. In-school suspension
  - e. Out-of-school suspension

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1. **After the THIRD Offense**
- Submit Student Intervention Request to Director of Curriculum and Instruction
- Director schedules a **Student Success Team** meeting with the student, student’s teachers, family member(s), and (if applicable) student’s mentors and/or counselor.
- **Student Success Team** creates an action plan for the student, including specific goals and benchmarks.
- **Student Success Team** meets on benchmark dates to determine student progress, and decide additional interventions as needed.
C. Data Monitoring

As discussed in Element 3, all Student Intervention Request forms submitted by teachers and disciplinary actions taken by the Director of Curriculum and Instruction will be entered into the Pathways data management system and monitored by the Pathways Data Management Committee with reports provided quarterly to the school leadership. This is to identify and address school-wide behavior patterns and issues. These data will also be used to monitor disciplinary reporting trends among teachers in order to identify teacher(s) who need additional support regarding student behavior and classroom management.

II. SUSPENSION AND EXPULSION

A. Grounds for Suspension and/or Expulsion

A student may be suspended or expelled by Pathways Community School for any of the following reasons as specified in the Education Code Section 48900:
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director of Curriculum and Instruction or designee.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in section 32050.
- Engaged in an act of bullying of any kind.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only), 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.
- 48900.2 Committed sexual harassment.
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence.
- 48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils.
- 48900.7 Made terroristic threats against school officials school property or both.

Students may be expelled from Pathways Community School for any of the following reasons as specified in the Education Code Section 48915:
- Causing serious physical injury to another person.
- Possession of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

The Director of Curriculum and Instruction must immediately suspend and recommend expulsion when any of the following occur at school or at a school activity pursuant to Education Code Section 48915:
- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

B. Process for Suspension

The Director of Curriculum and Instruction, or designee, has the authority to suspend students. This course of action will be reserved for extreme behavior cases and will be utilized only after all other options and interventions have been exhausted. In the limited cases where suspension is necessary, Pathways Community School will make all efforts to provide a supervised, in-school location for the suspension, the student will be required to complete the work he or she will miss during the period of the suspension, and additional requirements may include a reflection and/or a session with a mental health professional (at our partner Weber Community Center). The process for suspending a student at Pathways is as follows:

1. Conference

Suspension shall be preceded by an informal conference conducted by the Director of Curriculum and Instruction, with the student and his/her parent or guardian. If possible, the
student’s advisor and other key members of the student’s Student Success Team may also be present. The conference may be omitted if the Director of Curriculum and Instruction determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

2. Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.

3. Work missed during suspension

Teachers will provide the student with a packet of work to complete during the suspension time, and the student will be able to communicate with teachers via email. Upon returning to school, the work is due and the student will be permitted to take any in-class assessments (or equivalent) that were given during the period of the suspension.

4. Length of suspension

The length of suspension for students may not exceed a period of five (5) consecutive days. The total number of days for which a student in general education may be suspended from school shall not exceed twenty (20) days in a school year. The number of days a student receiving special education services can be suspended shall not exceed ten (10) days in a school year.

5. Return to school after suspension

If not completed prior to the suspension or during the initial conference, the Student Success Team will meet to set specific behavior goals and develop an action plan to support the student to meet the goals. Upon completion of the suspension time and the SST action plan, the student may return to school. At that time, the student will meet with the Director of Curriculum and Instruction, review the action plan, and receive a readmission slip to return to her or her regular program.

C. Process for Expulsion

1. Recommendations for Expulsion

Students may be recommended for expulsion if the Director of Curriculum and Instruction finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- The student has violated the federal Gun Free Schools Act (a zero tolerance offense).

Students who are recommended for expulsion are suspended from school until the Board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timelines, and interim assignments.
2. Expulsion Conference

The law requires that expulsion cases be processed within statutorily prescribed deadlines and in accordance with generally accepted principles of due process. In furtherance of these principles, a decision to recommend expulsion may not be made until after the Director of Curriculum and Instruction has concluded a pre-expulsion conference with the parent or guardian. At the Director of Curriculum and Instruction’s discretion, the suspension and pre-expulsion conferences may be combined and held as one. If at all possible, the student should also be present. The Director of Curriculum and Instruction shall arrange to have a second school official present as a witness at this conference. At the conference, the Director of Curriculum and Instruction shall:

- Inform the student and the parent of the applicable charge.
- Provide the student and the parent with the opportunity to discuss the allegation(s).
- Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
- Keep record of all pertinent comments made during the conference particularly those made by the student or parent.
- Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
- Explain the expulsion procedure and the process of an interim placement should the Director of Curriculum and Instruction recommend expulsion.

If the student and parent do not attend the pre-expulsion conference, the Director of Curriculum and Instruction shall exercise due diligence to reschedule the conference; however, if those efforts are unsuccessful, the Director of Curriculum and Instruction should proceed with the review of the case based upon a review of all information and documents gathered from the investigation of the student’s alleged misconduct and meet with other staff and witnesses as needed. If expulsion is warranted, the Director of Curriculum and Instruction shall proceed with the expulsion recommendation.

3. Interim Alternative Placement

The law requires an immediate educational placement of a student as soon as the student’s term of suspension has ended. Students recommended for expulsion will continue to receive instruction from Pathways Community School via independent study until a final determination has been made regarding the recommendation for expulsion. Through independent study, the student will be able to interact with instructional staff for instructional purposes via email. Independent study students will be monitored by the Director of Curriculum and Instruction and/or designee and will be required to meet with the Director of Curriculum and Instruction and/or designee at least one hour per week for progress monitoring and to receive and submit assignments and complete assessments.

4. Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing, if requested, will be held within 30 days after the school Director of Curriculum and Instruction determines that an act subject to expulsion has occurred. Expulsion hearings will be presided over by a Discipline Committee appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian by the office staff of Pathways Community School at least 10 calendar days before the date of the hearing. This notice will include:
- The date, time, and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Pathways Community School discipline policy that relates to the alleged violation.
- The opportunity for the student or the student’s parent/guardian to appear in person at the hearing.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- 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.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 decision by the Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense. In order to justify a recommendation for expulsion, the Discipline Committee must examine the evidence and make specific findings of fact that there is substantial evidence that the student violated the indicated Education Code sections and the violation is connected to school attendance or school activities; for example, by committing the offense during school hours or on school property. In addition, the Discipline Committee must find that other means of correction (discipline) are not feasible or have been tried and have repeatedly failed UNLESS the student committed a zero tolerance offense. If the student has committed a zero tolerance offense, other means of discipline do not have to have been tried. The Discipline Committee must also make secondary findings of fact that due to the nature of the act, the student’s presence in school is a threat to the physical safety of others UNLESS the student committed a zero tolerance offense.

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 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.

As an agent of the Governing Board, the Discipline Committee has the authority to determine, based on facts adduced at the hearing, that the expulsion is unlawful and/or inappropriate. If such a determination is made, the committee’s decision to not recommend expulsion is final. The recommendation of the Discipline Committee is forwarded to the Pathways Community School Board for final action. If, following the hearing, the recommendation to expel goes to the Board of Education, the student or his or her parent/guardian or representative may address the Board Members before they make their decision.
Only the Governing Board has the authority to issue an expulsion order. After receiving a recommendation from the Discipline Committee, the Board may order one of the following actions:

- Expulsion – the student is expelled and not permitted to attend any school or educational program provided by Pathways Community School. In this case, the student is referred to the Los Angeles County Office of Education (LACOE) for placement in a county school.
- No Expulsion – The Board may reject the recommendation of the Discipline Committee and choose not to expel the student. In this case, the student will be re-enrolled at Pathways Community School or in another comparable placement.

A record of the expulsion 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.

5. Expulsion Notice

If the Board decides to expel, written notice to expel a student will be sent by the school Director of Curriculum and Instruction to the parent/guardian of any student who is expelled within 10 days of the expulsion decision. This notice will include a copy of the Findings of Fact and the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Pathways Community School
- The reinstatement eligibility review date and procedures
- A copy of the rehabilitation plan
- The appeals process
- Type of educational placement during expulsion.

D. Appeal of Suspension or Expulsion

The suspension of a student will be at the discretion of the Director of Curriculum and Instruction or designee. Expulsion of a student will be recommended by the Director of Curriculum and Instruction and must be approved by the Governing Board. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. A suspension appeal will be heard by the Director of Curriculum and Instruction, and upon consideration the Director’s decision is final.

An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Pathways Governing Board. The decision of the panel of representatives of the Governing Board will be final.

In the event of a decision to expel a student from Pathways Community School, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.
III. DISTRICT LANGUAGE REGARDING SUSPENSION AND EXPULSION

*Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:
- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?
Outcome Data
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s Governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission
The Charter School’s Governing Board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s Governing Board shall readmit the pupil, unless the Charter School’s Governing Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the Governing Board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement
The Charter School’s Governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?

Gun Free Schools Act
The Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – Retirement Programs
“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.” Ed. Code § 47605 (b)(5)(K)

Collective Bargaining
Pathways Community School will be the exclusive employer of all employees of the charter school for collective bargaining purposes. As such, Pathways Community School will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

Retirement
Pathways Community School will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Pathways Community School will contribute the employer’s portion required by STRS. All withholding from employees and Pathways Community School will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged. Pathways Community School shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

Benefits
All employees at Pathways Community School are at-will employees. The terms and conditions for employment at Pathways Community School will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Pathways Community School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with Pathways Community School.

Staff Compensation and Benefits
The Governing Board will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Director of Curriculum and Instruction and staff salaries will be set at the discretion of the Executive Director with approval of the Governing Board, based on the candidate’s experience and responsibilities. The Executive Director’s salary will be set by the Governing Board.
**Vacation, Sick Time, Bereavement**
Pathways Community School will comply with all the regulations pursuant to California Educational Code 233. The Executive Director will set the school calendar (vacation, holiday, hours, sick time, bereavement) and the Governing Board will approve each year.

**Credential Monitoring**
All teachers will be highly qualified as defined by No Child Left Behind (NCLB). Appropriate records of credentials held by Pathways Community School teachers and supporting documentation will be maintained by the school administration and will be made available for the District’s review upon request. Credentials will be monitored monthly by the Director of Curriculum and Instruction, or designee, in compliance with state and federal law. The Director of Curriculum and Instruction is responsible for monitoring credential compliance.

**Hiring Process**
To ensure selection of the highest quality staff, Pathways Community School will implement the following staff selection process:
- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment programs, career fairs, and relationships with teacher preparation programs at local universities. Pathways currently has relationships with the UCLA’s and CSULA’s teacher education programs.
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Executive Director and Director of Curriculum and Instruction
- Extensive interview with multiple members of the school’s existing staff (and students when possible)
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Executive Director will make the offer of employment to the strongest candidates

**Evaluation Process**
All Pathways Community School staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed jointly by staff member and supervisor in accordance with the mission and vision of Pathways Community School. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. For details regarding evaluation criteria, please see Element 5.

**Behavioral Expectations**
Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Pathways Community School. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.
Corrective Action
If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties (as determined by the annual evaluation report), corrective action will include:
- verbal warning
- written warnings
- suspension without pay
- dismissal/termination

Termination
Pathways Community School recognizes two reasons for termination:
- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave or fails to report to work without notice to, or approval by, his or her supervisor.
- Involuntary Termination (Discharge). Involuntary termination occurs when Pathways Community School chooses to discharge the employee.

Any employee may submit a grievance regarding corrective action, and termination pursuant to the grievance process outlined in Element 11.

Due Process for Resolving Complaints/Grievances
Employees at Pathways Community School are encouraged and will be supported to resolve disputes in good faith with their colleagues and supervisors. If this is not possible, employees who have a complaint or wish to challenge disciplinary action termination taken by Pathways Community School must use the following procedures:

(1) An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 calendar days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Executive Director. If the grievance is not resolved within 14 calendar days of receipt by the Executive Director, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) A Grievance Board shall be called, by the Board Chair members of the Governing Board and charter school leaders invited by Board Chair. A five-member grievance board shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last hearing or as soon thereafter as is practical.

Grievance policy and due process is subject to revision by Pathways Community School Governing Board at any time.
**Element 12 – Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

**Attendance Alternatives**
No student is required to attend Pathways Community School. Students living within the attendance area of LAUSD who do not desire to attend the charter school will possess the same alternatives as those offered to other students currently residing in the District.

**Right to Attend Other Public Schools**
Pupils who choose not to attend Pathways Community School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

District Admission Rights as a Consequence of Charter School Enrollment

Pathways will inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District schools as a consequence of the charter school enrollment to the extent that such a right is extended by the district.
**Element 13 – Employee Rights**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

**Leave and Return Rights**

*Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.*

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreement.

Former District employees must consult with the District to determine their eligibility for leave.

UTLA represented employees who chose to work at a start-up Charter School are governed by Article XII-B, Section 1.0 (b): Employees of Start-Up Charters. Employees may qualify for personal leaves of absence under Article XII, Section 17.0, Personal Leave (Unpaid), which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.
Element 14 – Dispute Resolution
“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

*The staff and Governing Board members of Pathways Community School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Pathways Community School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Pathways Community School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Pathways Community School
c/o School Director

To Director of Charter Schools: Charter Schools Division
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the
parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Employer Status and Collective Bargaining

“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).”

Ed. Code § 47605 (b) (5) (O)

*The Pathways Community School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

Pathways Community School will be the exclusive employer of all employees of the charter school for collective bargaining purposes. As such, Pathways Community School will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
Element 16 – Procedures to be Used if the Charter School Closes

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

*Revocation

The District may revoke the charter if Pathways Community School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Pathways Community School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Pathways Community School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Pathways Community School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Pathways Community School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Pathways Community School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code Section 47607(d) and State regulations, the LAUSD Board of Education will notify the Pathways Community School in writing of the specific violation, and give the Pathways Community School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

*Closure Action

The decision to close Pathways Community School either by the Pathways Community School Governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures

The procedures for charter school closure are guided by California Education Code Sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), Sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or Governing Board.

*Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:
1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Pathways Community School will be issued by Pathways Community School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Pathways Community School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Pathways Community School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Pathways Community School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure
The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

*School and Student Records Retention and Transfer*
Pathways Community School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

*Financial Close-Out*
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Pathways Community School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Pathways Community School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Pathways Community School will be the responsibility of the Pathways Community School and not LAUSD. Pathways Community School understands and acknowledges that Pathways Community School will cover the outstanding debts or liabilities of Pathways Community School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Pathways Community School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Pathways Community School participates, and other categorical funds will be returned to the source of funds.

Pathways Community School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

*Disposition of Liabilities and Assets*

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Pathways Community School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Pathways Community School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Pathways Community School’s right to operate as a Charter School or cause Pathways Community School to cease operation. Pathways Community School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include,
without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

*Facilities*

X Proposed Charter School Location TBD in the Florence-Graham Community
X Names of District school sites near proposed location:
  o South Region High School #2
  o John C. Fremont Senior High School
  o South Region High School #12
X Proposed Charter School to be located within the boundaries of LAUSD.

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from
applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Impact on the Charter Authorizer**

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

The Charter School shall be 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 23701d.

Pursuant to Education Code Section 47604(c), an entity 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Charter School and District shall enter into a MOU, wherein Charter School shall indemnify District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the School’s Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.
As stated above, insurance amounts will be determined by recommendation of the District and Charter School’s insurance company for schools of similar size, location, and student population. District shall be named an additional insured on the general liability insurance of Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.