



21ST CENTURY READINESS FOR ALL STUDENTS

PARAMOUNT COLLEGIATE ACADEMY

Charter Petition

Respectfully submitted to the
~~San Juan Unified School District Board of Trustees~~
Sacramento County Office of Education Board Trustees
~~August 29, 2014~~ December 17, 2014

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Affirmations and Assurances

As the authorized lead petitioner, I, Dawn Contreras-Douglas, hereby certify that the information submitted in this petition for a California public charter school to be named Paramount Collegiate Academy, is true to the best of my knowledge and belief; I also certify that this school is to be located within the boundaries of the San Juan Unified School District and this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- The Charter School will not charge tuition, fees, or other mandatory payments for attendance. [Ref. Education Code §47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A-B)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in

Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(c)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. Education Code §47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- The Charter School will notify the superintendent of the school district if a pupil is expelled or leaves Paramount without graduating or completing the school year for any reason, and of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of *the No Child Left Behind Act*.
- The Charter School will comply with the Public Records Act.
- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.

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

Signature of Lead Petitioner, Dawn Contreras-Douglas

Date

PCA DEVELOPMENT TEAM

Paramount Collegiate Academy's Development Team represents experts and highly skilled professionals in the fields of teaching, curriculum, administration, technology, computer software development, non-profit and business law, accounting, finance, facilities, science, engineering, and mathematics. In addition to the Founding Board of Directors from the Sacramento capital area, PCA is joined by project team educators, collaborators and advisors from across the state of California. This diverse and exceptionally talented team represents the finest in expert skills, experience, knowledge and perspectives, ensuring that PCA's mission of 21st century readiness for all students becomes a reality.

Figure 1, on page 124 lists the various PCA Development Team members, including the founding board and their various professional attributes. Please refer to **Appendix A** for Founding Board Resumes.

Founding Board of Directors' Biographies

Dawn Contreras Douglas, Founder & CEO/Chairman, PCA Board of Directors

Ms. Douglas is an educator and curriculum instruction specialist with a great passion for meaningful improvement. With nearly 30 years of teaching and administrative experience at all levels of K-12 traditional and charter public schools, Dawn has served as a mentor teacher, trainer, middle and high school principal, director, and chief accountability officer. In 2007, Dawn was asked to head North Sacramento School District's launching of, *Smythe 7-8 Academy*, the district's first charter middle school. Dawn has worked within the charter school movement for five years, providing administrative support, training, and expertise in the opening, operation, management, and expansion of seven charter schools in the Sacramento region. She has also served on three state-wide *Western Association of Schools and Colleges (WASC)* charter school accreditation teams. Most recently, Ms. Douglas was asked to serve as chairperson for accreditation committees with WASC.

Early in Dawn's career, she received Language Development Specialist training in Second Language Acquisition and has developed English Learner Programs and plans for two California Local Education Agencies, including a charter management organization. Dawn has excelled as a school reformer, leading turnaround efforts at the middle and high school levels. In 2001, Ms. Douglas earned the *California Governors Performance Award* and *Certificated Staff Performance Award* for outstanding school achievement and turnaround. Ms. Douglas was then appointed as the California Department of Education's Representative on the *California Student Aid Commission*.

Ms. Douglas has been quite involved in the STEM (Science, Technology, Engineering, and Mathematics) education movement. She taught 8th grade science, served as a Science Olympiad Team Coach, and was a Program Quality Review Science Consultant for the Tulare County Office of Education. In 2011, Dawn was appointed by

State Superintendent Torlakson to serve on the *Next Generation Science Standards Development Committee* and the *State Superintendent's STEM Task Force*. In 2012, Dawn was the recipient of the Administrator of the Year, *Silver Star Award* in the Region 3 capital area. As an appointee to the *ACSA State Council for Assessment and Accountability*, Ms. Douglas worked closely on draft review of the *California Common Core State Standards* and *Smarter Balanced Assessments*. Ms. Douglas implemented the *AVID-Advancement Via Individual Determination* programs at two middle schools in the central valley of California, including attaining AVID Demonstration School status for the internationally disseminated college bound program.

Dawn's education includes a BA in Education, a MS in Counseling and MA Program in Education Administration. Ms. Douglas performed at the top of her class in her post graduate work, including her Joint Doctoral studies in Educational Leadership at UC Davis and CSU, Fresno. Dawn has performed consulting and volunteer work for several non-profit organizations in the Sacramento region, including the *Sacramento Sheriffs Community Impact Program* and *Fifty-Five-Five*. Dawn leads a volunteer team that serves homeless adults at the Union Gospel Mission in Sacramento. The only thing that surpasses Dawn's love of education, philanthropy, and service is the love she holds for her family, children, and grandson.

David Cox, Vice Chairman, PCA Board of Directors

David Cox is a Sacramento attorney whose areas of practice include contract, business and non-profit law. Mr. Cox' expertise includes renewable energy and fuels and public policy. Mr. Cox is a graduate of the University of the Pacific's McGeorge School of Law where he earned his Juris Doctorate. He received his Bachelor of Arts from Westmont College. In 2005, Mr. Cox was awarded the prestigious *Jesse Marvin Unruh Fellowship*. He later served as a Legislative Director and then Chief of Staff in the California State Assembly.

Mr. Cox is a co-founder of *The Coalition for Renewable Natural Gas*, where he currently serves as General Counsel and Director of Operations. Mr. Cox is also Vice President of *Escudero & Associates*, a natural gas consulting and logistics firm. He is the owner of *Cox Law* in Sacramento. David and his wife Kimberly have been married for five years. They have two children, Connor and Sarah-Jayne.

Rob Gerig, Director, PCA Board of Directors

As a member of the Founding Board of Directors of Paramount Collegiate Academy, Rob Gerig brings over 30 years of education experience to the Charter School's development team. Rob was the co-founder of the Sacramento Academic and Vocational Academy (SAVA). Prior to launching SAVA, Mr. Gerig served for 11 years as the Director of Student and Family Support Services for the Sacramento City Unified School District. Prior to his work as a student services director, Rob taught history and math in the Vallejo Unified School District (VUSD). While in Vallejo, Rob also worked as a school counselor, coach, high school vice-principal and Coordinator of Child Welfare and Attendance of VUSD.

Rob holds a Bachelor of Arts Degree in Social Science from California State University, Sacramento, and Administrative Services Credential from California State University, Hayward, as well as a Master of Arts Degree in School Counseling and Pupil Personnel Services Credential earned at the University of LaVerne.

Mr. Gerig's heart for innovation and unwavering dedication to students, have been a hallmark throughout his long career in education. Rob served as the State President of the California Association of Supervisors of Child Welfare and Attendance (CASCWA), an organization of 600 members with expertise in the student services field. During his time as state president, Rob was awarded the prestigious *Lee Lundberg Award*, presented annually to the organization's outstanding professional. Rob was instrumental in developing a state recognized Truancy Reduction and Dropout Prevention Program for Sacramento City schools, which was largely responsible for decreasing student expulsions in the district by over 75%.

Rob brings a multitude of experience in education to the founding board of directors. For three decades, Rob served in traditional education as a teacher, counselor, and administrator, as well as working to bring innovation to education through creating charter academies, school operations, and coordination of student services. Rob looks forward to using his skills and experience with the PCA Development Team, working to build a high quality innovative model of education for the Sacramento area.

Elaine M. Mays, ~~Secretary/Treasurer~~, PCA Board of Directors

Elaine M. Mays is a highly successful businesswoman. She is an adept veteran accountant and owner of *Viking Tax Service*, which has served hundreds of business clients throughout the greater Sacramento area for over two decades. Ms. Mays not only has decades of experience in accounting, she is also a trained CTEC Tax Preparer and Personal Finance Consultant for the state capital region. In addition to owning and operating her own flourishing company, Ms. Mays has extensive experience providing volunteer services to non-profit corporations in the areas of fundraising, bookkeeping, and accounting. Elaine has worked for many years with several non-profit youth organizations in and around the Sacramento region. Her extensive experience in business, accounting practices, taxes, tax preparation, and non-profit financial management, make Elaine a highly valued member of the founding PCA Board.

Aside from Elaine's great involvement in business accounting and providing tax services, she spends numerous hours in non-profit volunteer service to her community, specifically her church and with her family. Elaine currently performs the accounting and bookkeeping services for Touchstone Christian Fellowship in Sacramento, California. She adores her children and grandchildren.

Debora Walker, ~~Vice-Chairman/Director~~, PCA Board of Directors

Debora Walker has been highly involved in recreation and youth services for over forty years in the Sacramento capital area. She has served as the Mission Oaks Recreation and Park District Administrator in Sacramento since 2003. Prior to 2003, Ms. Walker served for 20 years as Director of Planning and Facilities, Director of Recreation Services,

and Recreation Supervisor. Debora has been on the ground level of planning and developing many local parks and recreation center facilities in the Mission Oaks and Arden Arcade areas of Sacramento. She has a great love for serving her community and for helping children.

In addition to Ms. Walker's lengthy career in parks and recreation administration, she has continued to demonstrate outstanding and exceptional volunteer service to several non-profit organizations and corporations in the Sacramento region. Debora's background in administration, planning, budget development, and facilities makes her a great asset to each of the boards she serves on. In addition, Debora has worked closely with local Sacramento school districts and the state assembly for numerous years. Ms. Walker is currently a member of the: *Sacramento Parks Foundation Board*, *Sacramento Sheriff's Community Impact Program Board*, and *Touchstone Christian Fellowship Board of Directors*.

Debora's heart and considerable commitment to public service is also indicative through her involvement in the *CSUS Recreation Park Tourism Administration Curriculum Advisory Committee*, her bookkeeping and financial services to *Weigum and Berndt Family Vineyards*, and serving as the Founding Committee Member of the *CPRS District 2 Hall of Honor*. Deborah has received numerous awards recognizing her noteworthy service including the *Pat O'Brien Professional Legislative Award*, the *California Park and Recreation Society State Presidential Award*, the *CSUS 40th Anniversary Alumni Award – RPTA Department*, the *J. R. Needy Professional Award*, the *Outstanding Young Women of America Award*, and the *Boy Scouts of America Golden Empire Council Spark Plug Award*.

Gail Washington, Secretary, PCA Board of Directors

Gail Washington brings over 30 years of commercial real estate lending and banking experience to Paramount Collegiate Academy. Gail started her career with Crocker National Bank, in the 1970's, as a credit checker in consumer lending. She quickly advanced into the commercial loan industry, preparing loan documents. Ms. Washington continued on with Wells Fargo Bank, when it merged with Crocker Bank. Gail also worked in loan processing as she moved on to California Valley Bank. Gail's responsibilities over these three decades have required her to wear many hats, including working as secretary for the bank branch manager, commercial loan administrative assistant and then transitioning into learning information management systems. Ms. Washington became very adept at loan documentation within the banking and lending industry.

Over the years, Gail has always been diligent in her duties as well as a perfectionist in preparing legal documents. Gail's big heart is evidenced by her volunteer work. She has served as Board Secretary for her Creekside Homeowners Association since 2001. She cares deeply for animals and has volunteered for several years as an adoption coordinator for a local animal rescue facility. Gail is the hospitality team leader at her

church and she is currently a Reservist with the *Small Business Association's Office of Disaster Assistance*. When deployed to disaster sites, Gail assists disaster victims with property damage loans and economic injury loans for business applicants. Whatever Gail does, she does with excellent quality and tremendous commitment, a great benefit for Paramount Collegiate Academy!

Figure 1-PCA Development Team Summary

Development Team Member	Founding Board Member	Instructional Program	School Facilities	New School Start Up	Governance & Law	Operations	Community Outreach	Human Resources	Fundraising	School Administration	Special Student Populations	Innovation & Design	Technology & Data	Finance
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Paramount Collegiate Academy Appeal Petition

Parker Anderson						X						X	X	
Amy Baquera						X	X	X	X			X		
Jon Bookout		X			X						X	X	X	
David Brown												X	X	
Dr. Edric Cane		X									X	X		
James Clemmer		X	X			X	X			X	X	X	X	
Dawn Contreras Douglas	X	X	X	X	X	X	X	X	X	X	X	X	X	X
David Cox	X				X	X								X
Rachel Defer		X				X	X		X		X	X	X	
Jennifer Dithridge Saigon		X					X		X		X	X		
James Drulias							X		X					
Stephanie Drulias							X		X					
Richard Ellwood							X		X				X	X
Rob Gerig	X		X	X	X	X	X		X	X	X	X		X
Sommer Gonzalez		X					X					X		
Kyle Hayes												X	X	
Catherine Kaslan						X	X	X	X		X	X	X	X
Elaine M. Mays	X					X	X		X					X
Amber McConnell						X	X					X	X	
Brandon McConnell						X		X				X	X	
Dr. John McNeil		X		X						X	X	X		
Sharon Miles		X					X		X		X	X		
Tom Montgomery			X				X					X	X	
Rachel Radekin		X				X	X		X		X	X	X	
Bianey Ruiz						X	X							
James Sellards							X		X			X	X	
Heidi Spiess		X				X	X		X	X	X	X	X	
Dr. Sharon Tucker		X	X	X	X	X	X	X	X	X	X	X	X	X
Debora Walker	X		X				X		X					X
<u>Gail Washington</u>	<u>X</u>					<u>X</u>			<u>X</u>				<u>X</u>	<u>X</u>
John Wight		X					X		X		X	X	X	X

Development Team Members

Parker Anderson, Development Team Member

Parker Anderson is a young technology entrepreneur with a bright future. In 2013, Parker attended the Cisco Network Academy program through American River College, where he graduated with an Associate’s Degree in Computer Networking with a concentration in Cisco Systems. Throughout his educational career, Parker has been certified as a Cisco Certified Network Associate (CCNA) and the *CompTIA NetworkPlus* Technician.

Parker currently serves as the Information Technology Specialist at Contractors Brokerage Service, Incorporated, where he enjoys teaching others about technology and troubleshooting their computer needs. In his spare time, Parker volunteers for his church's youth group, where he is responsible for setting up and running the multimedia and presentation system in addition to mentoring and counseling the youth. Parker's skills in technology and multimedia are being utilized for parent and community outreach campaigns. Parker will also provide computer technology advisement and troubleshooting in the purchase and implementation of the Charter School's Student Information System, computer software, and hardware.

Amy Baquera, Development Team Member & Parent

Amy is currently a Retirement Program Specialist at CALPERS. Amy has worked in the business and human resource fields for nearly two decades. She also has human resources and office experience with a charter management organization. Amy worked at Oracle and as a Business Analyst at AT&T for nearly ten years. During that time, she managed and maintained contract accounts for state and local government agencies. Over the past fourteen years, Amy Baquera has worked on a multitude of special team projects including those that required data analysis, report compilation, and collaboration with the State of California on multi-billion dollar business contracts. Amy has extensive experience preparing and interpreting contract services and coordinating daily workloads for team members.

In addition to her in-depth business analytics experience, Amy has worked for nearly 3 years in human resources development. She has provided technical and analytical support for candidate recruitment, as well as assisted Federal Investigators with background investigations for previous and current employees. Amy is highly familiar with the *IRecruitment* and *EdJoin* employment databases, creating and posting job vacancies, applicant screening, and conducting reference checks. Amy holds an Associate's Degree in Legal Assistance and Paralegal, as well as an Associate's degree in General Studies. She is working to attain her human resources certification. As a dedicated PCA parent, Amy has contributed to the parent outreach activities carried out by PCA and she will continue in that role during launch. Amy will also be an advisor as PCA develops its personnel policies and practices.

Jon Bookout, Development Team Advisor

Jon is a curriculum and instruction advisor for the Paramount Development Team. He has and will continue to serve in an advisory capacity in the School's development of mathematics curriculum and instructional methodologies. Jon has a fundamental love and natural affinity for mathematics. He has held the desire to teach mathematics since high school. In 1997, during Jon's second year in college, he was awarded the Walkup Memorial Mathematics Scholarship while attending his second year at College of the Sequoias. This scholarship was specifically awarded to mathematics majors wishing to continue their post-secondary education at California State University, Fresno and who planned to teach mathematics.

Jon went on to earn his Bachelor of Arts Degree in Mathematics from California State University, Fresno, but long before he graduated from college he began working with disabled students. Jon began assisting students with disabilities while still an undergraduate student at College of the Sequoias. Jon would continue teaching disabled students at the community college through 2010. During this time, Jon worked in the college's Disability Resource Center. He not only provided instructional support to students with disabilities, but he also taught coursework on Assistive Technology.

Jon currently works in the Mathematics Laboratory at College of the Sequoias, teaching a wide array of mathematics courses to all students, disabled and non-disabled alike. He works with any and all pupils needing mathematics instructional support. In addition to his nearly 20 year career at College of the Sequoias, Jon worked for Club Z, throughout Tulare County for six years, providing instructional support to middle and high school students in pre-algebra, elementary algebra, intermediate algebra, pre-calculus, and calculus.

Overall, Jon Bookout has filled a much-needed void in mathematics instruction to a great many students in the communities of Visalia and Tulare, California. He has become well-known throughout the area for his exceptional skills at teaching mathematics. Due to high demand, Jon is frequently asked to provide instructional support for statistics at College of the Sequoias, a course most instructors at the college have little to no experience with or are not qualified to teach. Jon's outstanding reputation for exceptional teaching of mathematics in the community comes from his focus on teaching concepts rather than rote processes. Students truly learn mathematical reasoning and come away with deep conceptual knowledge of mathematics. Jon believes that students do not "learn" mathematics unless they understand the subject conceptually. Jon has unlocked the door to mathematical understanding for a great many students because of his highly successful approaches to teaching the subject.

David Brown, Development Team Advisor

David has worked in the computer technology industry since 1989 and has seen the rapid evolution of this field over the course of his long 25 year career. David has worked as a Computer Programmer and Computer Analyst for over two decades. During this time period, David has worked for large businesses such as *Western Dental Services, LA Fitness, and CKE Restaurants, Incorporated*. His work has revolved around data programming, transformation, queries, report development, and data storage.

David is highly skilled in computer programming languages, as well as computer visual effects, data analysis, and program creation. He received his Bachelor of Science Degree from Bob Jones University in Art Education, English, and Biology. PCA is fortunate to have David serve as an advisor for Paramount's computer technology and programming curriculum and in development of field internships, where David's experience and expertise in computer technology and programming are vital.

Dr. Edric Cane, Development Team Advisor

Dr. Cane brings a wealth of international education and teaching experience to the PCA Development Team. Edric was born and raised in France. He completed his Bachelor of Arts and Master of Arts Degrees at the University of Paris, France. Edric then attended Oxford University in England as a *Besse Scholar* for two years before earning his teaching credential to teach high school in France. Edric spent the next thirteen years teaching the French language in North Africa, France, and finally the United States. Edric settled in the state of Michigan where he taught and studied at Mackinac College. Edric then went on to be a teaching assistant at the University of Michigan and a member of the faculty at Oberlin College.

In 1974, Edric earned his Ph.D. from the University of Michigan and received the *Rackham Prize Fellowship*. Over the course of the next twenty years, Dr. Cane taught at Occidental College and then became the owner and teacher at *Edric Cane Seminars*. Dr. Cane provided nationwide seminars for UCLA, UC Riverside, UC Davis, and UC Berkeley.

Dr. Cane's love for teaching as well as his entrepreneurial and forward-thinking spirit eventually led to his returning to school to receive his California teaching credential in Mathematics. Edric realized the great need for high-quality mathematics instruction in schools. Therefore he spent the next six years teaching mathematics and serving as department chair in the Los Angeles Unified School District. Over a decade ago, Dr. Cane embarked on sharing his expertise in teaching mathematics and has continued to do so. Edric continues to receive consultant teaching assignments from local Sacramento school districts. Dr. Cane has since published several books, including *Teaching to Intuition*, *Constructive Implementation of CCSS in Mathematics* and *Making Friends with Numbers*. Dr. Cane has and will continue to serve on Paramount's team, advising on mathematics curriculum implementations and instructional methodologies for the teaching of mathematics in PCA's interdisciplinary environment.

James Clemmer, Development Team Member

Having taught and served in a wide range of educational settings including private, public charter, and public traditional schools, James Clemmer brings a broad background of knowledge to the PCA Development Team. While studying to attain his bachelor's degree, James coached varsity basketball at a private school for four years and also worked in community relations and promotions for the *Sacramento Rivercats* Professional Baseball Team for five years.

After completing his education and credential programs, James began his first teaching assignment at Sacramento Academic and Vocational Academy, an independent study charter school. In 2009, James received "Teacher of the Year" during his second year at the school. James was then promoted to serve as a Vice-Principal for the next three years, where he garnered experience in student database systems, school operations, evaluation of student work, compliance coordination, human resources management, and student supervision. James helped establish career technical education programs at the school and developed new enrollment processes for incoming students.

James earned his Bachelor of Science Degree in Kinesiology and his Physical Education Teaching Credential from California State University, Sacramento. James also holds a Special Education Credential and Administrative Services Credential. In addition to his on-going training and professional development in the Common Core Standards, James is certified in *NextSkills*, a 21st Century Career Readiness Certification program. James currently teaches adaptive physical education. He coordinates and delivers all special education services for the secondary education programs and campuses in the Natomas Unified School District.

As a PCA Development Team Member, James' current and past experiences as a regular and special education teacher are being used to assist the Charter School in crafting the school's student support mechanisms, as well as utilizing James' administration experience to assist the team in parent, student, and community outreach.

Rachel Defer, Development Team Member

The daughter of two teachers, Rachel was born and raised in Southern California where she spent most of her childhood hours either at the local library immersed in Science Fiction and Art books or in the swimming pool. After high school, Rachel attended Occidental College where she earned a double BA in both English Literature and Visual Art/Art History. The most exciting aspect of Ms. Defer's college experience was studying abroad in Paris; there Rachel had the opportunity to be a copyist in the Louvre. The rhythm and beauty of the city captured her heart, and after graduating from Occidental, Rachel took a position as an Assistant d'Anglais at L'Ecole Simone Weil in Paris. By accepting this position, Rachel was able to return to the "city of lights," where she traveled all over the country and to neighboring Belgium, England, Italy, and Luxembourg. Rachel's worldwide travels have provided her with a special wealth of knowledge for working with students. Her travels also include Israel, where she learned, first hand, about her cultural roots. Ms. Defer also traveled to Cambodia, where she was thoroughly absorbed in the beauty of the jungle-covered temples of Angkor Wat.

In 2007, Ms. Defer returned to California to complete the teacher credential program at University of California, Davis. For the last 5 years Rachel has been working as a high school/middle school teacher at two charter schools in the greater Sacramento area. Although Rachel possesses credentials to teach English, Art, Science and History, she has maintained a strong passion for English. Rachel recently completed her Master's Degree in English Composition at University of California, Davis. She is very pleased to be focusing her talents on Advanced Placement Language and Composition and English. Ms. Defer has also had several years' experience coaching Academic Decathlon Teams.

Rachel's current and past experience as a charter school teacher are being used to assist Paramount Collegiate Academy in the development of its outreach programs with students, parents, and the community, as well as in the development of teacher evaluation systems, curriculum, student activities, and integrated instructional practices.

Jennifer Dithridge-Saigeon, Development Team Member

Jennifer currently teaches English at San Juan High School in the San Juan Unified School District. Before finding her way to the classroom, Jennifer worked for years supporting youth programs. Growing up in the Sacramento area, she coordinated summer programs for 400 youth with Mission Oaks Recreation and Park District. After graduating college, Jennifer moved to Southern California and worked for 4 years as a program supervisor in the City of Santa Monica's enrichment and after school programs. Managing seven school sites and numerous sub-contractors, Jennifer had the good fortune to further hone her skills in leadership, management, budgeting, supervision and marketing.

In addition to the above experiences, it is Jennifer's passion for the arts that continues to drive her work forward. Earning her MA in theatre at CSU, Northridge, Jennifer is an ardent advocate for arts education throughout grades K-12. Recently directing her first high school play, Jennifer believes that the arts teach us open-mindedness, outside-the-box thinking and creativity, which are essential for all students. It is with this in mind that Mrs. Dithridge-Saigeon continues to seek projects that empower and motivate youth in artistic ways.

Jennifer's teaching philosophy is influenced by Paulo Freire, author of *Pedagogy of the Oppressed*, and his notion that education is dialogical. This dialogue between student and teacher is essential to a supportive learning environment. With this in mind, Jennifer is thrilled to be involved in the development of Paramount Collegiate Academy! She believes that educational reform is vital to ensure a positive trajectory for our students and embraces the opportunity to offer any experience to the development team which may help future students.

Jennifer's vast experience with student and parent outreach and extracurricular programs have been a great support in the launching of PCA and Jennifer will continue to provide expertise in these roles as the School enrolls students, develops outreach activities, and prepares to open in fall 2015.

James and Stephanie Drulias, Development Team Members & Parents

PCA is very fortunate to have James and Stephanie Drulias join the Development Team. James and his wife, Stephanie are both highly active in the Sacramento and Carmichael communities. James has coached Little League Baseball and football in the community and is a member of the Carmichael Little League Board of Directors. The Drulias' passion and devotion to children, in general and especially their four children, is evidenced by the countless hours they have volunteered in leading and helping in local youth activities.

Until recently, Stephanie was a stay at home mom. She now works at a dental laboratory in Sacramento. She is active in PTA, Girl Scouts and the many sports endeavors of their children. James works at an appraisal company, a family owned business that has been in the community for over 40 years.

James and Stephanie are joining the development team in support of the Charter School's high quality educational program that PCA will deliver to their children and the

youth of the region. James and Stephanie are and have been assisting the team in parent outreach, media campaigns, and advertising. They also look forward to assisting PCA in the opening of the school facility, student enrollment, fundraising, and helping in the development of the PCA Parent Volunteer and Advisory Council programs for Paramount Collegiate Academy.

Richard Ellwood, Development Team Advisor

Richard has been immersed in the information technology and services business for over fourteen years. During this time, Richard has worked in the corporate business world as Account Manager for the EMC Corporation. Richard has been responsible for overseeing and developing corporate partnerships with some of the nation's most influential industrial leaders and Fortune 500 companies. Richard led Partner Management for the western United States for ten years. Most recently, he worked with all large government accounts held by EMC for the state of California, including the California Board of Equalization, California Department of Corrections, and California Department of Education.

Prior to joining EMC, Richard worked for many years in Washington D.C. for the Family Research Council. While at the nation's capital, Richard worked to develop collaborative sponsorships and partnerships. Richard is adept at leveraging relationships, fundraising, and gathering support for large corporate projects.

Richard is a dedicated father and husband, who spent many years in volunteer leadership roles with youth organizations such as the Boy Scouts of America, as well as coaching youth sports teams. Richard currently participates and supports many volunteer projects around the Sacramento capital region, including *GraceWorks*, helping provide community clean up, moving, or repairs for those families in need. Richard and the *GraceWorks* volunteer crew recently painted and restored a school locker facility for the San Juan Unified School District.

Richard has been advising PCA in the development of business and community outreach programs and partnerships. He is and will continue to provide resources, suggestions, and ideas with regard to leveraging collaborative relationships for fundraising and the generation of additional revenue for PCA.

Sommer Gonzalez, Development Team Member & Parent

Mrs. Sommer Gonzalez was born and raised in Sacramento, California. She has lived her entire life in the state capital, with the exception of the three years she spent in Colorado. Sommer currently attends Ashford University, where she is working to earn her Bachelor's Degree in Early Childhood Education with a Minor Degree in Child Development. She is currently nearing the completion of her 3rd year, with one year of electives remaining.

In 2011, Sommer earned the honor of becoming a member of the *Golden Key International Honor Society*, as well as becoming a member of the *Alpha Lambda Chapter at Ashford University* in 2012. She holds a 3.9 GPA in her general studies and a 4.0 in her major studies.

Sommer is a gifted musician and creative spirit. In her spare time, she enjoys playing the piano, guitar, and drums. Music has always been a big part of her life. She also loves to draw, paint, and gets inspired with her new found interest in mixed-media. In addition to her musical and artistic talents, Mrs. Gonzales volunteers at her church, working on curriculum planning for the Children's Ministry. Sommer also uses her musical abilities leading worship at the monthly women's gatherings and weekly bible studies.

Mrs. Gonzales has significant firsthand experience at site-based and independent study charter schools. Sommer spent 3 years working at T.R. Paul Academy of Arts and Knowledge, an independent site-based public charter school in Colorado, as a paraprofessional and substitute teacher. She worked in three kindergarten classrooms instructing small groups and administering both formal and informal assessments for one year. In the two years that followed, Sommer was asked to serve in the same capacity for the 1st and 2nd grades. During these 3 years, Mrs. Gonzales was often called to substitute in a classroom when a teacher had to leave due to sickness or family emergency. Sommer worked in grades kindergarten to 8th grade. For the past 3 years Sommer has been providing instruction to her daughters at home, working with a charter school that focuses on independent studies and home school families.

Sommer has deep love for her family and pets. She has been married to her best friend of 15 years, and they have two wonderful daughters who bring joy to their daily lives. Sommer and her family share their home with their dog, Booda and cat, Amelia, who are both spoiled with love. Sommer comes from a mixed racial family with mixed traditions and cultures, which she believes is the very definition of being an American.

As a PCA parent and college student, Sommer has been instrumental in formulating parent outreach activities for the launching of PCA. Sommer will continue in this role as PCA works through enrollment of students and she will be assisting parents and staff in the development of PCA's Student/Parent Handbook and parent policies.

Kyle Hayes, Development Team Advisor

Kyle is currently a Senior Software Engineer at *Walt Disney Animation Studios*. For over a decade, Kyle has worked in web development, web design, computer programming, analytics, and software engineering. Prior to working for *Disney*, Kyle's talents were utilized at the *Disney Interactive Media Group* and *The Boeing Company*.

Kyle understands the skills and talents necessary in the 21st century, as they are put to the test in his daily work at *Disney*. Kyle works in a team environment, building web applications to support internal company customers. Kyle is highly proficient in object-oriented programming, design patterns, and service-oriented architectures. Additionally, Kyle realizes the high need to be a proactive learner in the 21st century.

In 2013, Kyle was the Senior Software Engineer on the *Disney* animated Film, "Frozen" and in 2012 he was the Senior Software Engineer on *Disney's "Wreck-it Ralph."* In 2009, Kyle published *Getting StartED with Dojo*, a book that presents foundational concepts for using Dojo when creating modern websites.

Kyle's outstanding skills in computer engineering, animation, and programming have been and will continue to be utilized in the development of the School's regular and intersession curricula. Kyle will also provide advisement in the formulation of student practicums and internships in these computer fields.

Catherine Kaslan, Development Team Member

Catherine Kaslan began her career in education as a corporate trainer for a Fortune 500 company, where she developed teaching modules for adults and designed and operated *The Academy for Powerful Performers*, a corporate training program for new employees. With a recognized talent for education, over the last 13 years Catherine has found her life's work serving teachers, parents and students in public education, and has worked in positions of increasing responsibility from home hospital teaching to school counselor to school vice principal. In each of those roles she has emphasized the importance of ensuring that students set goals, gain the appropriate skills, and explore college and career options beyond high school.

Ms. Kaslan spends her summers as the director of an International Exchange program and is passionate about motivating youth to become global citizens. She is an advocate of career and technical education and created several service learning opportunities for students through her connections with the California Endowment and the City of Sacramento Parks and Recreation Department.

A member of the American School Counselors Association since 2005, Catherine has designed and implemented numerous counseling reference materials across a broad spectrum of areas, including school safety, crisis response, and bullying. She has served as a School Site Council Chair, GATE Advisory Committee member, After School Program Director and Site Test Administrator.

A native of Seattle, Catherine obtained her Bachelor of Arts Degree with a double major in International Relations and French from Mills College and graduated with honors from the University of LaVerne with a Master of Science degree in Educational Counseling with the associated Pupil Personnel Services Credential.

Catherine has been instrumental in the Charter School's community and parent outreach plan and her experience as a school counselor will continue to assist in the development of enrollment practices, student services policies, student records, and student support systems.

Amber McConnell, Development Team Member

Amber is a graduate of California State University, Fresno. She earned a Bachelor of Arts Degree in Art, with a Graphic Design Option. Ms. McConnell has worked for over a decade in the business and travel industry as a graphic designer and marketing director. Amber has also owned and operated, *Crazeedesigns4u*, a graphic design company for nearly a decade. Ms. McConnell fulfills private contract work for businesses and travel agencies in which she develops and designs multimedia advertising campaigns.

Amber utilized her creativity and expertise in creating the branding for Paramount Collegiate Academy and Paramount Education, Incorporated. Additionally, Amber used her experiences as an international event coordinator to provide input to the PCA Development Team's marketing strategies and outreach programs. Her expertise in these areas of graphic design, outreach, advertising, and marketing will continue to be utilized throughout the launching of PCA.

Brandon McConnell, Development Team Member

Brandon McConnell possesses a natural gift and affinity for computer technology, electronics, and mechanics. For the past decade, Brandon McConnell has worked in various levels of business management. Brandon's wide array of talents and skills, include expertise in technology and computer programming. He began his college career studying graphic web design, earning his Associate of Arts Degree in this technical field. Brandon went on to study Psychology, graduating from Rutgers University, with his Bachelor of Arts Degree in this subject area. Since graduating from Rutgers, Brandon has worked in various levels of business management. Brandon's computer, technical, and business background have made him a significant technical advisor for the PCA Development Team. PCA will continue to utilize Brandon's skills in these areas for advertising, outreach, and organizational development.

Dr. John McNeil, Development Team Advisor

Paramount Collegiate Academy is extremely fortunate to have the advisory input from internationally renowned professor and author, Dr. John McNeil. Dr. McNeil is the professor emeritus at University of California, Los Angeles. He has spent many decades studying and researching education systems all over the world, particularly in Latin America. John McNeil's particular teaching and research interests involve the areas of curriculum, instruction, literacy and literacies, experimental studies, program and product development, evaluation, as well as educational transformation in the United States, Latin American and Jamaica. John is particularly interested in the more recent charter school transformational movement in America and Europe.

John McNeil began his illustrious education career at San Diego State University, earning both a BA and MA in English in 1947. McNeil then went on to receive his Ed.D. in Education from the Teacher's College at Columbia University in 1956. Since that time, Dr. McNeil has received honorary degrees from Escuela Normal in 1960, Universidad de Monterrey in 1981, Universidad Texcala in 1984, and East China Normal University in 1991.

Dr. McNeil has published several education books, research articles and commentaries in many languages including: *Contemporary Curriculum*; *Curriculum the Teacher's Initiative*; *Five Ways Schools Can Kill Learning*, published in Education Week (October 29, 2008); *External Evaluation-The Galileo Program: Building a Technology Rich Model of Performance-Based New Teacher Assessment (PACT)*, (UC Riverside, Graduate School of Education, August, 2005); *El Maestro Y El Currículo-The Teacher and The Curriculum*. (Colima, National Congress of Mexican Educational Research Association, 2003); *The Achievement Trap*- with co-authors Lynn Stout and Barbara Klein, published in

Education Week (November, 2006); *Improving Diagnostic Tools and Materials in Mathematics and Reading* (Kingston: Ministry of Education Jamaica, 2006).

John has and will continue to serve on the PCA Team in an advisory role, providing input and suggestions in the areas of evaluation of teachers, students, curriculum, and overall program evaluation.

Sharon Miles, Development Team Member & Parent

Sharon Miles brings 20 years of elementary education experience to the PCA Development Team. She taught multi-age classes and K-3 classes. She was a mentor teacher in Elk Grove Unified School District. She trained other educators in multi-age teaching strategies, literacy tools, and techniques in Math Cubed. Additionally Ms. Miles conducted workshops throughout the United States.

Sharon worked hand in hand with the authors of an educational book titled, *Teaching and the Human Brain*, creating a practicum classroom in which the techniques were implemented and the theory was tested. Administrators and teachers from around California visited and observed the program to aid in their implementation of brain based education. She then worked as an educational consultant for private school educators and administrators seeking techniques regarding how the brain learns. Sharon then became an education specialist for charters schools offering alternative education for all types of students. She was one of two educators asked to work on *Goals 2000* in Washington DC.

Sharon is currently administrator over Touchstone Women's Ministry and curriculum specialist for Touchstone Kids Children's Program. She is now a trainer for *Love and Logic*, which guides parents and teachers in effective training and management strategies. She serves in her community by leading the Touchstone Tales Theatre (TTT) drama team which brings puppet shows and drama presentations to children of all ages in places such as Shriner's Hospital and Children's Receiving Homes. She enjoys being a mother of two daughters and a wife of 29 years.

As a certified trainer for *Love and Logic*, Sharon will train all staff in *Love and Logic* and she will provide follow up training for new staff. She is a committed PCA parent and Sharon's extensive experience in the areas of teacher development and training has been and will be an invaluable asset to the team, as she helps in the creation and implementation of teacher evaluation, implementation of the Cycle of Inquiry, and staff development.

Tom Montgomery, Development Team Member

Tom Montgomery has been involved with Information Technology (IT) for the past 25 years. Currently he acts as a Technical Solution Architect for worldwide technology leader *Cisco Systems*. As an architect, Tom identifies complex business opportunities that can be accelerated by the integration of both Cisco products and partner's solutions. Tom's role requires him to remain current with vertical market trends and keep well informed of the vertical ecosystem of software and hardware providers. Education

is one of the vertical markets Tom participates in. As such, it allows him visibility to see how technology can be used to impact personalized learning.

Tom is well versed in technical solutions including but not limited to, mobility, cloud services, security, data center virtualization, video collaboration, intelligent infrastructure, enterprise applications, and device management. He is striving to reduce the complexities of technology and translate that into the simplicity of personalized learning as the student interacts with the people and environment that surrounds them.

During Tom's 25 year IT career, he has worked for 10 years as a consumer of IT products and services. This experience has provided Tom with exposure to managing the processes required to operate world class IT organizations and data centers. Furthermore, Tom spent five years designing and building the first IP network within the State of California as a network engineer for Teale Data Center. Over the next five years, Tom managed a "follow-the-sun" network infrastructure for a fortune 500 enterprise company. He is skilled at building proposals, managing vendors, and supervising highly motivated technical teams.

Tom holds a Bachelor of Arts in Liberal Studies from California State University, Sacramento. He holds the coveted *Cisco Certified Internet Engineer Certification* (CCIE #7004). Tom's other certifications include *Certified Information Systems Security Professional* (CISSP), *ITILv3 Foundation*, *VMware Certified Professional 5 - Datacenter Virtualization*, and *Certified Meraki Network Administrator* (CMNA).

Tom has been an invaluable member of the PCA Team, creating and developing the computer infrastructure for the charter School's computer technology, including the creation of the School's email and web system. Tom will continue to play a leading role in the development and implementation of the Charter School's Student Information System as well as lead advisor on the purchasing of the School's computer hardware and software systems. Tom's high level of expertise in computer systems provides PCA with exceptional oversight of its computer technology and troubleshooting.

Rachel Radekin, Development Team Member & Parent

Rachel brings numerous teaching and education experiences to PCA that enrich the development team. Rachel has taught in both private and public elementary schools and preschool. She also has many years of experience teaching in public charter school independent study programs. Rachel has worked in a K-12 independent study program and a 9-12 independent study environment.

Rachel taught for 5 years at Sacramento Academic and Vocational Academy (SAVA). In addition, Rachel was promoted to work as an enrollment specialist and curriculum coordinator for the charter program. She evaluated transcripts, met with parents and families, entered and managed student data, trained teachers, performed state testing coordination, and developed career technical programs. Over the course of her five years at SAVA, Rachel became a NextSkills Certified Instructor, OdysseyWare Certified Instructor, and served as a Beginning Teacher Support Provider.

Rachel earned her Bachelor of Science Degree in Speech Language Pathology and Audiology from California State University, Sacramento. She then studied at National University to earn her teaching credential in Multiple Subjects, with an emphasis in Crosscultural, Language and Academic Development. Rachel is also highly qualified (by definition of the *No Child Left Behind* legislation) to teach English Language Arts. Rachel holds a Master of Arts Degree in Education, Crosscultural Teaching from National University.

Rachel's skills with student support systems, outreach, and curriculum development have been and will continue to be utilized through all aspects of PCA's launch.

Bianey Ruiz, Development Team Member

Bianey has worked in the hotel management business for the past four years. Miss Ruiz is currently one year away from completing her Bachelor's degree in Psychology from Simpson University. She plans to pursue a career in mental health and eventually create her own non-profit company that provides outreach to young women. Bianey is bilingual in English and Spanish, which serves her well in her current full-time work with Marriott Hotels. These language skills will also be a great asset in her future career work in the mental health field. Paramount Collegiate Academy is fortunate to have Miss Ruiz on its development team, as it has and continues to use her translation skills in its advertising and outreach campaigns. PCA is able to reach Spanish speaking families in the Charter School's target population, through Miss Ruiz' translated school brochures, flyers, and other community and parent information.

James Sellards, Development Team Member & Parent

James Sellards is a Senior Engineering Technician with Fehr and Peers. James has nearly 20 years of experience in the civil engineering field, with 12 years of experience in Traffic Engineering Design projects including traffic signals, at grade rail crossing signals, lighting and sign illumination, ITS and fiber optic communication systems, signal interconnect, rail preempt coordination and track clearance timing, signing and pavement delineation. James has a thorough knowledge of design standards and practices in multiple jurisdictions throughout California as well as Washington, Utah and Nevada. He is extremely excited about creating a seamless school-career-world connection for Paramount Collegiate Academy, one that brings real world problem solving from the surrounding communities and integrated subject matter to the PCA students. James is highly interested in PCA's plans to bring STEAM education to the Sacramento region.

James studied Design Drafting at the Phoenix Institute of Technology, earning his Associate of Arts Degree in that subject. He then went to the Institute of Transportation Studies and learned Traffic Signal Design. James possesses expertise in the following engineering areas: Traffic Engineering Design and Design/Build, Roadway Lighting Design, Fiber Optic Communication System Design, Intelligent Transportation Systems Design, Rail Signaling and Grade Crossing Design, Rail Tunnel Lighting Design, and Roadway Conceptual Design.

James has served as Project Designer, Design Oversight and Project Manager for numerous traffic engineering design projects throughout California, Washington, Nevada and Utah. In addition, he has designed traffic signals, at grade rail crossing signals, track lighting at grade separations, street lighting and sign illumination, traffic operations systems, fiber optic communication systems, traffic handling, detour plans, and signing and striping.

James performs many volunteer services in the community. In addition, James has experience with non-profit corporations. He served on the board of directors of the local non-profit, *Fifty-Five-Five*.

As a PCA parent, James has provided parent outreach support. James is also helping the Charter School develop its professional community connections in the areas of engineering. James is excited about his current work, developing intersession mini-courses in engineering for Paramount.

Heidi Spiess, Development Team Member & Parent

Heidi Spiess brings elementary and independent study high school experience to the PCA team. Heidi has experience teaching all primary grades at the elementary level. She taught for four years at the elementary school level in the San Jose/East Bay areas of California. Heidi then moved to the Sacramento area where she served as an Enrollment Specialist and independent study teacher of five years. Heidi is currently an elementary teacher in the Twin Rivers Unified School District.

Through her position as an Enrollment Specialist, Heidi utilized her strengths in organization, strategic long-range planning, administration, and student support services. Heidi also possesses strong skills in collaboration, teacher training and support, as well as curriculum development and teacher support. Heidi earned her Bachelor of Arts Degree in Liberal Studies from California State University, San Jose. She then went on to earn both her Multiple Subject Teaching Credential and Masters in Education from National University. Heidi has also served as a Beginning Teacher Support Provider in the state's BTSA (Beginning Teacher Support and Assessment) Program.

Heidi has provided parent and community outreach support. Her valuable experience in the areas of teacher training, development, and support, are being utilized to assist the School in development and implementation of its teacher training, evaluation, and staff development programs.

Dr. Sharon Tucker, Development Team Advisor

Dr. Sharon Tucker has had a long and illustrious career in education. Sharon spent many years serving in the Pomona Unified School District, first as a teacher, then principal and eventually Deputy Superintendent. Sharon trained under Madeline Cheek Hunter, arguably the most famous and influential American educator of the 20th century. Madeline Hunter developed a model for teaching and learning that was widely adopted by schools during the last quarter of the 20th century. Ms. Hunter also developed the *Instructional Theory into Practice* teaching model, a direct instruction

program that was implemented in thousands of schools throughout the United States. Hunter also developed a direct instructional model and elements of effective instruction. Hunter was the creator of *Instructional Theory into Practice* (ITIP), a teaching model on in-service/staff development programs widely utilized during the 1970s and 1980s. Dr. Tucker received extensive, first-hand training and tutelage in each of these famous instructional models.

Dr. Tucker left Pomona to accept her first Superintendent position with Visalia Unified School District. During her years in Visalia, Sharon brought many research-based progressive instructional ideas, methodologies, and practices to the district. In addition, Sharon spearheaded the planning and successful implementation of several new schools in the district. Sharon went on to serve as Superintendent of the Fairfield-Suisun Unified School District, where she continued to have a great impact on the education profession in the bay area. Several new school campuses were planned and built during Sharon's time in the Fairfield and Suisun communities. The refurbishment and redevelopment of some of these areas have added immense growth opportunities to these bay towns. Dr. Tucker served as District Superintendent, Deputy Superintendent, Assistant Superintendent of Curriculum and Instruction, and Principal at both elementary and secondary schools. She managed budgets of \$150 million and led staffs of more than 3,000.

Sharon's experience in curriculum, finance, personnel, construction, and facilities management were developed over her 25 years in administration and 11 years as a teacher of students with disabilities and bilingual students. She also taught graduate courses at three universities. Beyond her service as a school district superintendent, Dr. Tucker has continued to have an especially great influence on education across the Western United States. Since leaving public school service, Sharon has served as Senior Program Associate for WestEd, a leading nationally renowned education consulting firm. Sharon has worked with a great many school districts across California and the United States, providing intensive technical assistance, diagnoses and support. Tucker's work includes helping Lindsay (CA) Unified School District implement a district Race to the Top grant and Downey (CA) Unified School District to improve student achievement. A certified District Assistance Intervention Team lead, Tucker chaired teams in six school districts.

As Associate Director of WestEd's California Comprehensive Center for five years, Dr. Tucker worked with district consortia, county offices, and the California Department of Education to develop district improvement tools and resources. In addition, Sharon organized statewide district improvement conferences to train district leads across California. With WestEd colleagues, Sharon co-authored a robust qualitative study of successful districts that outperform similar districts.

Sharon's professional and community service is extensive, volunteering for First Five, the Library Foundation, California City Superintendents, Junior League, Rotary, and Danforth Fellowship. Dr. Tucker received a Bachelor of Arts Degree in history and English from California State University, Dominguez Hills as well as a Master of Arts in curriculum and instruction, and PhD in educational policy at the University of California, Riverside. Sharon has a great passion and love for education and Paramount Collegiate Academy is extremely grateful to have Dr. Tucker's wealth of education knowledge and research-based experiences on its development team. Sharon is advising the

team on many aspects of the School's launch, including grant and private funding, instructional program development, and teacher and program evaluation.

John Wight, Development Team Advisor

John Wight epitomizes everything right about public education. For over three decades, John served as a mentor and teacher leader in thinking-meaning centered curriculum development and instruction. PCA is extremely fortunate to have the original writer of the famous Fresno Pacific *AIMS Project* on its development team. John was a key author of *AIMS*, which became highly recognized, throughout California and nationwide as a cutting-edge elementary and middle grades science curriculum that integrated mathematics and science subject matter in meaningful project-based and activity-based lessons for students. John also spearheaded the CSIN (*California Science Implementation Network*) in Visalia middle schools.

Recognizing the great significance and need for authentic assessment, John devised and implemented annual middle school science fairs for over two decades. His model became the prototype for the Visalia Unified School District. In addition, John and his colleagues were instrumental in creating summer enrichment programs centered on thematic science units. Always reaching out, above, and beyond for his students, John successfully wrote mini-grants that focused on integrating technology into the curriculum, a decade before technology integration was a significant focus in education. John is well-known for his integrated approach to teaching engaging science lessons and has been a presenter for the California Science Teachers' Association (CTSA) State Conferences.

John's long and distinguished science and teaching career includes being honored as the *California League of Middle School's 1997 Teacher of the Year*. Perhaps John's greatest impact on the teaching profession has come through his extensive commitment to teacher development. Throughout John Wight's career, he mentored many young teachers in the Visalia Unified School District. In 2007, John was honored as Tulare County Office of Education's *Beginning Teacher Support Provider of the Year*.

Today John continues to be sought after for his outstanding work and contributions in the science field. Although officially retired, John continues to fulfill requests to deliver demonstration science lessons in the Visalia Unified School District. John's wealth of knowledge and experience in science curriculum development and delivery of quality engaging instruction, is a great asset to Paramount Collegiate Academy.

John's technical strengths in curriculum development and teacher training and support have been and will continue to be a great asset to PCA as John provides technical advisement for development of the School's science curriculum and in the Charter's teacher and staff development programs.

Need for the Academy

The Child Abuse Prevention Center of Sacramento notes that areas in and around Arden-Arcade have been identified as having one of the highest rates of child and infant death and injury in Sacramento County. Additionally, recent budget cuts have directly impacted many students through increased class sizes and decreases in support services.

Several high school programs in the San Juan Unified School District currently hold very low statewide rankings, according to the latest 2013 Academic Performance Index-API-Report from the California State Testing and Reporting System (STAR) Academic Performance Rankings. These include Encina Preparatory High, which ranks in the lowest Decile of One (1), statewide. Mesa Verde High School's rankings also indicate struggle with a statewide ranking of Two (2) and Similar School Ranking of One (1). Del Campo High also has a Similar School Ranking of Two (2). Currently, only two schools indicate high student achievement (one middle school serving grades 6-8 and one high school serving grades 9-12), consistently ranking Nine (9) out of Ten (10) in their overall Statewide Ranking compared to all schools in California. Bella Vista High School and Andrew Carnegie Middle School both considered high performing, hold Statewide Rankings of Nine (9) and Eight (8) compared to other schools across the state. However, neither school received high Similar School Ranking (SSR). Andrew Carnegie's SSR is a five (5) out of 10 compared to schools with similar demographics. Additionally, Bella Vista's SSR is a six (6) out of 10. (Please refer to Figure 2, Middle and High School Data Elements, SJUSD, on page [3029](#).)

PCA's cutting-edge instructional program of a college preparatory, project-based STEAM middle/high school with blended learning will create a unique school of choice for parents and families in the Sacramento region. This Charter School will provide a new and distinct opportunity for students to learn 21st century skills. Not only will all students receive technology rich differentiated instruction, but extensive support for all learners will be delivered through personal learning plans and an advisory mentor system.

PCA will be implementing the best research-based practices, P21 framework, and 21st Century Skills curriculum based upon hundreds of hours of research, development and feedback by the nation's leading educators and business leaders across the nation and PCA may adapt aspects of its curriculum based upon student need. In creating this framework and curriculum skills maps, P21 collaborated with writers and experts from the following key educational organizations: National Council of Teachers of English, the Mathematical Association of America, National Council of Teachers of Mathematics, National Council for the Social Sciences, National Science Teachers Association, as well as the National Association for Music Education, National Art Education Association, Educational Theatre Association, American Alliance for Theatre and Education, National Dance Education Organization, and National Dance Association.

PCA will join the growing trend in education that seeks to eliminate the traditional middle school configuration in which students in the middle school years have been categorized as "Stuck in the Middle" (Rockhoff and Lockwood, 2010), a critical time in which emphasis of social and emotional development for students is crucial. The California Department of Education also focused on this education challenge for decades, in publishing both highly acclaimed reform documents, "Caught in the

Middle” (CDE, 1987) and “Taking Center Stage” (CDE, 2000). Several high performing charter schools, operated by charter management organizations such as Summit Public Schools, KIPP, and Match are now creating and building 6-12th grade schools. PCA intends to join other charter schools that have experienced outstanding success such as the award winning 6-12th grade Preuss School. PCA will utilize the curriculum and training of the Love and Logic, Institute to fully implement a school wide discipline plan that focuses on building strong emotional and social foundations for students, beginning with the early middle grades, all in a technology rich college preparatory environment.

As Figure 2 on the following page illustrates, there are currently, no 6-12 grade high performing college-preparatory project-based STEAM schools, focused on 21st century skills in the San Juan Unified School District. PCA’s Development Team believes this school configuration and educational model, which encompasses the best research-based practices in the country, will be a new and unique school of choice and opportunity for students to acquire 21st century skills. PCA’s model combines the best curriculum with strong student advocacy, support, and methodologies for all students. This translates into a rigorous instructional program based upon high academic standards for all students, with differentiated strategies and systems of support. All students will have personal learning plans that are continuously monitored and updated, allowing for early identification, intervention, and response to student needs.

Paramount Collegiate Academy Appeal Petition

Figure 2-Middle & High School Data Elements, SJUSD

(From: California Department of Education, DataQuest, 2013 California STAR Academic Performance Index-API-Report)

<i>School</i>	<i>Grades Served</i>	<i>Charter Y/N</i>	<i>API</i>	<i>Statewide Ranking</i>	<i>Similar Schools Ranking</i>	<i>Met All 2013 AYP Components</i>
<i>Andrew Carnegie Middle</i>	6-8	No	864	8/10	5/10	No
<i>Arcade Fundamental Middle</i>	6-8	No	827	7/10	2/10	No
<i>Arden Middle</i>	6-8	No	823	7/10	1/10	No
<i>John Barnett Middle</i>	6-8	No	749	3/10	1/10	No
<i>Louis Pasteur Fundamental Middle</i>	6-8	No	830	7/10	5/10	No
<i>Sylvan Middle</i>	6-8	No	728	2/10	2/10	No
<i>Will Rodgers Middle</i>	6-8	No	746	3/10	3/10	No
<i>Winston Churchill Middle</i>	6-8	No	853	8/10	2/10	No
<i>Bella Vista High</i>	9-12	No	845	9/10	6/10	No
<i>Casa Roble Fundamental High</i>	9-12	No	769	6/10	2/10	No
<i>Del Campo High</i>	9-12	No	760	5/10	2/10	No
<i>El Camino Fundamental High</i>	9-12	No	778	6/10	1/10	No
<i>Encina Preparatory High</i>	6-12	No	582	1/10	3/10	No
<i>Mesa Verde High</i>	9-12	No	674	2/10	1/10	No
<i>Mira Loma High</i>	9-12	No	838	9/10	3/10	No
<i>Options for Youth-San Juan</i>	7-12	Yes	699	3/10	9/10	No
<i>Rio Americano High</i>	9-12	No	823	8/10	2/10	No
<i>San Juan Choices Charter</i>	6-12	Yes	651	1/10	6/10	No
<i>San Juan High</i>	9-12	No	661	2/10	8/10	No
<i>Valley Oaks</i>	3-12	No	N/A	N/A	N/A	Yes
<i>Visions In Education</i>	K-12	Yes	722	4/10	2/10	No

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements."

-California Education Code 47605 (b)(5)(A)(i) and (ii)

MISSION OF PARAMOUNT COLLEGIATE ACADEMY

To equip all students for fulfilling and productive lives in the 21st Century.

VISION, ACADEMIC FOCUS AND PLAN

Paramount Collegiate Academy will comply with all requirements pursuant to the California Education Code 47605 (b) (5) (A) (ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code 52052, for each of the applicable eight (8) state priorities identified in California Education Code 52060 (d). Please refer to Figure 25 in Element 2: Measurable Pupil Outcomes for schoolwide goals of relevant subgroups and corresponding assessments. Beginning in fiscal year 2014-15, Paramount Collegiate Academy will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Paramount Collegiate Academy ("Paramount", "PCA" or the "Charter School") is a public school that will serve 6th - 12th grade students in the San Juan Unified School District ("SJUSD" or the "District"). The educational model of PCA emphasizes integrated

STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum and project-based learning within interdisciplinary themes of: global awareness; financial, economic, business, and entrepreneurial literacy; civic, health, and environmental literacy all in a collaborative and equitable approach to educating youth that will complement the efforts of the District. This charter petition describes the rationale, learning model, operational details and financial strategy for building a successful and sustainable new public school for the city of Carmichael and the surrounding Sacramento region.

The Paramount Collegiate Academy Team intends to develop a public middle/high school that adequately prepares students for the 21st century world. Over the past several decades, school structures, facilities, and instruction have changed very little. However, the world landscape has rapidly changed. This has left a great many students behind. The PCA Team is working to create an exemplary school program that addresses the diverse needs of a highly technologic and global society. We believe education is indeed Paramount for life fulfillment and success. The PCA Team intends to build a model instructional program in the Sacramento capital region that appropriately equips all its students for the 21st century.

PCA intends to build upon the strong exemplary national learning models established at Drew Charter School and High Tech High, driven by the national STEAM movement led by the Rhode Island School of Design. Furthermore, PCA's model is further supported by the Next Generation Science Standards (NGSS) adopted by California in September, 2013. The NGSS also aim to teach science in an integrated approach with a great focus on engineering and technology. PCA aims to adequately equip students for the 21st century, to be self-aware, responsible, life-long learners, motivated to meet the challenges of a rapidly changing world. PCA will foster creativity and innovation, academic excellence, embody a curriculum rich in critical and creative thinking skills, cultivating curiosity, and fostering social responsibility and development in a nurturing caring and technology focused community.

Paramount Collegiate Academy will be a technology rich and engaged community of learners studying rigorous college preparatory academics that integrate STEAM across the curriculum.

The mission of Paramount Collegiate Academy is to equip all students for fulfilling and productive lives in the 21st century. We develop future leaders by expecting academic excellence, enhancing critical and creative thinking skills, cultivating curiosity and innovative problem-solving, and fostering social and emotional development in a nurturing and caring community.

PCA intends to provide a rigorous college preparatory program that addresses the diverse needs of a highly technologic and global society, an exemplary school program for the capital region. Using best research based practices, PCA will align its integrated curriculum with real-world applications that address the demands of an ever-changing 21st century environment.

Paramount Collegiate Academy's mission is supported by five **core beliefs**:

- ◆ Innovation
- ◆ Creativity
- ◆ Inspiration
- ◆ Service
- ◆ Lifelong Growth and Learning

CORE BELIEFS

At the center of Paramount Collegiate Academy's educational philosophy and program is its core beliefs. The Charter School's **five core values** are described and outlined as follows:

◆ We believe in **INNOVATION**

We intend to develop students who are innovative, creative, and critical problem solvers. We value exploration and the seeking of new possibilities for our school, community, and 21st century world. Top educators, corporate professionals, economists, and talent recruiters all reach the similar conclusion that high school graduates need to be innovative and creative critical thinkers in order to be prepared for a more complex life and work environment in the 21st century. PCA will create and nurture an environment that appreciates and thrives on risk taking and experimentation in order to innovatively and creatively problem solve. Students will learn to trust the PCA environment that will focus on tenaciously persevering through trials and efforts, with a constant mindset of incremental feedback and growth through trial, error, mistakes, failures, and successes.

Graduates of PCA will understand that the road to possibilities are paved with dedication to hard work and continually seeking creative solutions based upon constant feedback. PCA graduates will be well prepared for this world since the Charter School will develop strong core and content knowledge skills of students, with an emphasis on inquiry and real world problem solving, project based learning, and continual technology and design opportunities in order to utilize creative thinking in a wide range of applicable contexts. In a society that is constantly evolving and changing, it is critical that students have the skills and abilities necessary to be flexible and adapt to changing environments. Students who are innovative and creative problem-solvers are needed who can assess situations and respond effectively to changing priorities and demands of the world around them.

◆ We believe in **INSPIRATION**

We are determined to ignite passion and personal motivation in students to succeed at their highest level, as a result of being a significant contribution to a

greater good group or team. Student motivation, inspiration, and love for learning will be inspired and cultivated through the engagement of personal interests, student choice, and the fostering of student's gifts and talents. Continual differentiation of teaching and learning through multiple modalities and measures will be utilized through all aspects of the PCA learning model. Students will be personally motivated, inspired, and engaged through the project based curriculum, blended learning, inquiry methodologies, and personal learning plans that are a self-monitoring of student goals, plans, strategies, progress, and outcomes.

Using personal gifts and talents, students will be inspired through the development of community service learning projects in which they have the opportunity to design, implement, and evaluate their relevant project service activity that is authentically addressing community needs. PCA will inspire students through its Love and Logic implementations which foster student choices and guide students to take ownership of and solve their own social and personal problems.

◆ **We believe in SERVICE**

Our school will develop student leaders who possess a sense of civic and human responsibility, giving back to the community and others. Students will develop a sense of empathy and positive relationships through the Love and Logic teachings and strategies utilized by all PCA staff and teachers. PCA students will learn to think and act holistically, with the interests of the larger community and/or greater good in mind. Their sense of empathy, compassion, kindness, and humility will be enhanced through the creation and implementation of community service learning projects. These experiential learning opportunities will engage PCA students in the discernment of authentic community needs as well as lead to deep reflective assessment and evaluation of their project's impact on their greater surroundings. Ultimately, PCA students will be active responsible citizens, fully participating in their community and the world around them.

◆ **We believe in COLLABORATION**

We aim to prepare students for a global society and labor force, one in which individual gifts, talents, and abilities are fostered and utilized in a collaborative group effort to achieve common goals. We believe individuals, students, parents, and schools succeed as a collaborative team. Having the ability to communicate and work productively, effectively, and efficiently with others, in the home and workplace, is absolutely critical in the 21st century. Therefore, PCA's learning environment, teaching strategies, practices, and curriculum will focus on fostering students' abilities to communicate with others in a variety of environments, mediums and contexts, including multiple media and technologies.

PCA will utilize cooperative and collaborative learning approaches, techniques, and experiences as a focus. Students will complete group and team products via integrated STEAM lessons and project based lessons. Students will learn

shared responsibility for collaborative work as well as value individual contributions made by each team member. Students will work collaboratively with their advisory teacher and/or staff mentor in the formulation and progress-monitoring of their personal learning plans. This collaboration will also include working with their family as a team, in the development, implementation, progress monitoring, and evaluation of student personal learning plans. Families will also join the PCA collaborative team through a multitude of family engagement opportunities. The PCA Board will create a Parent/Community

Advisory Committee as well as adopt policies that specify annual volunteer and participation details.

- **We believe in lifelong GROWTH AND LEARNING**

We realize that learning is a lifelong process. We intend to cultivate an environment centered on a love of learning, growth, and continuous personal and professional improvement for students and staff. PCA's objective is to create an on-going environment that fosters and instills an intrinsic motivation in all students and staff members to become lifelong learners. Ancient societies all over the globe have emphasized the need to learn from cradle to grave. In a society that is rapidly changing, it is imperative that individuals know and understand that learning is an integral part of life, as it has always been, but especially is the 21st century. PCA intends to create the school community paradigm that learning is continuous and that it equates to growth, development, and improvement for all. With this paradigm at the foundation of all PCA instructional practices and educational operations, the Charter School will engage the teaching and practice of gathering information from a variety of sources, as well as utilizing creative and divergent thinking and viewpoints to develop novel solutions. PCA also realizes that reflect practice is at the heart of lifelong learning and continuous improvement. Therefore, reflection, feedback, data analysis, and incremental goal attainment will be at the foundation of the Charter School's 21st century skills attainment, college preparatory curriculum, project based lessons, service learning and blended learning projects, integrated STEAM curriculum, as well as all professional development implementations, school activities and operations.

EDUCATIONAL PHILOSOPHY

Paramount Collegiate Academy will be a 6-12th grade college preparatory public charter middle/high school that adequately prepares students for the 21st century world. Over the past several decades, school structures, facilities, and instruction have changed very little. However, the world landscape has rapidly changed. This has left a great many students behind. Using the nationwide consortium frameworks and curriculum maps of the *Partnership for 21st Century Skills* (P21), PCA will be an exemplary school program that addresses the diverse needs of a highly technologic and global society. The Charter School will combine best research-based instructional practices in project-based learning, advanced placement, blended learning, differentiated instruction as well as build upon the exceptional models of integrated STEAM-Science, Technology, Engineering, Arts, and Mathematics being developed by model programs across the United States such as The Drew Charter School and High Tech High, all brought to national attention by the Rhode Island School of Design.

In September, 2013, California adopted the Next Generation Science Standards (NGSS), which clearly outline and specify the teaching of science in an integrated manner, with the infusion of engineering and technology. PCA's model fully supports the new NGSS and the Charter School's educational model is embracing these philosophies for research-based delivery of science, mathematics, engineering, technology and all core subjects.

We believe education is indeed Paramount for life fulfillment and success. PCA intends to build an exceptional instructional program in the Sacramento capital region that also teaches personal ownership and responsibility of decisions via the Love and Logic Institute model. The Charter School intends to utilize and fully implement Love and Logic school wide, training all staff, teachers, and leaders. Students will also complete community service learning projects, as part of the Charter School's dedication to a seamless school-community program. PCA will also focus on personalized learning plans for all students and regular goal setting, monitoring, and review with students through an advisory program that pairs every student with a staff advisor and mentor for their entire school career at Paramount Collegiate Academy. Students will create and monitor academic goals along with their advisor and family. Students will manage a personal digital portfolio of work products, taking personal ownership and management of their learning.

PCA will use P21's six key components within its 21st century learning model:

- Emphasizing core subjects at higher levels of understanding
- Emphasizing information and technology skills, thinking and problem solving skills, and interpersonal and self-directional skills
- Use of 21st century tools such as digital technology and communication to enable students to access, manage, integrate and evaluate new information, as well as construct new knowledge, and communicate with others in order to develop learning skills
- Use of real-world applications, experiences, and contexts, making learning relevant and meaningful
- Teaching global awareness, financial, economic, business, and civic literacy
- Use of 21st century assessments via both standardized and classroom assessments

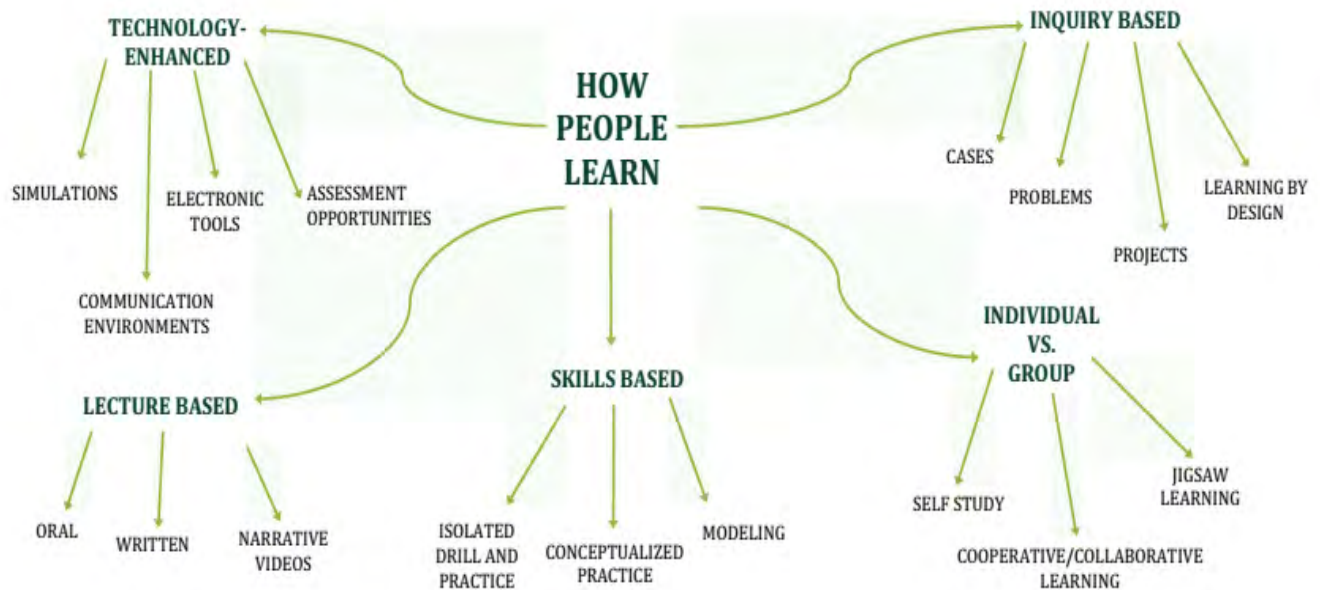
PCA is committed to ensuring all students become equipped with the skills and knowledge necessary for them to succeed and thrive in the 21st century world. PCA will be a safe and positive technology rich environment where students can safely explore their interests, navigate how to use their gifts and talents, as well as feeling safe in learning to succeed from lessons learned from mistakes and errors. PCA will be a place of experimentation and students' passions for learning and innovation will be ignited through powerful and meaningful real-world curriculum.

HOW LEARNING BEST OCCURS

The education experts and professionals of PCA's Development Team recognize that our children are growing up in a rapidly changing society. Furthermore, the global world of today is fundamentally different from the one in which the current model of public education was created. Traditional public schools were designed nearly two centuries ago as part of a movement to create an educated workforce for an industrialized society. This model valued efficiency, rote memorization, and standardization,

A decade ago, the National Research Council (2000) published *How People Learn: Brain, Mind, Experience, and School* which placed center focus on school reform for the 21st century. P21's national consortium work has come on the heels of the synthesis of this massive compilation of national research. All of the work amassed by these leading researchers, educators, and corporate professionals conclude that school practices are inconsistent with what is known as effective learning. Refer to Figure 3 below.

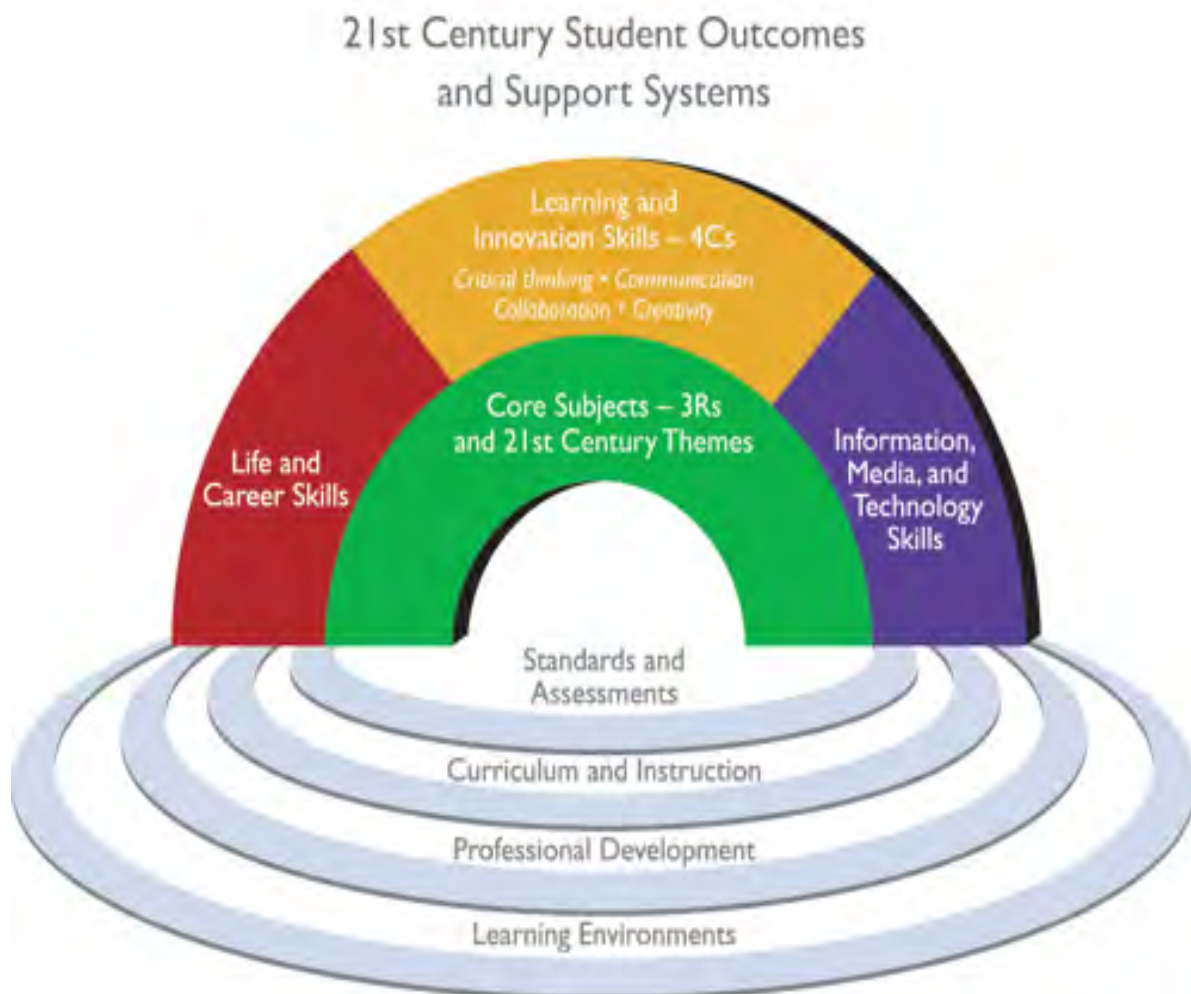
Figure 3-How People Learn-Teaching Strategies
(From: *How People Learn: Brain, Mind, Experience, and School*, 2000)



As we enter the second decade of the 21st century, these skills have built up momentum and resonance across the country. The movement has evolved from aspirations to an alarm bell. Paramount Collegiate Academy is an advocate for these best research based practices and 21st century skills learning in general. We believe it is the right thing to do for our students, our economy, our democracy, and our world. Therefore, PCA will implement a different education model, intentionally designed to meet the current and future 21st century needs of our students. Figure 4 on this page, visually represents the 21st century student outcomes and support systems espoused by P21.

Through the use of rigorous Common Core State Standards, STEAM project based learning, blended learning technology, collaboration, interdisciplinary teaching, differentiation, and personal learning plans, as well as a strong life and career skills foundation, PCA students will be equipped for leading fulfilling productive lives in a diverse and ever-changing world.

Figure 4-P21's 21st Century Student Outcomes & Support Systems
(From: *Partnership for 21st Century Skills Framework*, 2011)



WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

It is difficult to imagine what the world will hold for kindergarten students who will be graduating from high school thirteen years from now in the year 2027. If the past thirteen years are any indication of the rapid changes the world has experienced, these students are sure to encounter an ever-changing technologic and global economy.

No one has a crystal ball and can predict with total accuracy what the future will look like or what career opportunities will be available for young graduates entering the work force. The knowledge and skills that pupils will need to exist in the world thirteen years from now cannot yet be defined. Jobs and careers will have evolved into occupations that have yet to exist.

What is certain in this 21st century, is that technology will continue to drive the pace of change in a global economy and society. Innovation and adaptability are crucial, as are critical thinking and communication. The Internet provides a plethora of information with great ease. "One of the greatest challenges for teachers is preparing students to live in-ideally, to succeed in-a world that does not yet exist" (Gorlewski, 2013). Teaching and learning in the 21st century is all about teaching students metacognitive processes, ways of thinking about what they are learning. The goal for an educated person in the 21st century is to think independently and critically about the content they are learning as well as seek answers to their own questions.

Paramount Collegiate Academy will be utilizing the Partnership for 21st Century Skills Framework, 21st Century Skills Maps, and the P21 Common Core Toolkit to structure and construct its educational and instructional program around these new-age needs in alignment and conjunction with the new Common Core State Standards (CCSS).

PCA developers believe that to be educated in the 21st century, students must efficiently and effectively navigate in a rapidly changing society. To be literate in the 21st century, learners must utilize a technology rich environment. Hence students need crucial discernment skills in order to think critically about information. Within an information-laden environment, learners need skills in accessing, choosing, using, and applying knowledge and information in order to problem solve, innovate, and create.

In 2002, a coalition of business community professionals, education leaders, and policymakers founded the Partnership for 21st Century Skills (P21). The following key national organizations were instrumental in founding P21: United States Department of Education, AOL Time Warner Foundation, Apple Computer, Incorporated, Cable in the Classroom, Cisco Systems, Inc., Dell Computer Corporation, Microsoft Corporation, National Education Association, and SAP. Since its inception and creation over a decade ago, P21 has continuously grown its coalition of like-minded agencies and organizations which include non-profit, foundation, and corporate business individuals and members.

The following corporations, non-profit organizations, and agencies are represented in P21's Executive Board and Strategic Council:

- ◆ Lego Education
- ◆ The Walt Disney Company
- ◆ Cable in the Classroom
- ◆ Destination Imagination
- ◆ National Education Association
- ◆ Pearson Foundation
- ◆ Education Networks of America
- ◆ Gale Cengage Learning
- ◆ Crayola
- ◆ National Board for Professional Teaching Standards
- ◆ EF Education First
- ◆ People to People Ambassador Programs
- ◆ Apple, Inc.
- ◆ Goddard Systems
- ◆ Project Management Institute Educational Foundation
- ◆ Experience Learning
- ◆ UNICEF
- ◆ Intel
- ◆ Common Sense Media
- ◆ EdLeader21
- ◆ The College Board
- ◆ Inspiring Knowledge
- ◆ Ford Motor Company

Paramount Collegiate Academy will be utilizing the Partnership for 21st Century Skills Framework, 21st Century Skills Maps, and the P21 Common Core Toolkit in conjunction with the Common Core State Standards (CCSS) to structure and construct its 21st century educational and instructional program. PCA will focus upon the following six key 21st century components outlined by P21 (2003) within its learning model:

1. Emphasize core subjects at higher levels of understanding
2. Emphasize information and technology skills, thinking and problem solving skills, and interpersonal and self-directional skills.
3. Use 21st century tools such as digital technology and communication to enable students to access, manage, integrate and evaluate new information, as well as construct new knowledge, and communicate with others in order to develop learning skills.
4. Use real-world applications, experiences, and contexts, making learning relevant and meaningful.
5. Teach global awareness, financial, economic, business, and civic literacy.
6. Use 21st century assessments via both standardized and classroom assessments.

An educated individual in the 21st century must possess the ability to apply core skills and knowledge in various situations in order to solve complex problems. Students must become thoughtful, intentional, responsible citizens and self-motivated lifelong learners in a rapidly changing world. Technology, as well as social and personal responsibility are also needed literacies for the 21st century. Old literacies, also known as the Three R's-reading, writing, and arithmetic-continue to be foundational for learning and success in school and life. However, the Four C's-creativity and innovation, critical thinking and problem solving, communication, and collaboration are vital, as learners

become increasingly engaged in a global community with evolving technologies and expectations. Learning in the 21st century isn't about old versus new, rather it is all about carefully integrating the Three R's and the Four C's in order to equip students to be college and career ready.

THE FOUR C'S

A 21st century educated person is required to solve problems creatively and must collaborate with other individuals at home and in the workplace. In 2000, Alan Greenspan, former Board Chairman of the US Federal Reserve, encapsulated how we should prepare students, "Workers must be equipped not simply with technical know-how but also with the ability to create, analyze and transform and to interact effectively with others." The following P21 Four C's descriptors define what a student in the 21st century should be able to do:

1. CREATIVITY AND INNOVATION

Students should be able to:

- ◆ Use a wide array of techniques for creating ideas (such as brainstorming)
- ◆ Create new meaningful ideas that are both incremental and radical in concept
- ◆ Elaborate, refine, examine, and evaluate their own ideas in order to improve and maximize creative efforts
- ◆ Develop, implement and communicate new ideas to others in effective ways
- ◆ Be open and responsive to new and diverse perspectives as well as incorporate input and feedback from others
- ◆ Demonstrate work originality and inventiveness and understand limits of the real world in adopting new concepts
- ◆ View failure as a learning opportunity; understand that creativity and innovation are long-term cyclical processes of small successes and frequent errors
- ◆ Act on inventive ideas to make tangible and meaningful contributions to the field in which they are implemented

2. CRITICAL THINKING AND PROBLEM SOLVING

Students should be able to:

- ◆ Use various type of reasoning such as inductive or deductive, as appropriate for the situation
- ◆ Analyze how segments of a whole interact in order to produce overall outcomes in complex systems
- ◆ Effectively analyze and evaluate information, evidence, arguments, claims, beliefs, etc.
- ◆ Analyze and evaluate significant alternative viewpoints
- ◆ Synthesize information and arguments
- ◆ Interpret and analyze information in order to draw conclusions

- ◆ Reflect critically on learning process and experiences

3. COMMUNICATION

Students should be able to:

- ◆ Effectively articulate thoughts and ideas using oral, written and nonverbal communication in various forms and contexts
- ◆ Listen effectively in order to decipher meaning, knowledge, values, attitudes, and intentions
- ◆ Use communication for a wide range of purposes, including to inform, instruct, motivate and persuade
- ◆ Utilize multiple technologies and media as well as know how to assess their effectiveness and impact
- ◆ Communicate effectively in diverse environments, including multilingual settings

4. COLLABORATION

Students should be able to:

- ◆ Demonstrate the ability to work effectively and respectfully with diverse teams or groups
- ◆ Exercise flexibility and willingness to be helpful in compromising in order to accomplish a common goal
- ◆ Assume shared responsibility for collaborative work and value the contributions made by each team or group member

These Four C's are not new for classrooms, however their significance for framing instruction and learning has increased dramatically. However, in a world where, "information flows instantaneously to a global audience, never before have communication and collaboration been so vital. And creativity and critical thinking are paramount in a global economy that rewards innovation and in which routine tasks can be automated, but thinking cannot" (Beers, 2011).

Graduates of PCA will be self-motivated lifelong learners equipped with the necessary skills, knowledge, abilities, and personal character needed to lead successful and fulfilling lives in the 21st century. PCA students will have the ability to gather information in a wide variety of forms and formats including news reports, web pages, novels, scientific research articles, historical documents, statistical data, and art pieces. PCA students will present products in a variety of media formats, including digital. They will develop metacognitive abilities to think critically about information as well as create and design new knowledge. Students at PCA will apply their thinking to authentic real world problems. They will also communicate in many forms, including the Socratic Method, to present arguments and rebuttals.

The academic skills needed for an educated person in the 21st century are designated by the Common Core State Standards (CCSS) as well as the College and Career Readiness (CCR) anchor standards, which provide key ideas and details. Additionally, the P21 Framework and 21st Century Skills Maps have outlined with specificity, how to

integrate the Four C's with the Common Core State Standards (CCSS) and College and Career Readiness (CCR) anchor standards. The CCSS and CCR anchor standards infused with the P21 Framework and P21 Skills Maps will be a key focus of PCA's educational program.

The CCSS and CCR anchor standards define what students should understand and be able to do as they enter college and the workforce. These are outlined on the following pages. A full listing of all P21's Framework, and 21st Century Skills Maps for English, Math, Social Studies, Science, the Arts, Geography, and World Languages are located in **Appendix H and Appendix I** for further reference.

COLLEGE AND CAREER READINESS STANDARDS FOR THE 21ST CENTURY

College and Career Readiness Anchor Standards-Literacy

- ◆ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- ◆ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ◆ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ◆ Assess how point of view or purpose shapes the content and style of a text.
- ◆ Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- ◆ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- ◆ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards-Writing

- ◆ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ◆ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- ◆ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- ◆ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ◆ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ◆ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- ◆ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ◆ Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ◆ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards-Speaking & Listening

- ◆ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ◆ Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ◆ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- ◆ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ◆ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ◆ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards-Language

- ◆ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ◆ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ◆ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- ◆ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- ◆ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ◆ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core Standards by Domain-Mathematics

- ◆ Calculate expected values and use them to solve problems.
- ◆ Solve real-world and mathematical problems involving area, surface area, and volume.
- ◆ Draw, construct, and describe geometrical figures and describe the relationships between them.
- ◆ Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- ◆ Understand congruence and similarity using physical models, transparencies, or geometry software.
- ◆ Understand and apply the Pythagorean Theorem.
- ◆ Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- ◆ Understand ratio concepts and use ratio reasoning to solve problems.
- ◆ Analyze proportional relationships and use them to solve real-world and mathematical problems.
- ◆ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- ◆ Compute fluently with multi-digit numbers and find common factors and multiples.
- ◆ Apply and extend previous understandings of numbers to the system of rational numbers.
- ◆ Apply and extend previous understandings of operations with fractions.
- ◆ Know that there are numbers that are not rational, and approximate them by rational numbers.
- ◆ Apply and extend previous understandings of arithmetic to algebraic expressions.
- ◆ Reason about and solve one-variable equations and inequalities.
- ◆ Represent and analyze quantitative relationships between dependent and independent variables.
- ◆ Use properties of operations to generate equivalent expressions.
- ◆ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- ◆ Expressions and Equations Work with radicals and integer exponents.
- ◆ Understand the connections between proportional relationships, lines, and linear equations.
- ◆ Analyze and solve linear equations and pairs of simultaneous linear equations.
- ◆ Define, evaluate, and compare functions.
- ◆ Use functions to model relationships between quantities.
- ◆ Develop understanding of statistical variability.
- ◆ Summarize and describe distributions.
- ◆ Use random sampling to draw inferences about a population.

- ◆ Draw informal comparative inferences about two populations.
- ◆ Investigate chance processes and develop, use, and evaluate probability models.
- ◆ Investigate patterns of association in bivariate data.

Common Core Standards-Literacy in History/Social Sciences, Science, & Technical Subjects

- ◆ Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- ◆ Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- ◆ Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- ◆ Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- ◆ Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- ◆ Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- ◆ Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- ◆ Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- ◆ Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- ◆ Cite specific textual evidence to support analysis of primary and secondary sources.
- ◆ Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- ◆ Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- ◆ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- ◆ Describe how a text presents information (e.g., sequentially, comparatively, and causally).
- ◆ Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- ◆ Distinguish among fact, opinion, and reasoned judgment in a text.
- ◆ Analyze the relationship between a primary and secondary source on the same topic.

- ◆ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- ◆ Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- ◆ Assess the extent to which the reasoning and evidence in a text support the author's claims.
- ◆ Compare and contrast treatments of the same topic in several primary and secondary sources.
- ◆ Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- ◆ Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- ◆ Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LIFE AND CAREER SKILLS FOR AN EDUCATED PERSON OF THE 21ST CENTURY

According to the P21 national consortium, beyond knowledge of content and the skills to apply this information, it is also vital that students in the 21st century world economy develop personal life and career skills related to self-regulation and working productively and efficiently with others. Therefore, an educated person in the 21st century must possess interpersonal skills to leverage the strengths of others as well as coach and develop others. P21 also notes that it is important to continuously self-monitor (gauge and monitor one's own needs) as well as to learn from one's own mistakes. Personal accountability and the ability to demonstrate effective work habits such as punctuality, managing time, managing amount of workload, and so forth are necessary for success in the 21st century workforce.

Five personal life and career skill areas outlined in the P21 Framework Definition are described as follows:

- ◆ **Flexibility and adaptability:** The ability to adapt to varied roles, job responsibilities, schedules, and contexts; work effectively in a climate characterized by ambiguity and changing priorities; incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate, and balance diverse viewpoints and beliefs in order to reach workable solutions, especially in multicultural environments.
- ◆ **Initiative and self-direction:** The ability to set goals with both tangible and intangible success criteria; balance short term as well as strategic long-term goals; use time and manage workload efficiently; monitor, prioritize, and complete tasks without direct oversight; go beyond basic mastery of skills and curriculum for the purposes of exploring and expanding one's own learning and opportunities to gain experience; demonstrate initiative to advance toward professional skill level; demonstrate a commitment to learning as a lifelong process; reflect critically on past experiences in order to inform future progress.

- ◆ **Social and cross-cultural skills:** The ability to know when it is appropriate to listen or speak; conduct oneself in a respectable and professional manner; respect cultural differences and work effectively with people from a range of social cultural backgrounds; respond to different ideas and values with an open mind; leverage social and cultural differences for the purpose of creating new ideas as well as increase innovation and quality of work.
- ◆ **Productivity and accountability:** The ability to set and meet goals, even when facing obstacles and competing priorities; set, plan, and manage work in order to achieve intended results; demonstrate attributes that lead to the production of high-quality products including work positively and ethically, manage time and products effectively, multitask, participate actively, reliably, and punctually, present a professional and proper presence, collaborate and cooperate with teams, respect and appreciate diversity of teams and be accountable for results.
- ◆ **Leadership and responsibility:** The ability to use interpersonal and problem-solving skills to influence and guide others to a goal; leverage the strengths of others to accomplish a common goal; inspire others to reach their very best via example and self-sacrifice; demonstrate integrity and ethical behavior in using influence and power; act responsibly with the interests of the larger group or community in mind.

PCA understands that these life and career skills are not necessarily easy to teach or assess. However, PCA is highly committed to implementing a project-based STEAM curriculum that is rigorous for college preparation, one that continuously creates an environment in the classroom and throughout the Charter School, that not only nurtures students' opportunities to utilize these life skills on a daily basis, but to build upon and enhance these personal skills throughout a student's career at PCA. In addition to the educational model as a way to access and teach these life skills, Paramount Collegiate Academy will fully implement the Love and Logic Institutes' training in their *Nine Essential Skills for the Love and Logic Classroom* with all school staff, teachers, and leaders. These methodologies will be used school wide in order to further build and strengthen these personal life, social, and career skills in all students. The Love and Logic curricular model and accompanying research is considered to be a key social/interpersonal aspect of PCA's educational program and is further discussed later in this chapter. School wide implementation of the Love and Logic model will ensure deep coherence of the techniques and strategies among all staff, which in turn, greatly benefits students. As new staff are hired, each successive year, they too will be fully trained in the Love and Logic theories and strategies.

The educational program at Paramount Collegiate Academy will focus on rigorous college preparatory curricula of STEAM project based teaching and learning of the Three R's and Four C's as defined by P21. Using best research-based methodologies and a collaborative model that infuses technology across the curriculum, PCA will provide all students with the previously mentioned skills, knowledge, and personal character foundation necessary to equip them to be educated individuals who lead fulfilling and productive lives in the 21st century. Figure 5 [on the following page below](#), presents P21's graphic representation of 21st century student outcomes and support

systems. PCA’s educational model is based upon these key aspects. Specific research as well as descriptions of the educational elements and practices that will generate these student outcomes is detailed throughout the remainder of this chapter.

STUDENTS TO BE SERVED-TARGET STUDENT POPULATION

Paramount Collegiate Academy will grow to serve all students in grades 6 – 12. PCA will serve grades 6-9 in its initial year of operation, with one additional grade added each successive year up through grade 12 in year four. PCA will serve families in the San Juan Unified School District (SJUSD) and surrounding areas of the Sacramento capital region, including Carmichael, Citrus Heights, Orangevale, Fair Oaks, North Highlands, Sacramento, Folsom, West Roseville, and Antelope. Paramount Collegiate Academy will be non-sectarian in its educational programs, admission policies, employment practices, and all school operations.

PCA intends to serve grade levels that coincide with the District’s grade levels (Ed Code Section 47605(a)(6)). At its full capacity in 2018, Paramount Collegiate Academy plans to serve 875 students. (See Figure 5, Enrollment Projections by Year and Grade Level, below.) In the school’s first year of operation, 2015-16, PCA plans to serve approximately 50 students in each grade 6-9. In year 2, PCA will add approximately 25 students in each grade 6-9 and 50 students in grade 10. PCA will serve all grade levels 6-12 in years 4 and beyond.

Figure 5 – PCA Enrollment Projections by Year and Grade Level

Student Population	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
Year 1	50	50	50	50				200
Year 2	75	75	75	75	50			350
Year 3	100	100	100	100	75	50		525
Year 4	125	125	125	125	100	75	50	725
Year 5	125	125	125	125	125	100	75	800
Year 6	125	125	125	125	125	125	100	850
Year 7	125	125	125	125	125	125	125	875
Year 8	125	125	125	125	125	125	125	875

STUDENT POPULATION AND DEMOGRAPHICS OF TARGETED SCHOOL COMMUNITY

PCA will be a free, public charter school and will strive to ensure that its student body is representative of the general population residing within the District’s boundaries. PCA

aims to serve families residing within the boundaries of the San Juan Unified School District, including Sacramento and the surrounding capital cities of Carmichael, North Highlands, Antelope, Orangevale, West Roseville, Citrus Heights, Folsom, and Fair Oaks. In addition to being ethnically diverse, PCA will serve families from a variety of linguistic and economic backgrounds, mirroring the demographics of the surrounding community. PCA expects its population to be similar to that of the San Juan Unified School District.

According to the California Department of Education (CDE), current demographic data in the California Longitudinal Pupil Achievement Data System (CALPADS) for 2013, 50% of students enrolled in the San Juan Unified School District (SJUSD) qualify for free or reduced-price lunches. Additionally, the District’s total student enrollment is 47,752 students, with 4,790 designated as English Learners. This translates into 10 % of the District population. According to current 2013 CDE statistics, SJUSD serves 1,598 students with disabilities in grades 6-9. Total District enrollment in grades 6-9 is 13, 864. This translates into 12% of the SJUSD total student population. Student ethnicity data for the San Juan Unified School District is listed in Figure 6 below.

Figure 6-San Juan Unified School District Enrollment by Ethnicity
 (From: California Department of Education, *DataQuest*, 2012-13 Student Demographics)

Ethnicity	Percent
Hispanic or Latino	21%
American Indian or Alaska Native	2%
Asian	5%
Pacific Islander	1%
Filipino	2%
African American	8%
White	62%
Other	3%

Paramount Collegiate Academy’s target population will be a similarly diverse student group. PCA intends to include families from the same range of socio-economic, racial, linguistic, and cultural backgrounds as the areas served by SJUSD. Refer to Element 7 of this charter petition and **Appendix E** for further detailed information regarding PCA’s Community Recruitment and Outreach Plan.

PCA COMMUNITY SUPPORT

The Development Team of Paramount Collegiate Academy includes education experts, highly skilled technicians, professionals and business advisors in the Sacramento capital region and across the state of California. PCA is continuously seeking to build and expand its collaborative partnerships and community relationships in and around Carmichael and greater Sacramento areas. The Charter School intends to build and sustain extremely strong collaborative relationships with [the Sacramento County Office of Education \("SCOE" or "County"\)](#), San Juan Unified School District and its entire community network.

PCA fully intends to exude its core belief of collaboration. As such, PCA aims to build a school that is intricately connected with its community. PCA believes that schools and students succeed as a result of strong collaborative teams among the school, students, and families. Residents, businesses, professionals, educators, and families across the county of Sacramento and state have demonstrated strong support for Paramount Collegiate Academy.

Overwhelming support for PCA is reflected in the following documents:

- ◆ **Teacher Petition:** PCA believes it is imperative to recruit, identify, hire, train, and support teachers who personify and believe deeply in the mission and vision for the Charter School. PCA has met the charter petition requirements outlined in Education Code Section 47605 (a) (1) (B) with the signatures of nine California credentialed teachers who have expressed meaningful interest in teaching at PCA. Please refer to **Appendix B**.
- ◆ **Parent Petition:** PCA realizes families and parents play a critical role as team members in their children's education. To that end, parents have been highly engaged and interested in expressing their interest in the public middle high school option that PCA proposed to provide families and the community. As such, PCA has collected petition signatures from parents indicating they are meaningfully interested in enrolling their children at PCA. While we have collected nine teacher signatures in Appendix B to meet the petition requirement of Education Code Section 47605 (a) (1) (B) for this Charter petition, we have also collected and included 244 parent signatures in **Appendix C**.
- ◆ **Letters of Support and Community Relationships:** PCA has received extensive support from individuals, community businesses, and organizations who believe in the mission, vision, and instructional model of the Charter School. These letters are included in **Appendix D**. To date, the Development Team has received letters from the following individuals and organizations:
 - ◆ Advanced Tax & Accounting Firm
 - ◆ Archer Financial Services
 - ◆ Banc Home Loans
 - ◆ Be One Promotions
 - ◆ Beth Gaines, California State Assemblywoman, 6th District

- ◆ California Charter Schools Association
- ◆ California Department of Social Services
- ◆ Carmichael Chamber of Commerce
- ◆ Cornerstone Community Church
- ◆ Daniels and Company, Inc.
- ◆ Fast Break Tech Inc.
- ◆ Fifty5Five
- ◆ Lisa Hernandez, Environmental Scientist, TestAmerica Inc.
- ◆ Material Damage Appraisal
- ◆ North Area Dental Laboratory
- ◆ River City Office Supply, Inc.
- ◆ Russian Baptist Church
- ◆ Sacramento County Sheriff's Impact Program
- ◆ Stanislaus County Office of Education, Education Options Division
- ◆ Touchstone Christian Fellowship
- ◆ Trodfire, Inc.
- ◆ William Jessup University
- ◆ XLeration Services

Other organizations and agencies have communicated their support for Paramount Collegiate Academy in collaborative meetings with Founding Board and/or Development Team members through the planning phases of this Charter School project. Consultants from the California Department of Education and various County Offices of Education throughout Central and Northern California have also worked in various advisory capacities in the development of this Charter Petition. PCA has met and/or been in communication with other model charter school programs in order to continue scheduling site visitations.

Overall, PCA will continue its endeavors to join various charter school and technology networks for the purposes of continuous improvement and supportive professional development such as: the Buck Institute for Education's (BIE) Project Based Learning (PBL) Network on Edmodo, Edutopia's PBL discussion group and/or the New Tech Network that support project-based learning and technology infusion across the curriculum. PCA's Founding Board has met with or been in collaborative communication with many other individuals and organizations who have displayed favor for this Charter School throughout its development process, including representatives from the following:

- ◆ Arden Arcade Business Council
- ◆ Arden Arcade Rotary
- ◆ Bay Area Technology School
- ◆ Better Health Therapy
- ◆ Boy Scouts of America
- ◆ California Montessori Project
- ◆ Carmichael Parks & Recreation District
- ◆ CharterSafe
- ◆ CJL Quantum Consulting
- ◆ Digital Dental
- ◆ Drew Charter School

- ◆ Dutch Bros. Coffee
 - ◆ EMF Broadcasting
 - ◆ Fehr & Peers
 - ◆ First Robotics
 - ◆ Fulton Parks & Recreation District
 - ◆ Girl Scouts of America
 - ◆ Hewlett Packard
 - ◆ High Tech High
 - ◆ Image Pros Photos
 - ◆ Insight Education Group
 - ◆ Intel
 - ◆ Love and Logic, Institute
 - ◆ Mission Oaks Parks & Recreation District
 - ◆ Moxie Salon
 - ◆ National Charter School Resource Center
 - ◆ Project Lead the Way
 - ◆ RFE Engineering
 - ◆ Rotary Club of Carmichael
 - ◆ Sacramento Regional Science & Engineering Fair Foundation
 - ◆ Tech2U
 - ◆ The Church on Cypress
 - ◆ USFirst
 - ◆ WestEd
- ◆ **Parent Community Outreach and Parent Information Meetings:** The PCA Development Team has and will continue to conduct parent and community outreach information meetings in order to engage families, parents, and community members in the crafting of the Paramount Collegiate Academy school program design. PCA has held meetings at the Church-On-Cypress and will be implementing a fully in-depth parent and community outreach plan during successive months of start-up. Sample parent and community outreach advertising and informational materials have been developed in English, Spanish, and Russian, as these are the major language families of the Charter School's target population. Samples of these outreach documents are included in **Appendix E**.

PCA believes wholeheartedly in its core value of collaboration. The Charter School intends to create multiple avenues for parent, family, and community involvement beyond planning, development, and start-up. PCA will be implementing parent volunteer hours as part of its educational model. This creates a school-home team, with a student and family actively engaged in school operations. As stated in the Paramount Education Inc. Bylaws (Please refer to **Appendix F**.) The Board of Directors of the Charter School will create a Parent Community Advisory Committee as another vehicle for the exchange of ideas, feedback and information between parents, families, and community with respect to school programmatic and design aspects. These multiple student, parent, and community outreach components provide vital input and feedback mechanisms regarding the various school elements.

PCA's school design will be enhanced and supported through its core beliefs of collaboration and lifelong learning that entails on-going continuous improvement. Therefore, the Charter School will continually collect, analyze, and respond to numerous types of quantitative and qualitative data. The PCA Founding Board and Development Team holds high value for establishing and maintaining collaborative relationships and partnerships. PCA intends to not only establish strong communication and substantial partnerships across the Sacramento capital region and state, it endeavors to form and maintain solid collaborative relationships with [the Sacramento County Office of Education](#), San Juan Unified School District, as well as the families, students, businesses, corporations, charter school agencies, educational organizations, and members of the Charter School's community. We believe success is the result of teams and we look forward to working together with [SCOE](#), [SJUSD](#), and local communities in order to provide a rigorous exceptional school program and opportunities for students to be academically, socially, and emotionally equipped for the 21st century.

INSTRUCTIONAL MODEL-KEY ACADEMIC PROGRAM FEATURES

Based upon the massive research compiled and published by the National Research Council in *How People Learn: Mind, Brain, Experience, and School* (2000) and the 21st century work and research of the P21 consortium, Paramount Collegiate Academy's instructional model will be a hybrid of best research based practices in the field of education. PCA will combine the cutting-edge, "best of the best" components of project based and experiential learning, blended learning techniques, and traditional models of instruction. PCA will be a CCSS standards based college preparatory program, with the infusion of P21's Four C's of: creativity, critical thinking, communication, and collaboration. These key 21st century skills are relevant for today and tomorrow's world. In addition to these learning skills, PCA will weave the following interdisciplinary themes across the curriculum:

- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

Curricular emphasis will also be placed upon individual learning plans, community service projects, and advanced placement courses taught through project-based instruction. Additionally, students will receive an environment rich in promoting the social and emotional life/career skills espoused by P21 through the school wide adoption and implementation of the Love and Logic curriculum, practices, and methodologies, including Love and Logic's *Nine Essential Skills for the Love and Logic Classroom*.

Learning at PCA will be individualized and personally relevant to students. Differentiation of instruction will occur through content, process, product, and learning environment. As previously mentioned, PCA's instructional model is built upon all

research amassed by the National Research Council (2000) and P21. Over these past two decades, the nation's leading educators, experts, researchers, and corporate professionals associated with these studies strongly support the utilization of the hybrid approach to teaching and learning. This is in direct alignment with PCA's instructional and educational model, one that focuses on infusion of the Four C's amidst the Three R's and involves inquiry-based teaching, technology-enhanced instruction, as well as lecture-based and text-based models of teaching. Furthermore, **PCA's instructional model will use a combination of individual, small group, and whole group learning**, which is also strongly reinforced by these national studies. PCA will apply the various differentiated strategies outlined in Figure 3-How People Learn-Teaching Strategies on page 376 and Figure 7-Matrix of Instruction, on the next page, which further details the numerous ways in which people learn. Figure 7 outlines the three types of instruction, as well as the various ways of incorporating these types of groupings in school settings. PCA will use these strategies in a differentiated approach, as discussed later in this section under *Differentiated Instruction*.

PCA's student-centered instructional focus through personalized and differentiated teaching and learning is also backed by these findings. The degrees to which all of these strategies and methodologies are utilized will be dictated by the course subject, skills being taught, assessment feedback, and student readiness and/or student needs. All of these teaching constructs and instructional models become a rich student-centered instructional program, one in which teachers choose purposefully among techniques, rather than working through the chaos of competing alternatives in a "one-size-fits-all" model.

Figure 7-Matrix of Instruction

Type of Instruction	Setting	Facilitator	Types Of Tasks	Attributes of Implementation
Independent Learning	Individual on Computer	Student Led	<ul style="list-style-type: none"> • Lecture • Cornell Note-Taking • PowerPoint • Individual Assessments • SSR/Reading • Writing • Film Clips • Videos • Independent Practice • Individual preparation for small group, lab, or whole group work • Independent portfolio work • Skype sessions • Re-learning based on assessment data 	<ul style="list-style-type: none"> • Differentiated • Single discipline oriented (not likely to be interdisciplinary) • Adaptive • Personalized and optimized • Students can work at own pace • Students work toward their own personal mastery of content
Small Group Learning	Pairs or groups of 4-5	Student or Teacher Directed	<ul style="list-style-type: none"> • Group work or projects • Labs • Pair work • Project based learning • Reciprocal reading • Guided reading • Reading circles • Teacher group conferences • Re-teaching based upon assessment data 	<ul style="list-style-type: none"> • Differentiation is possible • Interdisciplinary learning is possible
Whole Group Learning	Group of 10-25	Teacher Directed	<ul style="list-style-type: none"> • Socratic Method/Seminars • Philosophical chairs • Whole class discussions • Direct instruction • Re-teaching based upon data assessments • Debates • Presentations • Labs • Simulations 	<ul style="list-style-type: none"> • Differentiation is possible • Interdisciplinary learning is possible

The following outline presents the various instructional aspects of Paramount Collegiate Academy's academic education model in detail. PCA's educational framework and sound instructional program is based upon the vast amount of research, 21st century trends, and current best practices and methodologies in education:

◆ *21st Century Skills:*

Utilizing the *P21 Framework for 21st Century Learning* and *21st Century Skills Maps*, PCA will infuse the traditional Three R's of reading, writing, and arithmetic of the Common Core State Standards (CCSS) with the **four-C's of creativity and innovation, critical thinking and problem-solving, communication, and collaboration** across the curriculum. Students will work to master rigorous CCSS standards and college preparatory coursework, including advanced placement courses. PCA will focus on students' attainment of the 21st century outcomes and mastery of the **core subjects of English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics**. Additionally, the 21st century interdisciplinary themes advocated by P21 will be promoted by PCA, as they complement and lead to greater depth of understanding in the core subjects. The **21st century interdisciplinary themes** woven into the core courses include **global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy**.

◆ *STEAM Focus:*

With the new adoption of the Next Generation Science Standards (NGSS) earlier this year, California and the rest of the nation is now calling for the integrated teaching of science. At the middle grades, this equates to teaching life, earth, space, and physical science in a more integrated fashion, along with the infusion of technology and engineering. PCA will be joining a growing body of proponents that have lauded integrated teaching as a powerful means to facilitate the shift toward preparing students to compete in a global market (Riley, 2013). STEM (Science, Technology, Engineering, and Mathematics) education has been the most widely advocated means for providing integrated and interdisciplinary studies. Furthermore, the last few years has seen the modern STEM movement change to STEAM, adding arts into the mix, as a way to further integrate creativity and artistic skills and processes across these content areas. PCA will utilize this integrated approach to teaching integrated STEM and the arts to foster learning that is skill and process based.

STEAM melds together critical components of how and what, and fortifies them together with why. STEAM is a way to teach through an integrated network where information is collected, shared, explored, and further molded in new ways. PCA students will develop new ways of seeing, perceiving, and being through the STEAM interdisciplinary approach of collaborative risk taking and creativity. Hence, STEAM learning opportunities will allow PCA students to use the skills and processes learned in science, technology, engineering, the arts and mathematics in order to think deeply, ask probing questions, and solve problems.

STEAM at PCA will be a focus in order to foster preparation for these fields of study beyond high school.

PCA is joining this current trend toward STEAM, headed by Rhode Island School of Design's President, John Maida (2012). Other well-known proponents of STEAM, such as Duke University and Texas A & M have joined the growing recent STEM to STEAM movement nationwide. Proponents of STEAM understand that arts and design are in all aspects of everyday life (Keane, 2014). Additionally, STEM or STEAM teaching is supported by the math and science CCSS. PCA, like many other STEAM/STEM advocates and school districts, will be incorporating technology across these learning processes. Through the integration of STEAM in the PCA educational program, students will have an array of needs met including character/behavior, resilience/agility, relationships/connectivity, and perseverance/lifelong learning. These teaching and learning experiences are relevant and connect students to creativity and innovation in our global world.

According to a recent STEM report in *US News* (2011), jobs in the STEM fields are expected to grow by 17 percent over the next five years. Though no one can predict with complete certainty the future world job market, PCA has built its overarching educational program on skills necessary for the 21st century and incorporated several components into its program that support preparation for STEAM/STEM fields. These STEAM/STEM components include:

1. *Technology Embedded Across the Curriculum*: PCA will research and implement technology that provides adaptive instruction, practice, and assessment that is differentiated for each student. Additionally, the PCA Founding Board and Development Team will work to create the lowest student-to-computer ratio so that all PCA students have daily use of an iPad or laptop at school. The PCA Team understands that advances in mobile devices are moving rapidly and will explore laptop alternatives such as: smartphones with laptop docks or tablets with keyboard docks. Additionally, PCA "rituals and routines" will be taught and reinforced in order to support blended learning environments. Keyboarding will be taught on an as needed basis and computers will be used for researching, communicating, and producing. Technology in today's world is also a key component for data in all of its various forms, including compilation and analysis. PCA will use technology extensively in the formulation of assessments, data construction, and the entire PCA model of data driven instruction which will continuously and collaboratively collect, analyze, present, and respond to multiple data measures with all school stakeholders including teachers, students, school leaders, and parents. Staff will utilize technology to conduct on-going assessment and methodological triangulation.
2. *Intersession Courses Such as Design and Coding*: PCA will offer classes that support and enhance the learning of STEAM/STEM such as Design, Coding, and Keyboarding classes. These will further foster the learning of needed 21st century skills and principles of STEAM such as design thinking. As technology continues to drive the evolutionary changes in

our society, PCA recognizes that computers are at the center of real world activities. Therefore, the Charter School will also explore ways to implement other computer-related courses into its instructional program during Intersession such as Coding and Computer Programming. Coding and programming innately involve the trying and repetitive testing of actions and theories until something workable is produced. This process of persistence, iteration, and reiteration is inherent in these courses and the STEAM/STEM fields. As a result, PCA will work to provide opportunities for students to learn and apply these essential concepts in authentic projects that replicate real world situations and problems.

3. *Creation of Digital Products and Portfolios*: Students at PCA will represent or publish products digitally. This will occur online, through digital portfolios, or through the creation of digital products. Students' will assemble a summary of their work products and digital products and present this portfolio at the culmination of the school year (and possibly at the end of the first semester). Students will be provided with the opportunity to create, revise, present, and defend their digital portfolios among an authentic panel of faculty, community members, and advisors. These panels may include parents, peers, and/or PCA board members.
4. *Graduation Requirements Supporting STEAM/STEM*: Aside from Intersession courses such as computer programming, coding, or design, students at PCA will have math and science requirements that exceed the University of California A-G and Common Core State Standards. Furthermore, PCA expects all students to pass these courses and will provide the program, network of supports, systems, and environment for the attainment of student success.

Figure 14 on page 843 outlines PCA's Graduation Requirements and Figure 15 on page 854 presents the UC A-G Requirements in comparison to PCA's educational program.

◆ *Project-Based Learning (PBL)*:

Students of Paramount Collegiate Academy will be continually involved in long-term experiential project-based learning, engaged in exploring real-world problems and challenges. This inquiry-based learning model is **composed of two frameworks: problem-based learning and project-based learning**. In the scope of *problem-based learning*, PCA students will be tackling a problem, but not necessarily completing a student project. Additionally, when completing work through *project-based learning*, PCA students will be involved in complex tasks and some form of student presentation as well as creating an authentic product or artifact. Through these inquiry-based teaching methods, PCA students will be engaged in creating, questioning, and revising knowledge. Based upon the research of Barron and Darling-Hammond (2008) as well as Thomas (2000), learning will essentially be enhanced through the Socratic Method of questioning, reflection, inquiry, and critical thinking.

Paramount Collegiate Academy's PBL curricula will be rigorous and based upon the vast body of PBL research on successful project design components (Vega, 2012; Barron & Darling-Hammond, 2008; Ertmer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008). Utilizing these best research-based features, project-based learning at PCA will include the following **four key components**:

- a. Realistic Problem or Project-designed in alignment with a student's skills and interests; including a clearly defined set of skills and content outlined through rubrics and exemplars
- b. Structured Group Work-student groups of three to four students, heterogeneously grouped by diverse skill levels and roles that are interdependent; involve team rewards; and individual student accountability based upon growth
- c. Multi-faceted Assessment-including multiple feedback opportunities such as benchmarks and reflective activities for students in order to make work revisions; multiple learning outcomes; presentations such as exhibitions, portfolios, performances, and reports that encourage participation and social voice
- d. Participation in a Professional Teaching Learning Network-PCA staff will have on-going involvement in a supportive PBL network to collaborate and reflect on PBL classroom experiences with colleagues; staff will be involved in further on-going training in inquiry-based teaching methods. Additional information on the types of professional development PCA teachers will be involved in to support inquiry-based teaching and PBL is discussed later in the subsequent section on *High Quality Professional Development*.

It is of significance to note that the on-going *Knowledge in Action (KIA) Project*, initially organized in 2008, through collaboration of research teams from the University of Washington and the Bellevue School District in Washington, have collected results, to date, that suggest project-based learning in advanced placement (AP) courses helps deepen student learning as well as improve AP test results. These important results are discussed further in the section on *Rigorous A-G and Advanced Placement Coursework*.

In 2013, this KIA longitudinal research study received the *Exemplary Research in Social Studies Award* from the National Council for the Social Studies (NCSS). PCA is inspired by the results of this on-going study and will apply these cutting-edge research based approaches in its AP courses with enthusiasm. Additionally, PCA will be utilizing the great compilation of PBL research work of Barron and Darling-Hammond (2008), Ertmer and Simons (2005), Mergendoller and Thomas (2005) and Hung (2008) in developing and implementing PBL across all core content areas.

◆ *Rigorous A-G and Advanced Placement Coursework:*

Paramount Collegiate Academy's graduation requirements are in alignment with the University of California's A-G requirements. Students at PCA will receive rigorous standards based instruction across the curriculum, with PCA curriculum being founded on the newly adopted Common Core State Standards (CCSS) as well as P21's curriculum framework for the 21st century. Additionally, the graduation requirements for PCA exceed the UC A-G requirements, as the Charter School's requirements are based upon the STEAM/STEM fields of our global and technologic society. PCA's Sequence of Courses for middle and high school as well as its Graduation Requirements are presented later in this chapter on pages 84-86.

PCA will provide Advanced Placement (AP) coursework utilizing and melding best research-based practices in project-based learning and traditional AP coursework. As stated previously, PCA intends to utilize the massive and current research findings from the KIA Project in the areas of project-based learning and advanced placement coursework to build its AP curricula. AP coursework will be further delivered through technology and blended learning. Through the infusion of these various promising pedagogical approaches including PBL, technology, and blended learning, PCA's instructional and education model for AP and all of its course offerings show great promise for 21st century student learning.

◆ *Differentiated Instruction:*

PCA is highly cognizant of the fact that all students think and learn differently. In addition, children grow and develop at different rates in different skill areas. PCA understands, recognizes, and values these differences. As a result, instruction at Paramount Collegiate Academy will be differentiated, providing different students with different avenues for learning through **content, process, product, and learning environment**. PCA intends to use a variety of techniques to differentiate instruction, based upon the research of Carol Ann Tomlinson, considered to be the leading expert on differentiation. These research-based differentiation strategies will be used at PCA to craft lessons and deliver curriculum.

Differentiated PCA instructional techniques will include some of the following espoused by Sousa and Tomlinson (2011):

- a. Flexible grouping- work groups will be based on interests, learning preferences, or specific learning need; groups may be selected by the teacher, the students, or randomly; length of time groups stay together will be variable; groupings will be interwoven with whole group instruction and independent work.
- b. On-going assessment-teachers will use ongoing assessment to inform and drive the direction and content of their instruction; a variety of assessment tools will be used before, during, and after every unit of study.
- c. Risk taking learning environment-students will be supported in taking the risk of learning; errors and mistakes are used for feedback; students feel safe and connected in a community of learners.

In order to prepare a diverse heterogeneous student body for work in STEAM/STEM fields and careers, PCA will incorporate the theoretical practices outlined above as well as differentiating the processes of learning through tiered lessons, providing opportunities for students to use their varied learning styles and modalities, engaging student's diverse interests, and considering student readiness, skills, abilities, and talents in delivery of coursework. PCA's educational program will be differentiated via project-based and inquiry-based learning, blended learning, personal goal setting and progress monitoring, and community service learning projects. All of these differentiation techniques are included in PCA's instructional model and described in detail throughout this chapter.

Lastly and quite significantly, PCA's model for differentiation is woven throughout the educational program features described in this chapter. Therefore, PCA will include on-going teacher support for these differentiation techniques through professional development and collaboration time. PCA's *High Quality Professional Development* section found later in this chapter, outlines the various essential elements of research-based high quality professional development of high quality that will provide continuous support to PCA's teachers and staff in the delivery of its rigorous college preparatory and technology rich STEAM curriculum.

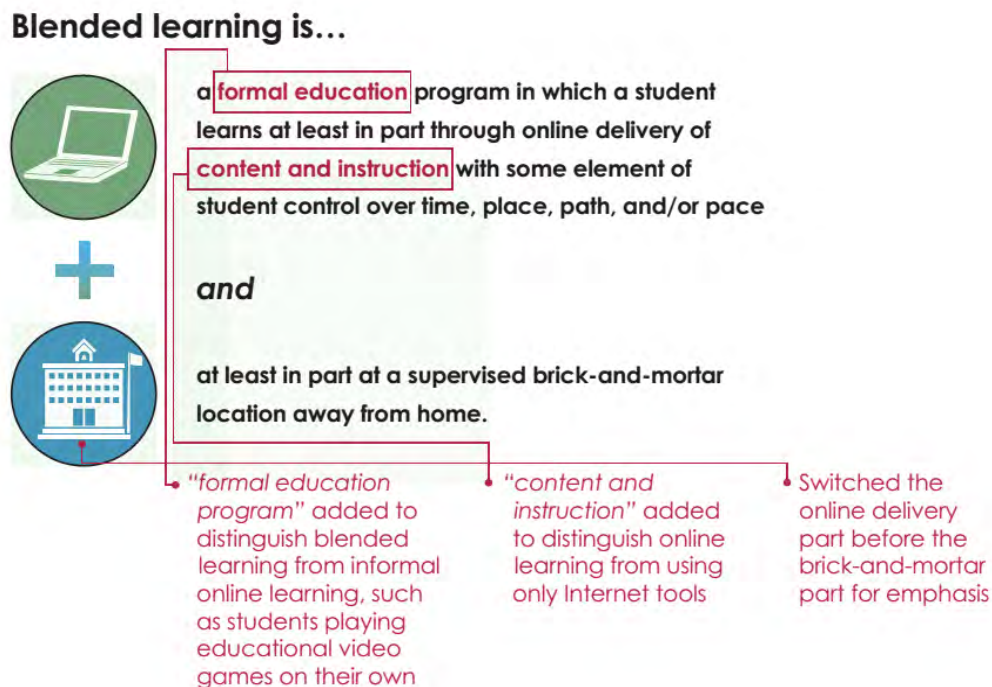
◆ *Blended Learning:*

Blended learning is a formal education program in which PCA students will, in certain courses, learn a portion of their class content through online means. Blended learning at PCA will also involve some element of student differentiated control over time, place, path, and pace. The PCA Development Team recognizes the fact that technology and its use in K-12 education is rapidly evolving, simultaneously with the entire global landscape. In keeping with these fast paced technologic changes as well as exhibiting resolute support for the core belief of lifelong learning and continuous improvement, PCA will continuously evaluate how and why technology is utilized at the Charter School and its effectiveness. As a result, PCA will implement blended learning utilizing a flexible approach and combine the various online, Internet and digital media based programs, interchangeably with face-to-face teaching models for some specified courses.

To mold its blended learning implementations, PCA will draw upon the national technology research of Michael Horn and Heather Staker of the *Innosight Institute* and co-authors of *Classifying K-12 Blended Learning* (2012). Michael Horn was named as one of the 100 most important people in the creation and advancement of technology use in education by *Tech & Learning* magazine. His fellow colleague and co-author, Heather Staker, received an MBA from Harvard Business School and has served as a member of the California State Board of Education. In their publication on K-12 blended learning, Horn and Staker (2012) provide clear definitions of blended learning and the various models, all the while distinguishing between what blended learning is and is not.

Figure 8, below, provides a clear pictorial description of blended learning. PCA will be implementing this combination of brick and mortar location that provides supervision away from home with the online delivery of formal education, content, and instruction. PCA also realizes that blended learning programs have the potential to evolve beyond the formal brick and mortar school setting of the PCA campus. Other possible brick and mortar sites of the future might include the public library, community centers, or internship work stations in the community. These have the brick and mortar potential for direct supervision away from home. Figure 8 below points out that blended learning allows for some level of differentiation with regard to student control over the time, place, path, and/or pace of the online instruction.

Figure 8-Definition of Blended Learning
(From: *Classifying K-12 Blended Learning*, 2012)



Three of the four models of blended learning outlined by Staker and Horn (2012) will be utilized at PCA, depending on specific course, its content, and student needs. The identified three models are: **rotation, flex, and self-blended**. The **enriched virtual** model will not be offered at PCA, but is described herein as a point of comparison. Figure 9, shown on page 654, depicts the four models within the current landscape of blended learning, taking into consideration school programs preparing to launch or which are already in existence. Figure 9 further illustrates how the various blended learning models are integrated with other various education practices. The following paragraphs summarize descriptions of the four blended learning models PCA will be implementing:

1. **Rotation Model**-students enrolled in a PCA course using a rotation model of blended learning will rotate between learning modalities on a fixed schedule or at the discretion of the teacher. Students might rotate to other activities and modalities such as small group or whole class instruction, group project work, individual tutoring, or writing assignments.

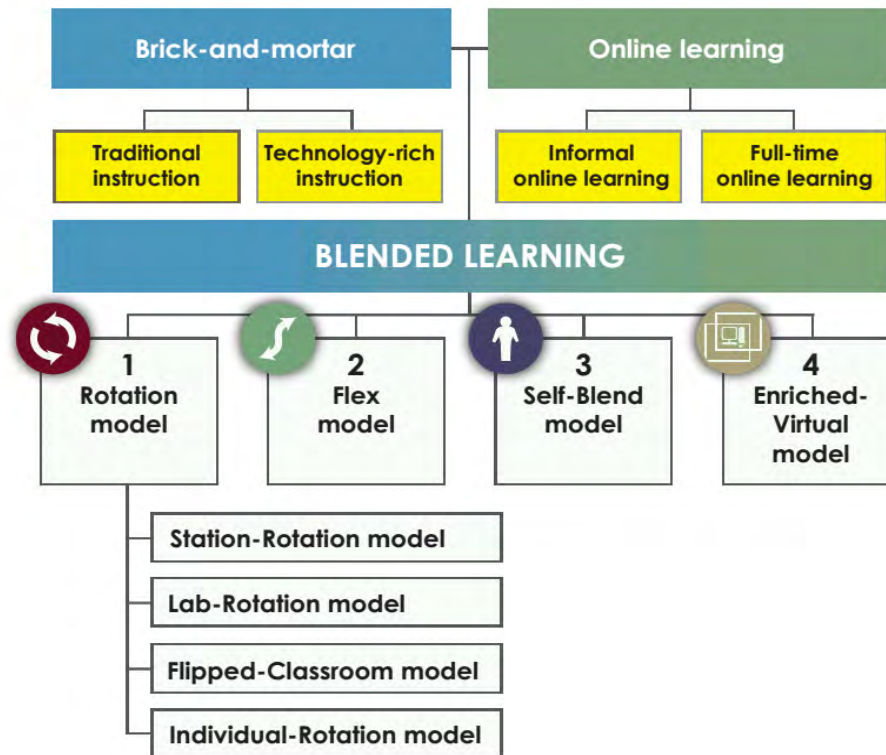
As noted in Figure 9 on the following page, **four types of rotation models** can be developed: **station rotation, lab-rotation, flipped classroom, and individual rotation**. Each of these blended learning models involve rotating either on a fixed schedule or at the discretion of the teacher. Rotations among these models can vary from within the same classroom to different classrooms and/or courses. As with flipped classroom blended learning, rotations occur between the face-to-face teacher guided projects or practice occurring at the standard school campus and a remote location after school, which is often the student's home. With the individual rotation model, students rotate on an individualized and customized fixed schedule between practice and projects being worked on at school and their online instruction and content at home or other remote location.

2. **Flex Model**-students receiving this type of blended learning receive course content and instruction primarily by the internet. (An example of this implementation model at PCA might include students taking concurrent college courses or other specially approved course for that individual student.) A teacher-of-record or other adult provides support to the student using this model. Assistance and support is flexible and on an as-needed basis.
3. **Self-Blend Model**-students using this type of blended learning take one or more of their classes entirely online. This model differs from full-time online learning or enriched virtual model, since it is not a whole-school of online learning. The self-blend occurs as the student blends their brick and mortar courses with some individual online classes.
4. **Enriched-Virtual Model**-students using this model of blended learning are part of an entire school program that delivers online instruction to all students. The combination of time students spend at the brick and mortar campus and learning online remotely, varies. Students in this model often do not attend their brick and mortar campus every weekday, therefore it differs from the flipped classroom model. Finally, this model is distinct from the self-blend model due to the whole student body taking virtual courses, not a course-by-course model. This model will not be available at PCA, but is included in this petition discussion for clarity and comparison only.

Lastly, blended learning does not include **Informal Online Learning** or **Full-time Online Learning**. These technology experiences will be utilized by PCA. However, they do not constitute blended learning as described in the

aforementioned paragraphs. Figure 9 on the next page, illustrates the full range of educational practices currently in existence that will play a role in the Paramount Collegiate Academy instructional program. Save for the enriched-virtual model, PCA will provide these various blended learning types in conjunction with other instructional practices, methodologies, curricula, media, and technology outlined in this charter petition.

Figure 9-Blended Learning in Relation to Other Educational Practices
 (From: *Classifying K-12 Blended Learning*, 2012)



◆ *Community Service Learning:*

Community service learning projects will afford PCA students the valuable opportunity to use and engage their talents, ideas, and gifts to serve and give back to others, a core PCA belief. These experiential education projects will address human and community needs of the SJUSD, [SCOE](#), and greater Sacramento region as well as enrich the learning experiences of our students. PCA's theoretical model for community service learning projects recognizes the renowned service learning work of Dr. Barbara Jacoby (1996, 2003, 2010), as well as the National Youth Leadership Council's (NYLC) standards for service learning projects (2008).

PCA will incorporate academic content and skills in service learning projects.

These curricular connections will build upon students' existing disciplinary skills. Students will apply math, literacy and problem-solving skills to real-life situations. These projects will also provide students with personal active engagement to select, design, implement, and evaluate their projects. These service learning opportunities will also lead to students' discussions in class and beyond, all the while having structured opportunities to reflect, think, talk, and write about their projects.

PCA service learning projects will also create the powerful opportunity for community partnerships to be developed. Both sides of the community service learning equation will receive benefits from these experiences. Students will have the opportunity to solve real problems and engage in meaningful experiences of the real world. Students will identify genuine needs as the other side-the participating agencies, businesses, individuals, and organizations-will receive assistance and support in solving real issues facing their industry work. The needs for these projects will be authentic. The measurements used to evaluate these projects will include constructive feedback, as well as outcomes related to sustainability and replication.

PCA has melded the NYLC's *K-12 Service-Learning Standards for Quality Practice* and Youth Service California's, *Seven Elements of High Quality Service-Learning* (2000 & 2006) into its community service learning program as follows:

- ◆ Meaningful/High Quality Service
- ◆ Integrated Learning with School Curriculum
- ◆ Collaboration and Partnerships
- ◆ Student Voice through Reflection
- ◆ Diversity
- ◆ Investigation
- ◆ Civic Responsibility
- ◆ Project Design
- ◆ Action
- ◆ Demonstration
- ◆ Recognition
- ◆ Progress Monitoring & Evaluation

Service Learning will take place through advisory and intersession courses. The advisory teacher/mentor will guide students to develop service learning projects related to their coursework and content-area units. Depending on the age of the students and the scope of the identified need, projects may take place over the course of a month or extend over a semester or longer. Projects may involve action within the school or they may go out into the greater community. Middle school students will be required to complete one service project or 40 hours of service learning. High school students will be required to complete two projects or 80 hours of service learning over their four year career at PCA. (Adjustments to this graduation requirement will be made if students enter PCA during their high school grades.) Service learning projects will include the following five stages: a) Investigation; b) Preparation and Planning; c) Action; d) Reflection; and e) Demonstration and Evaluation. Figure 10 on the following page provides an illustration of a sample service learning project, using these five stages.

Figure 10-Sample Service Learning Project

(Adapted from: *The Complete Guide to Service Learning* (Kaye, 2010))

Service Project Stage	Process	Example
Investigation	Teacher guides students in identifying and beginning research on a community need. They identify available classroom and community resources.	After reading <i>The Grapes of Wrath</i> , students discuss hunger and homelessness. The teacher shares out resources on the topic. Students decide they are going to study local homeless statistics and outreach programs. They identify possible resources they will need to conduct the project and learn more.
Preparation & Planning	Students explore the topic in greater detail and depth to formulate a plan of action.	Students do more in-depth research on hunger and homeless in the community, city, county, and state. They begin to explore ways the community provides assistance and begins to develop a plan for helping.
Action	Students implement their action plan. They continue to revise and seek out new information, as they begin to see the results of their implemented actions.	Students set up a donation system for the local food banks and food closets, etc. They work to form partnerships and a donation schedule from the school.
Reflection	Students compare initial assumptions with their actual experience and results. They assess the projects impact on others.	In small groups, students write about different parts of their project. They compile parts to write in the school monthly newsletter.
Demonstration & Evaluation	Students evaluate what they have learned, including the sustainability of the project and what was accomplished. They share with others in authentic forums such as public presentations.	Students prepare a PowerPoint that includes reflections on the project's results and future sustainability. This presentation is given to an authentic audience (parents, faculty, and community members.)

In 2010, California Youth Community Service, began an initiative for conducting middle and high school STEM Service Learning Projects. PCA will explore joining this consortium, as it shows promise for strongly supporting the Charter School's STEAM focus. Examples of recent STEM Service Learning Projects conducted by past participating schools can be found in **Appendix L**.

◆ *Personal Learning Plans and Advisory:*

Advisory-Every student at PCA will be paired with a school educator, who will be their advisor and school mentor throughout their years at PCA. This advisor will be expected to mentor and advocate for their students, academically and socially. The Advisory teacher will also be viewed as the primary staff contact and connection between the student, family, and school. Each student will develop their Personal Learning Plan (PLP) with their Advisory teacher, who coaches the student in the initial formulation of the plan. Students are engaged in processing and thinking about their short-term and long-term career and life goals.

The Advisory group will meet for a significant amount of time each week to allow for continual academic reviews, as well as goal and PLP monitoring. Each Advisory will become synonymous with a work team. Advisory group will meet four days per week for 15 minutes and the class will be 90 minutes in length, one day per week. Advisory will be an additional avenue for bolstering the P21 interdisciplinary themes of global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. The curricular areas outlined below for Advisory will assist PCA in accomplishing these 21st century student outcomes.

Advisory will have the following four curricular areas of focus:

1. Personal Learning Plans (PLP): Students will learn to reflect on their skills, talents, and abilities as well as their vision for their future. They will be guided in the formation of their own PLP as well as critically thinking about and formulating goals and pathways to attaining the college and career of their future. PLP's are revisited and revised through individual progress monitoring as well as through Advisory mentoring and periodic meetings between student, Advisory mentor, and family. Students learn short and long range planning, as well as personal ownership and responsibility for their decisions.
2. Service Learning Projects: Each student at PCA will craft their community service learning project in their Advisory class. Students engage in experiential learning and probe answers to real world problems that exist in their surroundings and community. By investigating, developing, implementing, and evaluating the effects and sustainability of a community service learning project, students will learn to serve, give back, and in turn, bolster their sense of civic responsibility.
3. Health and Social Wellness- Through the school wide Love and Logic Program, students will be learning self-management, positive relationship building, self-awareness, and resilience. Advisory will enhance these social

and emotional skills through the teaching of healthy personal choices regarding nutrition, exercise, and drugs, as well as physical and mental health issues.

4. Academic and Professional Literacy- Students will also learn vital academic study skills that bolster the Three R's and Four C's as well as competencies that will help them in the workforce. Pupils will learn Cornell-Note Taking, as well as organization and planning skills. Advisory mentors will also build students' professional literacies by teaching resume writing and proper email writing, as well as the financial elements of budgeting, saving, credit, and debt.

The Advisory program and class will promote opportunities for social development through school wide Love and Logic PLP reflections. Advisory group will be a smaller extension of the larger school learning community, all of which will be intertwined in developing strong caring relationships between students and teachers. These strong positive relationships will be fostered and enhanced school wide by the Charter School's in-depth implementation of the Love and Logic strategies, methodologies, and paradigm for positive relationship building. The Advisory group will become a close-knit, learning community, resembling a "family at school." Additionally, Advisory class will provide a structure for monitoring and supporting students' academic progress and college-career-readiness through the development and periodic evaluation of each student's PLP.

Personal Learning Plan (PLP)-Every student at Paramount Collegiate Academy will develop a Personal Learning Plan (PLP). This vital document guides a student's yearly school and career direction as well as teaches students personal ownership and responsibility for their own planning, goal setting, and progress monitoring. This process will be an empowering experience and process for students at PCA. Beginning in the 6th grade, students discuss and set goals for the future they envision. Students ponder and reflect on such questions as: What type of job or career do I want? Where do I want to live? What legacy do I want to be known for? How will I give back to the world? How can I help my community? These questions then lead students toward college programs of study and college choices. Students eventually come to a place of backward mapping as they begin to plan out such things as: What does my weekly schedule in 6th grade need to look like in order to reach this college? Or, What does my weekly schedule need to look like in order to obtain this kind of life?

The PLP becomes a living document that is continually reviewed and revisited by students, advisors, family members, and faculty. Each fall, the advisor meets with the student and his/her parents. The family and school advisor, revisit the PLP twice each year in PLP meetings to construct personal, academic, and career goals. Character goals are reflected upon, using the school wide Love and Logic skills and focus curriculum. This school wide positive discipline and character building curricula is further discussed later in this chapter. The PLP, in conjunction with the school wide Love and Logic strategies and models, will stretch the student and family to reflect upon and develop social and emotional learning goals. Sample Personal Learning Plans can be found in **Appendix P**.

Another important element of Advisory groups is the development of student directed community service learning projects. PCA students will work on service learning projects in their advisory “families” or teams. With teaching staff guiding and facilitating the process, students will design, research, plan, implement, and reflect upon implementing service projects for their school and community. This structured time will afford students the opportunity to practice character development and use the rigorous 21st century academic skills they learn at PCA in real world settings. Students will investigate real world problems and pursue authentic solutions. Pupils will also reflect on the outcomes, as well as the sustainability of their enacted plans. As mentioned in the service learning section above, Youth Service California enacted a *California STEM Service Learning Initiative* in 2010. PCA will explore involvement in the consortium leading this initiative, as it exhibits promise for aligning with PCA’s STEAM focus. Examples of these STEM Service Learning Projects can be reviewed in **Appendix L**.

Taking into consideration the specific social, emotional, and intellectual needs and differences of children at each grade level, PCA will develop an Advisory curriculum scope and sequence, using the four areas of advisory described above. Figure 11 below, illustrates a Sample possibility for PCA Advisory curriculum across the 6-12th grade levels.

Figure 11-Sample Advisory Curriculum by Grade

	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Personal Learning Plans	30%	30%	30%	30%	30%	20%	10%
Service Learning Projects	20%	20%	20%	20%	20%	10%	10%
Health & Social Wellness	40%	10%	40%	10%	40%	10%	10%
Academic & Professional Literacy	10%	40%	10%	40%	10%	60%	70%

◆ *Community Intersession Courses:*

PCA students will participate in 6 weeks of intersession courses two or three times during the school year or they will have the opportunity to enroll in internships operated collaboratively with community organizations or regional businesses. Intersession courses will be connected to other areas of the PCA curriculum and/or other projects the students will be engaged in. Of significance, intersession courses will provide students with the opportunity to explore a personal area of interest or passion while they simultaneously gain real world

knowledge and experience, frequently from professionals in the field. Intersession courses will also be a component of the Charter School's systems of student support, where students struggling in particular academic areas will receive targeted accelerative intervention. Figure 12, on page 724, illustrates a sample intersession schedule possibility for PCA.

Intersession will provide different types of vital courses that extend the PCA coursework and class offerings. Intersession will include: targeted and differentiated academic supports, extended instructional time for regular term courses, as well as additional elective offerings defined by PCA students, Board, and faculty. These intersession courses will also be utilized to fulfill students' electives, service learning, internships, college readiness, and other requirements. Intersession will be one of the significant vehicles used to support the seamless school concept, whereby Paramount Collegiate Academy and field professionals are engaged, in the school site and out in the real world community.

The following four types of intersession classes will play an intricate role in the PCA instructional model:

1. Academic Acceleration

These courses and interventions will be part of PCA's on-going system of student support. Throughout each semester and during intersession, students identified as struggling (particularly in the key core subjects of literacy and math), may be placed in academic acceleration courses to support their learning. Continuous data and benchmark analysis will inform teachers, faculty, and parents of these needs.

2. Required Courses For Graduation

These intersession courses will serve the following two roles:

- a. Extended Semester-They will afford PCA the ability to offer additional instructional time, extending term courses offered during the regular semester. This will occur during the regular school term as *Building Block* time as well as during intersession courses. Overall, these courses will provide extra time for struggling students to master course skills and content.
- b. Required Courses-Intersession courses such as art or college readiness will be conducted to provide students with options and pathways for meeting their graduation requirements.

3. Electives

These intersession courses will provide students will the opportunity to explore and pursue interests in elective offerings such as robotics, dance, martial arts, or additional art class.

4. Real World Skills

PCA will also create engaging opportunities for its students during intersession courses through such real world experiences as travel, internships in the field, or service project work.

Figure 12-Sample Intersession Schedule

Grade Level	6 th	7 th	8 th	9 th	10 th	11 th	12 th
AM Intersession Courses	CCSS Math 6 Acceleration	CCSS Math 7 Acceleration	English Academic Acceleration	Computer Programming Coding	Course II Academic Acceleration	Cross-Age Tutoring	Career Internship
PM Intersession Courses	Multimedia Design	Service Learning Projects	Modern Dance	Musical Theatre	Martial Arts	College Readiness	Community Service Learning Project

◆ *Data-Driven Instruction and Decision Making:*

PCA’s core beliefs of collaboration as well as lifelong learning and continuous improvement will be at the foundation of the Charter School’s data-driven instructional model and its making of informed decisions. PCA also recognizes the critical interconnectedness between data, decision making, high quality professional development and continuous improvement. Hence, PCA will learn professional protocols, skills, and strategies for facilitating, working, and operating as a professional learning team through the *Critical Friends Group Model* explained later in this chapter. Acting as skilled teams, PCA will continuously and collaboratively collect, analyze, present, and respond to multiple data measures, using all types of information including: demographic, process, perception, and student learning data. Staff will conduct on-going assessment and methodological triangulation.

Using key technology experts on its development team as well as its growing network of supporters, PCA will investigate and place in operation what it considers to be the most appropriate Student Information System (SIS), one best suited to the Charter School’s STEAM project-based model that will integrate with PCA’s multiple student assessments and measures. A complete discussion on PCA’s student learning and assessments, including use of data, measurable student outcomes, and methods of measurement will be provided in Elements 2 and 3 of this Charter petition.

All courses will be **CCSS standards-based**, with support for rigor provided through the AP and ACT standards. These courses will be founded on curriculum maps that will be “living documents” and updated and revised each year. Teachers will create curriculum maps, using the *Curriculum21* model based on Dr. Heidi

Hayes Jacobs' decades of work (1997, 2004, 2006, 2008, 2010, and 2013). Each course map will outline the standards-based outcomes and assessments that will be used to measure student progress toward attainment of those outcomes. Curriculum maps will include course themes, standards for content knowledge, skills students will be expected to master, and the assessment measures used to evaluate levels of student mastery. At Jacobs' expert urging, PCA Curriculum Maps will include all the types of assessments, including on-going frequent formative assessments, teacher created benchmark assessments, and summative assessments. (See **Appendix J** for Curriculum21 types and samples of mapping templates). In general, PCA will use the following assessments and data measures to inform and drive daily instruction:

1. All courses will include teacher created **common benchmark assessments**. These examinations will mark the end of a unit or series of themes and will have a balance of format types-multiple choice, essay, and short answer.
2. All courses will use **formative assessments** to measure student learning and progress on a regular or daily basis. Examples include: graphic organizers, exit/admit slips, think-pair-share, constructive quizzes, and Four Corners.)
3. All courses and course maps will include **summative assessments**. These will mark the end of a term or semester such as: a midterm or semester exam, final project, paper, or recital.

Curriculum mapping incorporates all these principles and brings educators together as a professional team to learn from this practice, as insights are shared to create a positive, effective learning environment for students. All teacher and staff activities of mapping, assessment development, and analysis of these multiple measures will be supported through and continuously by PCA's professional development plans.

The ultimate goal will be to engage and teach students in analyzing their own data in order to make wise decisions about their learning.

◆ *High Quality Professional Development:*

As stated above, PCA holds collaboration and lifelong continuous learning as two of its core beliefs. These are at the foundation of the School's data-driven project-based instructional model. Additionally, through enacted research-based practices and school turnaround experiences, PCA's Development Team is highly cognizant of the essential elements of high quality professional development. As such, the Charter School is highly dedicated to supporting the continual growth and development of all its educators as a professional learning team. PCA's pedagogy for high quality professional development is supported by the National Education Association (NEA).

According to the NEA (2003), "when teachers analyze and discuss instructional practice and the resulting samples of student work, they experience some of the highest caliber professional development available."

The elements listed below are considered to be essential for high quality professional development (NEA, 2003) and will be contemplated and applied in the construction of PCA professional development activities and trainings.

High Quality Professional Development. . .

- ◆ improves student learning
- ◆ helps educators meet students' diverse learning and background needs
- ◆ allows adequate time for inquiry, reflection, and coaching and is part of the regular work day
- ◆ is sustained, rigorous, and adequate for long-term change of practice
- ◆ is focused on teachers' intellectual and leadership development
- ◆ fosters deeper subject-matter knowledge, greater understanding of learning, and a complete appreciation of students' needs
- ◆ is designed and directed by teachers, and includes best practices of adult learning
- ◆ balances personal priorities with school or district needs as well as advances the education profession, as a whole
- ◆ makes best use of cutting-edge technologies
- ◆ is site-based and supports a clear vision for student achievement

In accordance with these principles, professional development at PCA will be built into the regular school day and be on-going. Professional development collaboration and work will occur during common block schedule planning times, intersessions, after school, and on scheduled staff development days. PCA will also apply the latest body of research regarding inquiry-based teaching methods and project-based learning (PBL) that strongly favor the establishment of supportive networks for teachers' professional development (Vega, 2012; Finkelstein, Hanson, Huang, Hirschman, & Huang, 2010; Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway, and Clay-Chambers, 2008).

With this in mind, PCA professional development will be continuous and include growth of and participation in collegial networks as well as trainings such as:

- ◆ School wide Love and Logic training in student behavior management, social and emotional development, with the full application of the *Nine Essential Skills for the Love and Logic Classroom*
- ◆ *Critical Friends Group (CFG) Model* training from the Annenberg Institute of School Reform in the implementation of professional protocols, tools, and strategies for engaging in professional learning community work and collaboration techniques for examining student work, assessment data, and providing skilled peer coaching lesson observations and feedback
- ◆ Development of classroom and school wide rituals and routines based upon the Love and Logic model
- ◆ Heidi Hayes Jacob's *Curriculum21* Model for creating course curriculum maps
- ◆ Development of course benchmark assessments
- ◆ Rubric Development and Grading Systems; Use of Marzano's *Transforming*

Classroom Grading (2000)

- ◆ Cycle of Inquiry; Using the CFG Model to collectively analyze assessments and multiple data measures
- ◆ Student Success Team, as well as formulating support systems of intervention
- ◆ Strategies of support for special populations such as special education and English learner students
- ◆ Differentiation, content and assessments
- ◆ Sheltered Instructional Strategies, SDAIE and/or GLAD, Instructional Strategies from: *Classroom Instruction that Work with English Learners* by Hill and Miller (2013)
- ◆ Instructional Planning Tools and Classroom Tools for Students from, *Teaching 21st Century Skills* (Beers, 2001)
- ◆ Collaboratively analyzing student work products using the CFG Model
- ◆ Best Practices in Project-Based Learning
- ◆ On-going membership and participation in teacher learning networks such as:
 - a) The Buck Institute for Education's (BIE) Project-Based Learning Network on Edmodo
 - b) Edutopia's PBL Discussion Group
 - c) Project Lead The Way Network
 - d) New Tech Network
 - e) Math Network such as: CMI or Eureka Math

◆ *Critical Friends Group Model*

At the crux of professional development at PCA is the continual review and analysis of student work products and assessment information as well as continuous improvement in instructional practices. PCA will train all instructional staff in the use of the Annenberg Institute of School Reform's *Critical Friends Group* (CFG) Model. During this training, all teaching staff will learn professional protocols, strategies, and tools for engaging in COI practices at a highly skilled level. CFG teaches how to facilitate critically discussions of inquiry regarding student products and outcomes, as well as how instructors can engage in highly constructive lesson observations and feedback. PCA staff will, in turn utilize these strategies during their collaborative team work time, cooperative planning times, and during peer coaching. PCA's widespread use of this CFG Model will provide staff with the ability to engage in highly skilled COI discussions, dialogues, and cooperative work that propels PCA staff and students to high levels of excellence and achievement.

◆ *School Wide Love & Logic Positive Discipline System*

PCA is highly committed to the social and emotional development of its students for success in the 21st century workforce. To that end, PCA will be a Love and Logic school and organization. This entails adopting the Love and Logic principles, strategies, and positive discipline system school wide. All teachers, staff, and school leaders will receive in-depth staff development training in the skills and strategies of Love and Logic, for full implementation of the *Nine*

Essential Skills for Love & Logic Classrooms. Parents will also be provided Love and Logic information, support, and resources. The primary goals of the Love and Logic Program is to provide educators with practical strategies for reducing behavior problems, increasing student motivation, and building assets that contribute to life-long responsibility and resiliency, all vital for the 21st century world.

Love and Logic is a method of working with students developed by educational expert Jim Fay, child psychiatrist, Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic is supported by a large body of research for each of the nine focus skills taught. Furthermore, there is an increasing amount of research that has been published demonstrating the positive effects of social and emotional learning on academic outcomes in schools (Durlack, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Dweck, 2008; Walton & Cohen, 2003; Freedman, 2003). These studies have concluded that intervention programs involving social and emotional learning produced a variety of positive student outcomes including fewer serious discipline problems, school suspensions, better school attendance, higher grade point averages, and higher academic achievement scores in general. These researchers also discovered the development of a “growth mindset” instead of a “fixed mindset”, which equates to an internal locus of control versus an external locus of control. According to Dweck (2008), growth mindset people believe most basic abilities can be developed through dedication and hard work. On the contrary, people who possess a fixed mindset believe basic qualities are fixed traits. A growth mindset develops a love of learning and resilience. Thus, a program that addresses the development of a growth mindset can help to close the achievement gap.

Not only does PCA hold lifelong growth and learning as a core belief, the Charter School will foster this belief throughout the culture and environment of the school. Love and Logic will promote this type of growth mindset and resilience in its students. The methodologies encourage and develop healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Love and Logic’s Program is guided by the following five basic principles, all grounded in research:

1. Preserve and enhance a pupil’s self-concept.
2. Teach students how to own and solve the problems they create.
3. Share the control and decision-making with students.
4. Combine consequences with high levels of empathy and warmth.
5. Build the adult-student relationship.

All staff at PCA will be trained in the Love and Logic Program, providing all staff, students, and families with the in-depth coherence and continuity necessary for any school or home implementation. The essential skills that guide Love

and Logic applications in schools will be taught at PCA. These personal, social and emotional skill building methodologies include:

1. Neutralizing Student Anger
2. Delayed Consequences
3. Empathy
4. The Recovery Process
5. Developing Positive Teacher/Student Relationships
6. Using Choices to Prevent Power Struggles
7. Quick and Easy Preventive Interventions
8. Guiding Students to Own and Solve Their Problems

These *Nine Essential Skills* will be integrated throughout the curriculum. Classroom teachers, administrators and staff will all be trained in Love and Logic, working together to be role models who reinforce the Love and Logic pedagogy. The school wide discipline policies and classroom management strategies will all be founded on Love and Logic. Dr. Charles Fay's full body of theoretical and empirical research associated with the development and on-going practice of Love and Logic across the United States is included in **Appendix M**.

◆ *Parent/Family and Community Engagement:*

Paramount Collegiate Academy believes that students' school success is a collaborative and collective team responsibility. The Charter School views parent involvement and family engagement as a partnership, key to 21st century learning for students. PCA values this element as one of its core beliefs. In all aspects of its operations, PCA aims to collaboratively engage and involve its students, staff, families, community, SJUSD, [SCOE](#), and region. PCA is committed to developing long-term positive relationships with parents, families, and the community. PCA will involve parents, families, and the community in the following ways:

1. *Parent Orientation and Handbook:* All PCA students, parents, and families will attend an orientation, visiting the school as well as becoming acquainted with school policies, expectations, values, and norms. Additionally, they will be provided with a Student/Parent Handbook, a resource and guide for families of PCA.
2. *Family Compact:* As part of PCA's orientation program, parents will sign a Family Compact, an agreement ensuring the family's commitment to the learning partnership for their student's success. The compact will include a dedication to following the Student/Parent Handbook, homework completion, PLP plans and goals, and punctual school attendance (with the exception of illness).

- ◆ *Parent Volunteer Hours:* In support of PCA's core belief of collaboration, parents and families are considered partners in the PCA Team and will be expected to make a participation commitment through a multitude of opportunities both within and outside the school. Involvement opportunities will be vast so that all families are included. Using feedback

generated from PCA's Parent Information Meetings held during the School's development phase, administration and the Board of Directors of PCA will set the policy for the minimum number of volunteer hours for families each year and provide a list of differentiated volunteer opportunities, taking into consideration the various flexibility needs for parents' schedules. All parent volunteer information and criteria will be outlined in the School's Student/Parent Handbook and will be updated annually based upon school stakeholder feedback.

- ◆ *Personal Learning Plans*: All parents will attend bi-annual PLP meetings with their pupil and the pupil's advisor for the purpose of creating and reviewing academic, college, career, and social-emotional goals.
- ◆ *Regular Communication with School Advisor*: Advisors will be the first point of contact for parents and Paramount Collegiate Academy. Parents will have the ability to inform advisors of any issues at home or concerning the student. Parents will be able to ask questions and monitor the progress of their student.
- ◆ *Home Visits*: At the option of parents, families, or guardians, advisors will conduct home visits at the commencement of the school year or when a student first enters/enrolls in PCA. This visit will enable the advisor to learn more about the family and provide an opportunity to share PCA program information as well as the expected student experience of the Charter School.
- ◆ *Student Information System (SIS)*: Paramount Collegiate Academy will implement a comprehensive student information and data system. This system will also provide parents with access to homework, assignments, school events, and grades.
- ◆ *Standards-Based Reporting and Progress Tracking*: Through the SIS system mentioned above, parents will have online access to PCA's Standards-Based Reporting System. Using the philosophical approaches outlined by Robert Marzano in *Transforming Classroom Grading* (2000), PCA will develop a progress reporting system that incorporates the skills of the CCSS, as well as the *Smarter Balanced Assessments*, multiple assessment measures and data elements outlined in further detail in Elements 2 and 3 of this Charter Petition.

OTHER STRUCTURES THAT SUPPORT LEARNING

Paramount Collegiate Academy believes wholeheartedly in its commitment of equipping all its students for fulfilling and productive lives in this century. Furthermore, we realize our society is multifaceted and rapidly changing, full of richness in diversity. PCA realizes the complexities of our student learners, each with varying and unique strengths, skill levels, and backgrounds. PCA understands these intricacies of educating

our youth and will continually work to structure and re-structure systems of support to assist all our learners is achieving at high levels. Throughout the entire school year, students requiring additional instructional time or who need academic acceleration will participate in after school study halls or tutorials and/or intersession remediation. Students are able to build stronger, caring relationships with adults at school if there are opportunities to extend those relationships over longer periods of time.

PCA's model will encourage and nurture the development of long-term relationships through the Advisory families and interdisciplinary teaming. Students will be with the same Advisor for their entire career at PCA. The Charter School will also operate on an alternating block schedule in order to support the interdisciplinary teaming structure for students and teachers. Interdisciplinary teams will operate as small learning communities and "schools within a school." Through these interdisciplinary teams, a small group of teachers, each representing the core subjects or grade level, share a small common group of students. This structure will provide for further in-depth relationship building and social and academic collaboration between and among teachers, staff, and students.

Subsequent sections in this chapter detail other elements of the PCA education model that support learning.

SCHOOL SIZE

PCA's structure will be built upon the small school and "school within a school model" through its class sizes, advisory system, and interdisciplinary teams. Research clearly emphasizes the importance of long term relationships and small learning communities. Overwhelmingly, researchers note that students at small schools are able to better develop a sense of belonging and community with others (McClure, Yonezawa, & Jones, 2011; Cotton, 2006; Wiggins & McTighe, 2005; Connell, 2004). Pupils are better able to connect with teachers and develop long-term relationships. All of these factors create better conditions for learning. At full implementation, PCA will have approximately 875 students and maintaining small grade level numbers of 125. (Refer to Figure 5 on page 498.)

LONG-TERM RELATIONSHIPS AND SMALL LEARNING COMMUNITIES

Using best practice models of small learning communities and schools within schools collected and defined in 2000 by George and Lounsbury in *Making Big Schools Feel Small, Multiage Grouping, Looping, and Schools-Within-a-School* as well as by Williamson (1998) in his handbook, *Scheduling Middle Level Schools-Tools for Improved Student Achievement*, Paramount Collegiate Academy, by design, will operate with small learning communities within the larger whole school. The benefits of small learning communities include: increased student engagement, more positive interpersonal relationships, and increased academic achievement, particularly for underserved student populations. In small learning communities, all stakeholders (teachers, parents, students, administrators, and all staff) feel a greater sense of belonging and more positive attitudes. Through the operation of the alternating block schedule, interdisciplinary teacher teams, personal learning plans, and advisory classes, students

at PCA will experience small learning communities that connect and engage them in a positive, supportive school learning atmosphere.

SMALL CLASS SIZES AND SMALL STUDENT GROUPINGS

PCA's model involves the utilization of small group instruction, with 2-5 students as well as whole group instruction of 10-25 students. Budget permitting, PCA intends to staff the Charter School at a 25:1 student-to-teacher-ratio in grades six through twelve. Additionally, after school tutorials or support classes will be conducted with small classes. Intersession and elective courses may also have small student-to-teacher ratios of 15:1.

LONGER SCHOOL DAY AND YEAR

The Paramount Collegiate Academy school day will provide additional instructional time above and beyond that offered in the traditional San Juan USD schools. This will provide approximately two additional hours of instruction to students each day. With additional instructional time, teachers can delve more deeply into topics. A longer school day affords Paramount Collegiate Academy with the ability to provide more individualized student support and personalized learning. Each teacher will have office hours and will provide after school tutoring and homework assistance.

The Charter School is also proposing a longer school year instructional days. For the majority of the PCA student body, this will equate to three more days of instruction than traditional public schools in the area (according to the newly board-adopted SJUSD Instructional Calendar for 2014-15.) For students entering PCA for the first time in 6th and 9th grades, the Charter School will hold a two-day summer orientation program in order to acculturate pupils to the PCA program. These students will receive two additional days of instruction for the school year. (Please refer to Figure 17 on page 876 as well as **Appendix S** for the PCA Proposed School Calendar.)

BLOCK SCHEDULE AND TEACHER TEAMS

As previously mentioned, Paramount Collegiate Academy has the desire to operate on an alternating block schedule. Through implementation of a block schedule, teachers and staff have the ability to delve more deeply into subject matter and students have more opportunity for additional support from their teacher. The block schedule also minimizes the amount of time spent on transitions, such as passing periods. This model also provides significant instructional flexibility. Teachers will have more capacity to implement flexible ability groupings, as well as intermittently altering the students learning groups from small work groups to large/whole class groups. All of these create more variables for differentiation of instruction and blended learning options using technology. A block schedule at PCA will also create the possibility for interdisciplinary teaming. PCA has the possibility of grouping language arts and social science together to form a humanities block as well as a math and science block.

Proposed schedules presented in this charter petition, including a block schedule format, may be changed or altered, based upon student need and/or other school need(s).

Block scheduling provides the following education program advantages:

1. Teacher Professional Development & Collaboration/Planning-Teachers will have approximately four hours of common collaboration/planning time with their teacher teams each week. These teacher teams will play a vital role in professional development activities and creating the structures to support CFG's and COI processes across the school. Instructors and faculty will be engaged in collaborative work such as revisiting curriculum maps, lesson planning, assessment creation, student work reviews, lesson observations and feedback or data analysis.
2. Teacher Professional Development & Peer Coaching-Teachers will also have the opportunity to work in CFG's as peer coaching pairs or dyads, observing one another during their teaching blocks. Each teacher then follows up with giving observational feedback. Throughout this process, teachers will utilize their CFG training to provide professional skilled lesson observations and feedback to one another. This will be another powerful mechanism for PCA professional development. (Please refer to **Appendix S** for a Sample Teaching Schedule, which outlines collaborative time.)
3. Flexible Grouping-Teachers can frequently create and/or collapse student groupings of different sizes and readiness levels to best meet individual students' needs in their classroom.

MORNING LAUNCH

Each morning, the entire PCA student body will gather as a community for its morning launch meeting. Many high-performing schools use this daily all-school meeting to create a focused and positive mindset for the school day and all the school community members. These morning launches are intended to be fun, positive, and reinforce the Charter School's values and school norms, rituals, and routines. Parents and community members are invited to attend, and participate when appropriate. The Morning Launch will be approximately 10 minutes in length and follow a set structure and routine. Some of the typical events that occur during Morning Launch are:

- ◆ Celebrating community and individual accomplishments
- ◆ Reporting on trials, errors, and successes
- ◆ Public apologies and ownership of mistakes, by faculty and students
- ◆ Shout-outs and acts of appreciation to fellow community members
- ◆ Student led community building activities (with prior faculty approval and/or guidance)

INTERNSHIPS

During intersession, students will have an opportunity to spend time working in the community for local businesses or organizations during internships. As discussed previously on pages 69-71 intersession internships will afford students the opportunity to shadow and work alongside professionals in the field. This will provide pupils with an invaluable opportunity to explore and investigate, firsthand, career interests for their future.

DISTANCE LEARNING

If students so choose, PCA will provide opportunities for students to take some specialized UC approved courses on-line during independent learning time or outside of school, through a college or university.

GRADUATION REQUIREMENTS AND SEQUENCE OF COURSES

The long overdue paradigm changes for educators being ushered in with the newly adopted CCSS were given high priority in the development of PCA's curriculum, sequence of courses, and graduation requirements. Hence, PCA's Development Team used the Common Core's focus on informational text in language arts and content integration in mathematics to generate its courses and sequence of courses. Of significance, PCA will be adopting an integrated mathematics sequence of courses, which align with the new CCSS math standards that place high value on the integrated teaching of algebra and geometry. Not only does this course sequence support the CCSS, it also supports and mirrors the real world application of mathematics. PCA will continue to closely monitor the nationwide testing and adoption of CCSS-aligned textbooks and curricular materials and continue to seek cutting-edge curriculum and materials that are supported by research in the field.

As mentioned earlier in this chapter, PCA has crafted requirements that exceed UC A-G Requirements while simultaneously infusing 21st century requisites that create conditions in which students will meet and/or exceed necessities for college and career readiness in this rapidly changing society. Paramount Collegiate Academy's Graduation Requirements are summarized in Figure 14 on page 843. PCA's Course Requirements for both middle and high School students are listed in Figure 15 on page 854. A Sample Sequence of Courses is listed in Figure 16 on page 865 for reference. PCA administration, staff, and counselors will ensure that all students entering and/or leaving PCA will receive appropriate semester unit credits for all core and high school elective courses completed. Additionally, administration and counseling staff will ensure that full semester credits be fully transferable and students shall receive full semester credits/units for all courses completed with a letter grade of "C" or 2.0 grade points or higher.

An entire *Schedule of Courses* and graduation requirements will be outlined and included in the Paramount Collegiate Academy Student/Parent Handbook, developed prior to the Charter opening in fall 2015. This handbook will be distributed to all students at the commencement of the school year and require all students to return the included parent signature page, verifying that parents/guardians have reviewed the handbook information with their child. For students enrolling after the start of the school year, this handbook will be included in the School's enrollment packet. Included in this *Schedule of Courses* section of the handbook will be descriptions of all PCA courses, transferability of those courses to other public high schools, the School's graduation requirements and whether the described course meets college entrance requirements.

During its first year of operation, Paramount Collegiate Academy will undergo a full self-study accreditation by the Western Association of Schools and Colleges (WASC). A sample summary timeline of events for the accreditation is outlined in Figure 13 below.

Figure 13–WASC-Sample Accreditation Timeline

WASC Accreditation Processes	Participants	Dates
Step 1: Develop & Conduct Self Study		November - March
Develop student/community profile, based on analyzed and disaggregated data	Leadership Team and/or Student Profile Committee; Focus Groups	
Clarify schoolwide learner outcomes	Leadership Team and/or Student Profile Committee; Focus Groups	
Summarize implications of data; Identify 2-3 critical learner needs; Determine important questions for Home/Focus Groups	Leadership Team; All School Stakeholders	
Step 2: Development of Self-Study Report		March - June
Analyze quality of the school program in relation to WASC/CDE criteria, emphasizing identified critical learner needs and related schoolwide learner outcomes	Focus Groups; Home Groups	
Determine strengths and growth needs and identify potential action steps	Focus Groups; Home Groups	
Draft the comprehensive schoolwide action plan	Leadership Team; All School Stakeholders via Home and Focus Groups	
Define schoolwide and subgroup growth targets	Leadership Team; All School Stakeholders via Home and Focus Groups	
Establish ongoing process to monitor implementation and accomplishment of the schoolwide action plan	Leadership Team; All School Stakeholders via Home and Focus Groups	
Step 3: Accreditation Committee Visit		March - June
WASC Visiting Committee makes school visit	School; Visiting Committee	
By June 30 of accreditation year, submit updated schoolwide action plan to WASC incorporating critical areas for follow-up from visiting committee	School	
Implement and monitor schoolwide action plan and its impact on student learning	School	

Figure 14-Paramount Collegiate Academy High School Graduation Requirements

GRADUATION ELEMENT	REQUIREMENTS
Coursework	Completion of all PCA Course Requirements (As outlined in Figure 15)
Intersession	Completion of at least two Intersession courses per school year. (Intersession courses will include elective courses, internships, service learning, and senior project.)
Grade Point Average (GPA)	Completion of all courses with a grade of "C" or higher; Overall GPA of 2.0 or higher
Standardized Tests	Completion of SAT or ACT; Completion of at least two AP exams (or college level courses with a passing grade).
College Readiness	Complete one college readiness course; Complete a college plan; Complete at least 3 applications to 4-year colleges.
Internship	Completion of at least two internships
Senior Project	Completion of a senior project

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Figure 15-Paramount Collegiate Academy Course Requirements

Subject	University of California A-G Requirements	PCA Middle School Requirements	PCA High School Requirements	AP or College Courses
English	4 years	3 years of Humanities	4 years	AP English Language
Math	3 years or completion of Algebra II	3 years	4 years	At least one course
Social Science	2 years including : 1 year World History 1 year US History	3 years of Humanities	3.5 years of history	At least one course
Science	2 years of laboratory science Must include at least two of three disciplines of biology, physics, or chemistry	3 years	4 years Including biology, chemistry, and physics	At least one course
Language	2 years of same language	2 years	3 years of same language	n/a
Art	1 year	1 year	1 year	n/a
Physical Education (Including Wellness Education)	n/a	3 years	Building Block sports team, or other community team participation	n/a
Service Learning	n/a	40 hours (or one project)	80 hours (or two projects)	n/a
Advisory	n/a	3 years	4 years	n/a
Intersession	n/a	3 years	4 years	n/a

Figure 16-Sample Sequence of Courses

Subject	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	Humanities/ English 6	Humanities/ English 7	Humanities/ English 8	Humanities/ English 9	Humanities/ English 10	AP Humanities/ English Language	AP Humanities/ English Literature
Math	CCSS Math 6	CCSS Math 7	CCSS Math 8	Course I	Course II	Course III	AP Calculus
Social Science	Humanities/ World History & Geography	Humanities/ World History & Geography	Humanities/ US History	Humanities/ World History (1 Semester)	Humanities/ World History or AP World History	AP Humanities/ US History	AP Humanities/ Government or AP Economics
Science	Life Science	Earth and Space Science	Physical Science	Biology	Physics	Chemistry or AP Chemistry	AP Science Environmental Science, Physics, or Biology
Foreign Language	n/a	Spanish A	Spanish B	Spanish 1	Spanish 2	Spanish 3	Spanish 4

PROPOSED SCHEDULE AND SCHOOL YEAR CALENDAR

Paramount Collegiate Academy’s academic calendar will comply with the annual instructional minute requirements set forth in Education Code §47612.5. The proposed PCA school calendar for 2015-16 will include 181 instructional days and 6 teacher work days. (6th and 9th grade students attending the 2 scheduled orientation days will have a total of 183 instructional days for the school year.) When not providing direct instruction, teacher work days will focus on planning and collaborative professional development as detailed in the Professional Development Sections of this document.

The complete proposed Paramount Collegiate Academy School Calendar is included in **Appendix S**. The calendar may be modified to coordinate with the calendars of other organizations, education agencies, and professional development partners. Figure 17 below, presents an overview of the proposed 2015-16 School Year for PCA, with the number of instructional, professional development, intersession, holidays, and orientation days proposed for Year One of the Charter School. Intersessions will occur prior to winter and spring breaks during the first year of operation.

Figure 17-Proposed 2015-16 School Year

August 2015-June 2016

# of Days	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Regular Instruction		15	22	18	14	9	20	18	21	11	13	161
Intersession Instruction						10				10		20
Total Instructional Days		15	22	18	14	19	20	18	21	21	13	181*
Orientation		2										2
Staff Professional Development		4										4
Holidays		1		3	9	2	1		5	1		22

Total Early Release Fridays=37

Total Regular Schedule Days=144

***Note: The total instructional days for 6th and 9th grade students attending 2 orientation days will be 183.**

DAILY AND WEEKLY SCHEDULES

Paramount Collegiate Academy will have at least 175 days of instruction during the school year. Furthermore, the total number of instructional minutes contained in PCA's daily schedule and annual calendar consists of more than the minimum number of instructional minutes set forth in California Education Code §47612.5. This code requires the following instructional minutes be allotted to students:

- a) To pupils in kindergarten, 36,000 minutes
- b) To pupils in grades 1 to 3, inclusive, 50,400 minutes
- c) To pupils in grades 4 to 8, inclusive, 54,000 minutes
- d) To pupils in grades 9-12, inclusive, 64,800 minutes

Overall, students will have 181 regular school days, with 144 of those days being 8:00 a.m. until 5:00 p.m. This equates to 72,000 instructional minutes on regular school days (Mondays through Thursdays). Additionally, PCA will have 37 Early Release Fridays during the 2015-16 school year, providing an additional 11,470 minutes of instruction in the first year of operation. Therefore, the proposed total minutes of instructional time (not including lunch or passing periods) for 2015-16 will be 83,470.

Figure 18, below, outlines the legal requirement for instructional minutes as well as the number of proposed minutes for Paramount Collegiate Academy. As Figure 17 on the previous page demonstrates, students attending PCA will receive instructional minutes, well above and beyond the number required by California Education Code.

Figure 18-Proposed Summary of Instructional Minutes

Grade	Required Instructional Minutes	PCA Proposed Instructional Minutes
6-8	54,000	83,470
9-12	64,800	83,470

INSTRUCTIONAL DAY

The instructional day at Paramount Collegiate Academy will be an alternating block schedule, with periods of approximately 90-110 minutes in length. The PCA daily bell schedules also include a daily morning launch and advisory block that kick start each school day. The instructional day on Wednesdays will include a longer advisory period for weekly PLP progress monitoring as well as other curricula outlined previously in this Charter Petition. Students have early release days on Fridays. Teachers have this weekly collaboration time for whole staff professional development, including review of student work, data analysis, and formation of student intervention action plans. Sample

Middle and High School Weekly Schedules are included in Figures 19-22 on the following pages 898 through 921. PCA's daily and weekly schedules will be designed to reflect the school's college preparatory and project-based interdisciplinary STEAM model, mission and vision. Humanities Block allows for the integration of Social Studies and Language Arts, just as Math and Science Block is constructed for the purpose of project-based integrated teaching and learning. These weekly bell schedules will include the building block periods at the end of the school day which contain important elements for the Charter School's system of student and teacher support.

Figure 19-Sample Middle School Weekly Schedule

	Monday	Tuesday	Thursday	Friday	Total Instructional Minutes
8:00-8:10	Morning Launch				10
8:10-8:15	Passing Period				5
8:15-8:30	Advisory				15
8:30-8:35	Passing Period				5
8:35-10:25 BLOCK 1	Humanities	Math/Science	Humanities	Math/Science	110
10:25-10:40	Break				15
10:40-10:45	Passing Period				5
10:45-12:35 BLOCK 2	Math/Science	Digital Technology/ PE	Math/Science	Digital Technology/ PE	110
12:35-1:15	Lunch				0
1:15-1:20	Passing Period				5
1:20-3:10 BLOCK 3	Digital Technology/ PE	Humanities	Digital Technology/ PE	Humanities	110
3:10-5:00 BUILDING BLOCK	Tutorials	Tutorials	Tutorials	☺	110
Total Instructional Minutes					*500

*Early Release Fridays will contain 390 instructional minutes in the school day.

Figure 20-Sample Middle School Wednesday Schedule

	Wednesday	Total Instructional Minutes
8:00-9:30 ADVISORY BLOCK	Advisory	90
9:30-9:35	Passing Period	5
9:35-11:05 BLOCK 1	Digital Technology/PE	90
11:05-11:45	Lunch	0
11:45-11:50	Passing Period	5
11:50-1:20 BLOCK 2	Humanities	90
1:20-1:35	Break	15
1:35-1:40	Passing Period	5
1:40-3:10 BLOCK 3	Math/Science	90
3:10-5:00 BUILDING BLOCK	Tutorials	110
Total Instructional Minutes		500

Figure 21-Sample High School Weekly Schedule

	Monday	Tuesday	Thursday	Friday	Total Instructional Minutes
8:00-8:10	Morning Launch Meeting				10
8:10-8:15	Passing Period				5
8:15-8:30	Advisory				15
8:30-8:35	Passing Period				5
8:35-10:25 BLOCK 1	Humanities	Math/Science	Humanities	Math/Science	110
10:25-10:40	Break				15
10:40-10:45	Passing Period				5
10:45-12:35 BLOCK 2	Math/Science	Digital Technology/ Foreign Language	Math/Science	Digital Technology/ Foreign Language	110
12:35-1:15	Lunch				0
1:15-1:20	Passing Period				5
1:20-3:10 BLOCK 3	Digital Technology/ Foreign Language	Humanities	Digital Technology/ Foreign Language	Humanities	110
3:10-5:00 BUILDING BLOCK	Tutorials PE/Sports	Tutorials PE/Sports	Tutorials PE/Sports	☺	110
Total Instructional Minutes					*500

*Early Release Fridays, will contain 390 instructional minutes in the school day.

Figure 22-Sample High School Wednesday Schedule

	Wednesday	Total Instructional Minutes
8:00-9:30 ADVISORY BLOCK	Advisory	90
9:30-9:35	Passing Period	5
9:35-11:05 BLOCK 1	Digital Technology/ Foreign Language	90
11:05-11:45	Lunch	0
11:45-11:50	Passing Period	5
11:50-1:20 BLOCK 2	Humanities	90
1:20-1:35	Break	15
1:35-1:40	Passing Period	5
1:40-3:10 BLOCK 3	Math/Science	90
3:10-5:00 BUILDING BLOCK	Tutorials PE/Sports	110
Total Instructional Minutes		500

A DAY IN THE LIFE AT PARAMOUNT COLLEGIATE ACADEMY

The following scenario presents an example of a typical day at Paramount Collegiate Academy for a middle school student. It is intended to be a representative sample only:

William is a 7th grader at PCA. He arrives at school at 7:30 a.m. and walks to the cafeteria to eat breakfast. He then goes to the Library/Community Resource Center, where he uses a computer in the computer lab to check progress goals, complete homework, meet with a study/work group, or meet with one of his teachers. Just before 8:00 a.m., Will walks to the multipurpose room for the Morning Launch. Here he participates in PCA's community building activities and celebrates the successes (and failures) of his peers and friends. At 8:10 a.m., Will goes to his Advisory Block, where he and his classmates have community building and personalized check in with their Advisor as well as listen to the morning's school announcements. At 8:30 a.m. Will reports to his first block period of the day, which is Math/Science. His Math/Science teacher has recently paired up with another Math/Science teacher on campus in order for both classes of 23 students to be flexibly grouped, by ability, for a series of pre-algebra lessons. For this three-week time frame, Will remains with his regular Math/Science teacher based upon the recent results of his CCSS-7 Benchmark Examination. Midway through the block period, the 50 students (25 in each classroom) participating in the teaching partnership, rotate back with their regular Math/Science teacher. Will and his classmates begin watching a science video and continue their work on a science experiment for the remainder of the period.

At 10:25 a.m. the first period block ends and William heads by the multipurpose room during this snack break period. When he arrives, he notices the student government class is selling food items. William buys a snack and visits with two of his classmates. These three boys begin walking to their upcoming second period block of the day, Digital Technology. During this block period, William's teacher has students working in pairs, as the teacher guides and facilitates students' learning the use of new digital software. William and all of his classmates are using their personal digital iPad devices during this teacher demonstration and exhibition. For the last 50 minutes of the period, William works in a small group of 3-4 students, to continue creating a digital product, using his iPad. They have been assigned this culminating project for their Humanities class. In Humanities, William and his classmates have been researching Alexander the Great and the expansion of his empire. Students now must develop some alternative courses of action that could have been taken after Alexander's death. Students have been studying cause and effects through different courses of action. (The Digital Technology teacher has been collaborating with the Humanities teachers for a long-term integrated unit in which students are working in small groups of 3-4 students on a digital portfolio product, as a culminating assessment for their Humanities unit.)

At 12:35 p.m. Will hears the bell and he and three friends from his Digital Technology class head outside for lunch. The boys walk to the cafeteria and get their lunch. After finishing their lunch, the four boys head outside to the basketball courts for the lunchtime basketball shooting contest they have been participating in for the last two days. At the end of lunch, William and all three of his friends learn that they have advanced to the next round of the contest, scheduled for the following school day. Their names, as advancing to the semifinals of the competition, will be mentioned during tomorrow's Morning Launch.

At 1:15 p.m. William walks to his afternoon Block Three Period, which today, is Humanities. The teacher begins the period by having 30 minutes of whole class instruction, using History Alive-TCI curriculum, to provide further graphics, visuals, and descriptions of Alexander the Great's struggles and challenges. William and his classmates watch short historical video clips to prepare them for the remaining part of the period in which the class will engage in a structured debate. The teacher has taught the class how to perform *Philosophical Chairs* as a way to engage in critical thinking about their current history unit on Alexander the Great's Empire. For the last 15 minutes of the period, the teacher asks the students to take a position and defend it (one of two generated from their Philosophical Chairs activity) in a short essay. The teacher will collect and analyze the short writing as a formative assessment for the day's history lesson.

The clock shows that it is 3:10 p.m. and William is excused, along with his peers, to their Building Block Period. Today, William has scheduled to stay with his Humanities teacher for a Writers Workshop Tutorial. William and the other students will work in small groups of four, going through the writing process with their teacher. Today, the students are working on revising, editing, and drafting writing pieces from an earlier work session. Before settling in to work, the teacher provides students with an afternoon snack. After 10 minutes, the teacher moves into a short 15 minute whole class guided instruction on revising and editing their writing pieces. After, the class moves into small group instruction, as the students work independently to revise and edit their writing pieces. While students work independently, the teacher moves to each group in the class to provide targeted small group instruction on particular elements of the revising process with each group. All students in the class work toward publication of their writing pieces, which are connected to their history and geography work. Writers Workshop continues for the first hour of the period. For the next 30 minutes, students begin a group rotation of editing and revising their work among peers, with the teacher as facilitator of the process. During the final 20 minutes of the period, students receive the structured class feedback from their editing rotations and begin work toward publication. The teacher differentiates the final piece of the workshop, with Will and his classmates choosing different methods for publishing their writing. Will and his class created the publication list during an earlier workshop session. Just before the bell rings at 5:00 p.m., William makes preparations to publish his writing and submit it for his digital portfolio. William then leaves with some of his friends to go home after a productive and busy school day.

CURRICULUM DESIGN

Paramount Collegiate Academy's Development Team realizes that curriculum is vital, as it defines "what" will be taught to students. However, what is of equal significance, is "how" the curriculum will be delivered and taught to a heterogeneous student population with a myriad of talents, skills, abilities, learning styles, needs and so forth. With this fact at the center of all teaching and learning, PCA fully recognizes the necessity for an eclectic combination of best research-based curriculum as well as elements developed by teaching staff that enhance the Three R's and build the 21st century Four C proficiency skills and interdisciplinary themes outlined earlier in this chapter. Using Common Core State Standards, California State Standards, P21 Framework and Skills Maps, and AP curricula as a foundation, PCA will provide a college preparatory curriculum that is rigorous, rich, and relevant for students of the 21st century. Curriculum is organized on a 6th-12th grade continuum, which includes language arts, mathematics, science, social science, and foreign language. PCA will also begin the process of applying for UC course approvals for all of its A-G course offerings. In addition, Paramount Collegiate Academy will participate in an AP Audit, as well as seek the Western Association of Schools and Colleges (WASC) accreditation. Figure 23 on the following page, is a matrix which outlines PCA's standards for all subject areas.

In keeping with the best practices detailed in the National Research Council's report on *How People Learn: Mind, Brain, Experience, and School* (2000) and expert Carol Tomlinson's work on differentiation, Paramount Collegiate Academy will choose core curriculum materials that are based on the common core state standards, as well as online or adaptive learning programs. PCA will focus on challenging all students to high achievement and providing opportunities for students to meet and exceed those high expectations. Classroom teachers will be encouraged to differentiate, using flexibility that supplements the adopted curriculum through a variety of texts and materials based upon the individual needs of their students. PCA's curricular materials are outlined in Figure 23, on the next page.

LANGUAGE ARTS

PCA realizes that the Three R's provide a critical base for students' success in becoming productive fulfilled individuals in the 21st century. PCA will provide a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. PCA will emphasize using literacy skills for authentic purposes through a variety of individual and small group instructional models. Teachers and staff will utilize on-going formative and benchmark assessments in order to identify specific pupils' strengths and areas for targeted intervention. PCA's block period model will also provide teachers with the opportunity to create flexible ability groupings to target teach reading, writing, and literacy skills within the Humanities Block

period. Creating a strong alignment with the newly adopted CCSS, curriculum for language arts will give great focus to informational text.

Figure 23-Curriculum Standards Matrix

Subject	Middle School Grades	9th/10 th Grades	11 th /12 th Grades
English	CCSS P21 English Skills Map	CCSS P21 English Skills Map MYP IB	CCSS AP English Literature AP English Language P21 English Skills Map MYP IB
Mathematics	CCSS P21 Math Skills Map MYP IB	CCSS P21 Math Skills Map MYP IB	CCSS P21 Math Skills Map AP Calculus AP Statistics MYP IB
Social Science	CC Literacy CA State Standards P21 Social Science Skills Map P21 Geography Skills Map MYP IB	CC Literacy CA State Standards P21 Social Science Skills Map P21 Geography Skills Map AP World History Pre-IB	CC Literacy CA State Standards P21 Social Science Skills Map AP US History AP Government AP Microeconomics
Science	CC Literacy CA State Standards P21 Science Skills Map NGSS	CC Literacy CA State Standards P21 Science Skills Map NGSS	CC Literacy CA State Standards P21 Science Skills Map NGSS AP Environmental Science AP Physics AP Biology AP Chemistry
Foreign Language	CC Literacy CA State Standards P21 World Languages Skills Map	CC Literacy CA State Standards P21 World Languages Skills Map	CC Literacy CA State Standards P21 World Languages Skills Map
Health and Physical Education	CA State Standards National Standards	CA State Standards National Standards	CA State Standards National Standards
Visual & Performing Arts	P21 Arts Skills Map National Standards	P21 Arts Skills Map National Standards	P21 Arts Skills Map National Standards
Social/Emotional Skills	Character Education Quality Standards	Character Education Quality Standards	Character Education Quality Standards
Service Learning	CA State Standards NYLC K-12 Service Learning Standards	CA State Standards NYLC K-12 Service Learning Standards	CA State Standards NYLC K-12 Service Learning Standards

ENGLISH LANGUAGE DEVELOPMENT

PCA realizes the great need to develop English language fluency of its EL pupils and particularly their academic language. For students identified as English Learners and/or needing English Language Development (ELD), PCA will use programs such as Edge or Sopris West's Language! curriculum alongside various ELD supplemental materials, online work, Specially Designed Academic Instruction in English (SDAIE), English as a Second Language (ESL) strategies, techniques, and computer/digital technologies in order to advance the English language skills of these pupils. All materials and supplemental texts will be subject to modification(s), based on student need. Teachers will be continuously engaged in collaborative professional development activities that address the appropriate delivery of SDAIE and Guided Language Acquisition Design (GLAD) strategies, with emphasis on successful implementation in their classrooms in order to bolster EL students' Basic Interpersonal Communication (BIC) and particularly their Cognitive Academic Language Proficiency (CALP). These are vital for successfully acquiring the Three R's and Four C's for the 21st Century.

MATHEMATICS

As in English/Language Arts, teachers of mathematics will also incorporate continuous formative assessment feedback and academic information gleaned from benchmark assessments to drive the delivery of PCA's integrated mathematics curriculum. Teachers will have opportunities to create flexible ability groupings within and across grade levels to provide targeted instruction based upon these assessment results. Leaning on the recommendations of the new CCSS for Mathematics for integration of algebra and geometry, teachers will also use a balanced instructional approach to deliver mathematics concepts (Ainsworth & Christinson, 2000). PCA will use a combination of CCSS based curricular texts and materials, as well as other supplemental research-based programs that place strong emphasis on developing conceptual understanding of mathematics. As Ainsworth and Christinson propose, PCA will build activities into its curriculum that: a) build computational skills, b) deepen conceptual understanding, c) develop mathematical reasoning and problem solving, as well as d) support understanding of mathematics in a variety of assessment formats. In keeping with the experts' recommendations for implementing the new CCSS for mathematics, PCA will create integrated mathematics courses for its middle and high school students, bringing real world practicality and authenticity to its mathematics program. This integrated course approach is also greatly aligned with PCA's project based interdisciplinary model.

SCIENCE

The newly developed New Generation Science Standards (NGSS) place focus on an integrated approach to teaching life, earth, space, and physical sciences with the integration of technology and engineering. As a STEAM/STEM school, PCA will support

the NGSS and focus on the learning of the scientific method by developing and testing a hypotheses through the employment of projects, experiments, and investigations. PCA will also teach the new NGSS through the integration of technology and engineering. The interdisciplinary approach also authentically replicates solving real world problems of everyday life.

SOCIAL SCIENCES

The social science curriculum at PCA is intended to develop students' breadth and depth of knowledge related to culture, geography, politics, economics, and ethics. The goal of this curriculum is to produce historical literacy within students, helping pupils make sense of everyday life in the midst of social, economic, and political forces. Additionally, PCA will develop students who are active informed 21st century citizens. Within the social studies curriculum, students will learn cause and effect, multiple perspectives, change factors, and connections between the past and present.

PHYSICAL EDUCATION

Middle school students at PCA will develop their physical skills, abilities, and fitness through a PE class during the school day. Depending on budget constraints, PCA plans to offer a separate physical education class for high school students as well. Physical education fitness goals will be incorporated into students' personal learning plans. (See a sample physical education log in **Appendix Q.**) The Charter School also plans to seek out and develop partnerships with local community parks and recreation programs so that PCA students will have the ability to participate in after school sports leagues and clubs offered by these community organizations. PCA will also explore joining with other charter schools in the Northern California area, such as the Sac-Joaquin Section, of the California Interscholastic Federation, in order to bring competitive sports programs to PCA. The Charter School will also administer all physical fitness tests mandated by the state of California.

VISUAL AND PERFORMING ARTS

The arts provide a multisensory, multi-modal way for students to access and interact with the core subject areas. PCA will offer elective and intersession courses in visual and performing arts (VAPA) as well as encourage the use of VAPA skills across the curriculum. Additional opportunities to develop personal interests and performances may also be provided through intersession and PLP's through community connections. Students will be encouraged to use the arts as a way to communicate understanding and learning as well as a manner in which to express their creativity and imagination through various art forms.

HEALTH

Teaching of the California state standards for health education will be integrated in the advisory program and will include physical, social, and emotional health topics. Focus will be placed on healthy responsible choices and lifestyle.

TECHNOLOGY

PCA students will be expected to become proficient in word processing, internet research, digital media, graphic design, slide presentations, and spread sheets. These proficiencies will be developed throughout the curriculum, including core academic subjects and elective courses. The focus will be on development of the 21st century technology skills outlined in P21's Framework.

CURRICULUM RESOURCES AND MATERIALS

Paramount Collegiate Academy will continue to focus its attention on the new developments that are currently transpiring with the research, testing, review and adoption of CCSS aligned textbooks and instructional materials nationwide. The Charter School will continuously boundary span this entire field of education, in order to provide the best research proven instructional materials for its students and be on the cutting edge of this 21st century.

Realizing the great flux occurring with the adoption of the CCSS and NGSS, PCA will continuously update and modify its curriculum resources and materials to reflect the on-going testing and implementations that education researchers are currently involved in. Figure 24, on pages ~~10099~~-1024, summarizes PCA's rigorous college-bound curriculum resources by subject and grade level. The textbooks, booklists, and supplementary instructional materials will be modified and revised, as further textbook and field research produce texts and materials aligned with the Common Core State Standards. PCA will use these as well as California State Standards, P21 Framework, and 21st century skills maps to map PCA courses. Teachers and faculty will be immersed in mapping throughout each year as PCA educators make their curriculum maps "living documents" for detailed vertical and horizontal communication among all school staff and stakeholders.

Figure 24-PCA Curriculum Resources by Subject and Grade

	English/ Language Arts	Mathematics	Social Studies	Science
6th Grade	Core Knowledge Engage NY Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Comprehensive Mathematics Instruction (CMI) Eureka Math	Teachers Curriculum Institute (TCI) Core Knowledge	Foss Science Teachers Curriculum Institute (TCI) Einstein Project
7th Grade	Core Knowledge Engage NY Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Comprehensive Mathematics Instruction (CMI) Eureka Math	Teachers Curriculum Institute (TCI) Core Knowledge	Foss Science Teachers Curriculum Institute (TCI) Einstein Project
8th Grade	Core Knowledge	Comprehensive Mathematics	Teachers Curriculum	Foss Science

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	Engage NY Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Instruction (CMI) Eureka Math	Institute (TCI) Core Knowledge	Teachers Curriculum Institute (TCI) Einstein Project
9th Grade	Engage NY Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Comprehensive Mathematics Instruction (CMI) Eureka Math	Teachers Curriculum Institute (TCI)	Foss Science Pearson Learning
10th Grade	Engage NY Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Comprehensive Mathematics Instruction (CMI) Eureka Math	Teachers Curriculum Institute (TCI)	Foss Science Pearson Learning
11th Grade	Engage NY	Comprehensive Mathematics	Teachers Curriculum	Foss Science

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	Character Based Literature (CBL) Write Source Accelerated Reader Leveled Classroom Libraries	Instruction (CMI) Eureka Math	Institute (TCI)	Pearson Learning
12th Grade	AP Literature AP Language Engage NY Character Based Literature (CBL)	AP Calculus Comprehensive Mathematics Instruction Eureka Math	AP US History Teachers Curriculum Institute (TCI)	AP Biology AP Chemistry AP Physics Foss Science Pearson Learning
Project-Based Learning	Buck Institute PBL ; Expeditionary Learning			
Health & Social Emotional Skills	Love & Logic; CA Health Curriculum			
English Language Development (ELD)	Edge; Language!; TESOL			

COLLABORATIVE SHARED DECISION MAKING

As stated throughout this petition document, Paramount Collegiate Academy values collaboration and holds it as one of its core beliefs. This core value will guide PCA's decision making. Additionally, PCA will keep the focus on the purpose of collaboration in a learning organization, not collaboration for collaborations sake, as Peter Senge (2000), Michael Fullan (1993) and the Dufours (1998) aptly point out. Rather Paramount Collegiate Academy's collaboration will be for the sake of wise and well-thought out decision making that considers many possibilities viewed through the lens of the various PCA stakeholders. Additionally, collaborative decision making empowers and grows the capacity of the organization. This translates into growing the talents, abilities, and gifts of the teachers, parents, volunteers, board, and all staff members who will serve our students and community. Therefore, collaboration within a learning organization grows and develops its people. Cooperative teams grow and develop leadership potential and hence develop and support leadership. This will be PCA living its core belief of collaboration and continuous lifelong learning.

PCA's school structure and its daily school schedule will greatly support the Charter School's core values of collaboration and continuous learning. The School's interdisciplinary teaming and block schedule model will provide for regular daily and weekly collaboration and staff professional development among teachers and faculty for the purposes of CFG such as: lesson planning; student work reviews; data analysis; peer coaching-lesson observations and feedback; assessment development; team teaching; grouping and regrouping of students for intervention and target teaching; student study teams; and lesson demonstration(s).

Teachers will also meet as grade levels, interdisciplinary teams, and as a whole staff. Just as students learn in a variety of small and large group settings, these learning environments will be duplicated for all adult staff to benefit. Leadership and coaching roles will be continually developed and expanded based upon the needs of all school stakeholder groups, including students, teachers, parents, administrators, board, and community. However, the leadership needs of the school will certainly vary. Teacher leaders will always be needed in the many facets of operating a school including: constructing and/or leading staff trainings; implementing the peer observation program; mentoring other staff; building school culture; parent and community outreach; assessment building; test administration and/or coordination; data analysis; committee liaisons or advisors; advisory committee work; scheduling; curriculum refinement; and many more areas of school processes and functions. Overall, the Charter School will continually seek to empower all stakeholders, including staff, students, teachers, parents, board, and community members by using their special talents, interests, and gifts for the support, development, and advancement of Paramount Collegiate Academy students and community.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

ASSESSMENT AND IDENTIFICATION

Challenging and inspiring students to learn at their highest possible level is one of the Charter School's core beliefs. As a result, PCA will continually operate in a manner that seeks to inspire students' love of learning and growing. The Development Team of PCA has a strong desire to replace discouragement with hope, optimism, and resiliency. Regardless, of a student's skill level, the goal will be to challenge and inspire a student to achieve at his/her highest level, using unique skills, talents, and abilities for building their future and for the greater good.

Quantitative benchmarks, thresholds, and guides for low student achievement will be developed by staff as internal benchmarks and authentic assessment rubrics are engineered and implemented. Low-achievement on state required assessments will be designated by those students who are achieving below grade level standards and proficiency levels. Furthermore, assessment and identification will occur using multiple measures of student proficiency.

Paramount Collegiate Academy will have a network of student support systems in place in order for continual academic and behavioral progress monitoring to occur for all students. Students PCA will rely on the 2001 compiled research and work of the California Dropout Prevention Network (CDPN) performed as a result of SB 65 from the California Department of Education. In addition to using the Annenberg Institute of School Reform CFG and COI processes, PCA will also use Dufour's work in the area of Professional Learning Communities (PLC's) which support PLC's as a vehicle for establishing a **NETWORK OF STUDENT SUPPORT**. (The aspects, mechanisms, and strategies for this network are explained throughout the remainder of this section and the subsequent section.)

PCA believes and will act in a mode that supports, "Prevention Is Prevention Is Prevention" (CDPN, 2001) and will utilize a variety of school structures as well as assessment and evaluation tools to identify students who are academically low achieving. PCA's interdisciplinary teaming and block schedule will afford teachers and staff the ability to continually meet, review academic profiles of students, confer on student progress, as well as develop pupil interventions. Teachers and staff will have the ability to regularly discuss student progress, assess and identify pupil needs, as well as discuss various modifications, strategies, and interventions for low achieving students.

Using multiple measures to assess student academic progress, such as formative assessments in the form of daily student work products and writing samples, as well as school benchmark assessments administered mid-way through each semester, teachers and staff will have the ability to construct student academic profiles and diagnose student needs in a continual manner-a preventative approach. Teachers and staff will have the ability to meet informally, as an interdisciplinary team to assess and dialogue regarding student academic concerns and areas of need as well as formally in the form of the Student Success Team model. (Samples of Student Success Team Forms are attached in **Appendix R**.)

Additionally, PCA will be operating its Advisory program. As outlined earlier in this chapter, all staff will be assigned to mentor and advise a small group of students throughout their career at PCA. This model supports the forming of long-lasting supportive relationships between students and adults on campus. This model is highly conducive to prevention in that each student will be closely monitored for behavioral and academic success by their assigned advisor. With this meaningful student-adult mentoring relationship, teachers and staff have the ability to assess and monitor each of their advisory students on a daily and weekly basis. Through advisory, teachers and students are reviewing student progress, both academically and behaviorally, adjusting career goals and plans, and developing action plans that address needs identified cooperatively between the advisor, student, and family.

NETWORK OF STUDENT SUPPORT

PCA's **NETWORK OF STUDENT SUPPORT**, includes the above mentioned methodologies. A complete overview of the approaches and strategies for providing student support within PCA's educational model are listed below:

◆ Personalized Learning and Advisory

All students will create personal goals within the advisory program, in conjunction with their advisors and families. These PLPs will also include discussion, review, and inclusion of supports for struggling students, as needed.

◆ Differentiated Instruction

All students will receive instruction that is differentiated through various grouping strategies outlined previously in this chapter. In addition to differentiating content, through project-based teaching and learning students will also have opportunities to use a variety of modalities and learning styles, as they engage in differentiated content and assessment of that content.

◆ Extended School Day

Teachers will conduct Office Hours and Tutorials during Building Block in order to provide student support. These sessions will allow for review of key concepts and skills, answering questions, and further clarifying of instructional material, outcomes, and/or expectations.

◆ Acceleration/Remediation-Intersession or Saturday Academies

PCA will implement additional instructional time for students falling behind, focused on particular accelerative or remedial strategies. These types of interventions will be provided in addition to the extended day tutorials or office hours listed above. PCA will provide these additional interventions during Intersession. Additionally, PCA will explore offering targeted and/or differentiated instruction sessions during Saturday Academies.

◆ Data-Driven Instruction, Critical Friends, and the Cycle of Inquiry

Students who are struggling at PCA will greatly benefit from the Charter School's use of the Critical Friends Group (CFG) Model to analyze data to drive its instructional practices as well as the *Cycle of Inquiry*. The basics of the Cycle of Inquiry include collecting and organizing data, careful collaborative review of the data, taking actions based upon data results, and evaluating or reassessing the instructional actions taken. (The Cycle of Inquiry is further discussed in Chapter 3 of this petition.) PCA classrooms will be steeped in the regular use of data (formative, benchmark, and summative assessments) and student work products to adapt lessons, materials, and projects to individual student needs. Teachers will also have the ability to continually assess student ability and readiness levels.

◆ High Quality Professional Development and Continuous Collaborative Improvement

PCA's creative and collaborative on-going professional development program will train and support teachers in teaching EL students, students with special needs, and struggling students. Teachers will be immersed in continual learning and practice of research-based instructional strategies and methodologies that are highly effective with all learners. PCA will conduct professional development in such models as Guided Language Acquisition Design (GLAD), Specially Designed Academic Instruction in English (SDAIE) and/or strategies from Hill and Miller's *Classroom Instruction that Works With English Learners* (2013). These models and strategies provide ways for teachers to deliver academic content and language while using an integrated and balanced literacy approach. These strategies were all originally developed for English learners, however these methodologies benefit all struggling learners through the use and building of high-level thinking and academic language skills.

Additionally, teachers will have professional development time dedicated to learning and practicing the CFG Model discussed previously in order to engage in skilled discussions and reviews of student progress and analyzing assessment results in order to address concerns through the development of intervention actions. The CFG training materials are included in **Appendix N**. The *Cycle of Inquiry* (COI) processes of collecting, reviewing, and acting upon data is discussed in more detail in Chapter 3.

◆ Interdisciplinary and Student Success Teams

All faculty at PCA will be considered part of the *Student Success Team* for all students, in either informal or formal ways. All teachers will be a part of the whole school team as well as a smaller, school-within-a-school team of teachers, each representing a different academic discipline. These interdisciplinary teams of teachers will share the same group of students for the academic year and will have shared professional development and planning time during the work week. (**Appendix S** contains a Sample Teacher Schedule for reference.) Four days out of each week, all teachers will have one block period as a planning period. During this planning block, teachers will be engaged in Interdisciplinary Team meetings that will involve CFG: data reviews; interdisciplinary lesson planning; assessment construction and reviews; curriculum mapping; lesson observations

and feedback; as well as reviewing the academic progress of students within their particular interdisciplinary team.

Using these common planning block times will allow teachers and faculty the significant opportunity to hold immediate student progress meetings, which can either be held in the formal format of a *Student Success Team* (SST) Meeting or a more informal manner, in which teachers meet collaboratively and frequently to discuss and identify needs of struggling students and respond to those needs. Whether through formal SST meetings or informal team meetings, teachers and faculty will use student data as well as PLP's to provide quick, immediate, and preventive responses or adjustments to students' needs.

Parents are continually involved in this system of support for students. Not only are parents involved in the constant monitoring and revising of a student's goals through the frequent personal learning plan meetings, parents are also continually notified of student progress through the parent portal on-line web Student Information System (SIS). Additionally, parents receive progress reports mid-semester and report cards at the end of each academic semester. Additionally, through the advisory teacher and period, the advisory teacher also maintains a home-school communication throughout each school semester. If a student is low achieving, the advisory teacher is the first line of communication between the school and home. Advisory teachers notify parents via phone calls home, letters, student information system, or emails of needed student conferences, goal-setting meetings, and if necessary, the scheduling of home visits or Student Success Team Meetings.

(Sample SST forms, which may be modified for use by PCA, are included in **Appendix R.**)

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

As mentioned previously, challenging and inspiring students to learn at their highest possible level, is a core belief of PCA, one that will drive teaching and learning at the Charter School. PCA anticipates that most students' needs will be met by the engaging challenging STEAM curriculum that will be differentiated and the quick student data analysis and response afforded through its interdisciplinary teaming.

Quantitative benchmarks, thresholds, and guides for high student achievement will also be developed by staff as internal benchmarks and authentic assessment rubrics are engineered and implemented. High-achievement on state required assessments will be designated by those students who are achieving above grade level standards and proficiency levels. Furthermore, assessment and identification will occur using multiple measures of student proficiency.

Just as PCA will modify and differentiate instruction for academically low achieving pupils, the Charter School is equally committed to working with students who are

performing above grade level to ensure they are challenged and receive appropriate academic extensions and enrichments. All students, including academically high achieving students, will be identified and monitored by the same processes outlined in the previous section for low achieving students since PCA will continuously operate its school program as a network of student supports. Continual differentiation of instructional strategies in the delivery of curricular content and how the content is assessed, will also better meet the needs of all types of learners, including struggling students and pupils achieving at high levels.

For students who are academically high achieving, PCA teachers and staff will work closely with families and the community to develop after school and intersession courses that are tailored to their particular skills, abilities, and interest levels. Furthermore, PCA will work to develop Saturday Academies that provide further enrichment activities, competitions, and projects that challenge and inspire high achieving students. These intersession courses and Saturday Academies may be developed in conjunction with other education networks or partnerships as well as outside businesses, agencies, or organizations.

Parents are continually involved in this system of support for students and notified if their student is high-achieving. Parents are involved in the constant monitoring and revising of a student's goals through the frequent personal learning plan meetings and parents are also continually notified of student progress through the parent portal on-line web Student Information System (SIS). Additionally, parents receive progress reports mid-semester and report cards at the end of each academic semester. Additionally, through the advisory teacher and period, the advisory teacher also maintains a home-school communication throughout each school semester. If a student is high achieving, the advisory teacher is the first line of communication between the school and home. Advisory teachers notify parents via phone calls home, letters, student information system, or emails of needed student conferences, goal-setting meetings, and if necessary, the scheduling of home visits or Student Success Team Meetings.

PLAN FOR ENGLISH LEARNERS

Paramount Collegiate Academy will meet all applicable legal requirements for English Learners (EL) which pertain to the following: annual notification to parents; student identification; placement; program options; EL and core content instruction; teacher qualifications and training; re-classification to fluent English proficient status; monitoring and evaluating program effectiveness; and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. PCA will hold the same rigorous academic and behavioral expectations for every student, regardless of culture, native language, and/or socio-economic status. For students who enroll at PCA with a primary language other than English, efforts will be made to support acquisition of English quickly. PCA will implement best research-based instructional practices, programs, and strategies to meet the individual and specific needs of its EL

students. EL supports will be offered within academic classes as well as in supplemental settings.

Home Language Survey

All students enrolling in PCA will be administered the home language survey. This will take place upon initial enrollment and be included on PCA enrollment forms.

Primary Language Survey

When a student is identified as an EL through the Home Language Survey, an informal primary language survey will be taken within 90 calendar days of first enrollment in a California school to assess the student's listening, speaking, reading, and writing skills in their primary language.

CELDT Testing

All students who indicate that their home language is other than English, will be administered the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually, thereafter between July 1 and October 31st until the student is redesignated as fluent English proficient. (This applies to students entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with yearly CELDT testing based upon the date last tested at their prior school of enrollment.)

These requirements are specified in California *Education Code* sections 313, 60810, and 60812.

PCA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT will be used to fulfill requirements under the *No Child Left Behind Act* for annual English proficiency testing.

Redesignation Procedures

Even though California has adopted the new California Assessment of Student Performance and Progress (CAASPP) system and Smarter Balanced Assessments, the State Board of Education (SBE) has imposed no changes in the reclassification procedures for English learners for the 2013-14 school year (at the time of the writing of this petition). However, PCA will monitor and adjust the processes outlined below, as dictated by the SBE, in order to stay in full compliance with all state and federal rules and regulations.

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

- ◆ Assessment of English Language Proficiency
 - a. Use of an objective assessment instrument including, but not limited to, CELDT

[In order to be redesignated, a student would need an overall proficiency score of Early Advanced or Advanced. A student whose score is in the upper end of the Intermediate range, may also be considered for reclassification, if additional measures determine the student is likely to be proficient in English.]

b. Participation of the Pupil's Classroom Teacher

The student's teacher or any certificated staff member with direct responsibility for teaching and placement decisions of the student in order to evaluate the pupil's curriculum mastery will be involved in the process.

c. Participation of the Pupil's Parent or Guardian

Parents or guardians of the pupil will be notified of the language reclassification and placement. This includes a description of the reclassification process as well as the parent's opportunity to participate. This notification will also include encouraging parent/guardian participation in the reclassification procedure for the purposes of seeking their opinion and consultation during the process.

d. Objective Data

For purposes of reclassification, the pupil's basic skills in English will be compared to those of a student of the same age who demonstrates English proficiency to others. The comparison will be made using an empirically established range of performance and basic skills on a recently administered objective assessment of basic skills in English.

English Learner Instructional Strategies and Intervention

In serving English learners, PCA will comply with all state and federal laws and regulations. Students identified as non-native speakers will be evaluated through formal and informal assessments. Students identified as EL, will be provided support. PCA will provide support through one-on-one and small group instruction from teaching staff as well as instructional aides and tutors. Newcomers will receive English as a Second Language (ESL) instruction and Teaching English to Speakers of Other Languages (TESOL) strategies will be used to build language proficiency. ESL and TESOL will be provided alongside and in conjunction with English Language Arts. ESL instruction will be provided based upon frequent assessment of student's language development and fluency level.

Additionally, all teachers at PCA will possess certification to teach English learners in California. All teachers, across the curriculum, will receive on-going staff development in the use of best research-based instructional practices such as SDAIE and GLAD models. This will enable EL's access to grade level subject matter as well as build their English language proficiency and academic language, all vital for success in the 21st century.

Monitoring and Evaluation of Program Effectiveness

Paramount Collegiate Academy will perform continuous monitoring and evaluation of its English Learner Program through the following:

1. Monitor teacher qualifications
2. Monitor the use of appropriate EL instructional strategies and techniques
3. Provide continuous staff professional development that supports the design and implementation of effective EL strategies
4. Monitor EL *Adequate Yearly Progress* through disaggregation of benchmark and summative assessments by:
 - a. Language proficiency level
 - b. Years in EL Program
5. Monitor student identifications and placements
6. Monitor availability of adequate and appropriate resources
7. If over 21 EL students are enrolled at PCA, the charter school will operate an English Learner Advisory Committee (ELAC).
8. Monitor parental program choice options

PLAN FOR STUDENTS WITH DISABILITIES

Paramount Collegiate Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the [Sacramento County Office of Education - San Juan Unified School District](#) to ensure that a free and appropriate education is provided to all students with exceptional needs. Paramount Collegiate Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, PCA will comply with AB 602, [SCOE SJSUD](#) guidelines, and all California laws pertaining to special education students.

[The Charter School will be its own local educational agency \("LEA"\) for the purpose of special education, and will apply directly for membership in a Special Education Local Plan Area \("SELPA"\) in accordance with Education Code Section 47641\(a\). The Charter School intends to become a member of the El Dorado County Office of Education \(EDCOE\) SELPA, and has initiated consultation with EDCOE for membership. The School is also considering other SELPA options for charter schools, such as the Sonoma County Charter SELPA. The Charter School will notify the County, the SELPA, and the California Department of Education of their membership acceptance in another SELPA. The Charter School will provide notice of such membership to the County at least 30 days prior to the commencement of the initial school year or as otherwise agreed upon with the County.](#)

As an LEA, the Charter School will be solely responsible and liable for providing Special Education and related services to students with exceptional needs. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

~~PCA shall initially remain, by default, a public school of San Juan Unified School District for purposes of special education, pursuant to Education Code Section 47641(b). However, PCA reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.~~

~~So long as PCA operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, San Juan Unified School District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide PCA with an equitable share of state and federal special education funding to support special education instruction or designated instruction and services to students enrolled in the Charter School. PCA reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.~~

~~Paramount Collegiate Academy anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and SJUSD, which shall delineate the respective responsibilities of the Charter School and SJUSD with regard to the funding and delivery of special education and related services.~~

As an LEA, the School shall receive its State Assembly Bill (AB) 602 and Federal revenue allocation through the Charter SELPA. The School shall utilize these special education funds to provide instruction and related service to eligible pupils in accordance with applicable laws. The School shall be solely responsible for all special education costs which exceed State and Federal special education revenue (ie. Speech, Occupational Therapy, Adapted PE, Nursing, and Transportation). The Charter School may provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Per Federal Law, all students with disabilities will be fully integrated into the programs of PCA, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending PCA is properly identified, assessed and provided with necessary services and supports.

Paramount Collegiate Academy will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a

program other than inclusion, the school will ~~work with SJUSD and/or SELPA to provide an appropriate placement and services.~~ develop the appropriate continuum of services to meet student needs.

PCA will work with ~~the San Juan Unified School District and/or~~ SELPA to make time and facilities available to meet the needs of the student's IEP. Paramount Collegiate Academy will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted ~~by SJUSD, where applicable.~~

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to PCA ~~, which will then forward such written notice to SJUSD and/or SELPA within two school days.~~ The school will encourage open communication between the parents and ~~SJUSD and/or~~ SELPA for any items related to the special education services. Students at PCA who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, PCA will establish a referral and assessment process in full alignment with the SELPA that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

SEARCH AND SERVE

Upon the commencement of PCA's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, PCA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a PCA faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. PCA may also

choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at PCA with an existing IEP, the Charter School will ~~notify SJUSD and/or SELPA (where applicable according to SELPA policies) within 5 days. Implement the student's IEP immediately, to the extent possible, and conduct the 30-day IEP Review. An-This~~ IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, PCA shall work ~~with SJUSD and/or SELPA~~ to implement the existing IEP at Paramount Collegiate Academy or as otherwise agreed by the parent/guardian.

REFERRAL FOR ASSESSMENT

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Paramount Collegiate Academy's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing within 15 days. ~~PCA will also follow SELPA policies, where applicable. -PCA will notify SJUSD and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt.~~ Parents will be informed via the ~~administrator or case manager~~ ~~Special Education Manager~~ that special education and related services are provided at no cost to them.

If PCA, in collaboration with ~~the SJUSD and/or~~ SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. ~~If a referral is determined to be inappropriate, a meeting will be scheduled with the parent and referring party to address educational concerns as well as review the purpose and scope of Special Education. If a parent does not wish to meet, the School will respond with a Prior Written Notice explaining why the request for assessment was not accepted and processed.~~

ASSESSMENT

The Principal will be responsible for gathering all pertinent information and sharing such information with ~~the SJUSD and/or~~ SELPA (where applicable according to SELPA

policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with ~~SJUSD~~ or SELPA policies and procedures, PCA will follow the following assessment guidelines (if a conflict with ~~SJUSD~~ or SELPA policies and procedures exists, then SCOE ~~SJUSD~~ policies and procedures will govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. PCA, in coordination with ~~the SJUSD~~ or SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

DEVELOPMENT AND IMPLEMENTATION OF IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Paramount Collegiate Academy, in collaboration with ~~the SJUSD OR~~ SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. PCA will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The Parent or Guardian of the Student for whom the IEP was developed
- The Student, if appropriate
- The Principal
- At least one Special Education Teacher
- A General Education Teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- ~~A SJUSD or SELPA Special Education Representative~~
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the student may be invited as needed. PCA views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and ~~SJUSD OR~~ SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by PCA, in cooperation with ~~the SJUSD or~~ SELPA in which PCA is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by PCA. The IEP will include all required components and be written on ~~SJUSD OR~~ SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state, county, and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When PCA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

IEP REVIEW

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, PCA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

STAFFING

~~Although SJUSD will hold ultimate responsibility for providing Special Education services (so long as PCA operates as a school of the authorizer for purposes of special education),~~ PCA is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of PCA to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This education specialist teacher, in addition to providing resource services, will act as the case manager for students with IEPs. This teacher, along with the principal of PCA, will be the primary PCA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at PCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In Year 3, pending budget availability, PCA plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, PCA ~~also seeks will seek~~ related services from the SELPA. PCA will employ or contract with staff to implement the special education related services (Designated Instruction and Services) required by the students' IEPs, in the same manner as is provided to students in other Sacramento County schools. PCA will request and consider recommendations from the SELPA, regarding related services providers, SJUSD for special education students enrolled in PCA in the same manner as is provided to students in other SJUSD and Sacramento County schools (so long as PCA operates as a public school of the SJUSD for purposes of special education). PCA also reserves the right to ~~contract with service providers outside of the SJUSD/Sacramento County, when appropriate.~~

REPORTING

Paramount Collegiate Academy, in collaboration with the SELPA ~~SJUSD~~, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from local District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from PCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the PCA Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEP's at PCA must give written consent for the evaluation and placement of their child, be included in the decision-making process

when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. PCA will utilize the Notice of Procedural Safeguards used by ~~the the SJUSD or~~ SELPA in which it is a member.

DISPUTE RESOLUTION

~~The MOU between the District and PCA shall specify the responsibility/liability in case of due process. As a "school of the district", SJUSD is ultimately responsible for due process. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the SJUSD and PCA shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the SJUSD determines that legal representation is needed, the PCA agrees that it shall be jointly represented by legal counsel of the SJUSD's choosing. PCA will implement the EDCOE SELPA policies and procedures regarding Due Process Hearing requests (or other SELPA, as applicable). The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. The School is committed to dispute resolution at the earliest possible stages of any disagreement between parents and staff and will continually seek to resolve any disagreements between parents and the Charter School through alternate dispute resolution procedures.~~

~~So long as the Charter School operates as a school of the authorizer for special education purposes, SJUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in PCA if the authorizer determines such action is legally necessary or advisable. PCA agrees to cooperate fully with the Authorizer in such a proceeding.~~

~~So long as PCA operates as a school of the District for purposes of special education, PCA understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.~~

COMPLAINT PROCEDURES

Parents or guardians also have the right to file a complaint with [the SELPA SJUSD](#) and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

Paramount Collegiate Academy will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. PCA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through PCA's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

PROFESSIONAL DEVELOPMENT FOR PCA STAFF

The School Director, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the [County District](#) or SELPA.

~~So long as PCA operates as a "school of the Authorizer" for special education purposes, SJUSD agrees to allow PCA staff access to all Special Education related professional development opportunities that are available to other employees of the SJUSD.~~

PCA also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

SELPA REPRESENTATION

It is the Charter School's understanding that it shall represent itself at all SELPA meetings, including SELPA Councils and Executive and Steering Committees. PCA will also seek a

parent to represent PCA and participate in the Special Education Community Advisory Committee.

SECTION 504 OF THE REHABILITATION ACT

PCA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

PCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of PCA. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

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

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

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

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

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

- California Education Code 47605 (b)(5)(B)

Paramount Collegiate Academy has set high standards for all its students. In alignment with the Charter School's core beliefs and mission, PCA's goal is to have all students graduate with the 21ST century academic and social skills necessary to be ready for college and career as well as to equip students for fulfilling and productive lives in this rapidly changing society. In creating these measurable student outcomes, PCA realizes the current flux in curriculum and assessment, as illustrated by the newly adopted CCSS and the piloting of the Smarter Balanced Assessment Consortium's (SBAC) examinations that are scheduled for full implementation in 2014-15.

PCA also realizes the importance of frequent on-going checking for understanding and assessment of students' progress toward mastery of standards and content. PCA also believes outcomes and assessments exist to inform instruction, and like learning styles, there are certainly multiple assessment formats. Therefore, PCA contends that no single measure of academic ability or performance should constitute a sole indicator of progress. With these issues in mind, PCA has assembled measurable pupil outcomes based upon multiple assessment forms and the latest 21st century assessment rationale from P21's education experts. P21 has produced guiding recommendations for implementing assessments that gauge students' learning and acquisition of the Three R's and 21st century Four C's. The Charter School will utilize P21's proposals from *Assessment: A 21st Century Skills Implementation Guide* (2009) included in **Appendix K**, in the construction of its assessments. PCA considered these P21 suggestions as well as the aforementioned factors and new state SBAC assessments in carefully formulating PCA's measurable student outcomes.

*Note: PCA has developed its measurable student outcomes in relation to the current *Assembly Bill (AB) 484*, which took effect January 1, 2014. The California Assessment System of Student Performance and Progress (CAASPP) was defined and outlined in AB484 and was used in the formulation of PCA's measurable outcomes and goals listed below.

MEASURABLE OUTCOME GOALS

Paramount Collegiate Academy has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605 (b) (5) (B) and 52060 (d).

Paramount Collegiate Academy will pursue the following schoolwide and subgroup goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new *Common Core*) and reflect proficiency measures required by the selected assessments, as well as applicable state priorities detailed in California Education Code 52060 (d) that apply for the grade levels served, or the nature of the program operated, by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- " (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.*
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores."*

-California Education Code 47607 (a)(3)(B)

The following chart delineates Paramount Collegiate Academy schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that

apply for the grade levels served, or the nature of the program operated, by the Charter School, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in California Education Code Section 52060 (d). The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g. Element 1: Educational Program; Element 4: Governance and Parental Involvement; etc.) See the following Figure 25, Measurable Goals of the Educational Program, for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

Figure 25: Measurable Goals of the Educational Program

<u>ACHIEVEMENT GOAL #1-BASIC SERVICES</u>		
<i>The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119), and school facilities are maintained in good repair (E.C. 17002 (d))</i>		
School Action	Method(s) Of Assessment	Person(s) Responsible
All staff to receive background and credential check prior to hiring and being given an assignment(s).	DOJ fingerprinting, CCTC check	Chief Executive Officer; Principal
All courses to be checked for standards-aligned materials.	Curriculum Mapping, Curriculum Calibration, Annual Instructional Inventory	Principal; Director of Fiscal Services
All students will have access to standards-aligned materials.	Curriculum Mapping, Curriculum Calibration, Annual Instructional Inventory	Principal; Director of Fiscal Services; Coordinator of Technology
All school facilities will undergo annual site and safety checks.	Site Facility Visit, Site Safety Check, School Safety Plan	Chief Executive Officer; Principal
The school safety plan will undergo annual reviews and revisions.	School Safety Plan	Chief Executive Officer Principal
All facilities’ maintenance and repair records or logs will be reviewed annually for timeliness and completion of projects.	Maintenance Reports, Repair Records, and Project Logs; Applicable contracts, MOU’s	Chief Executive Officer; Director of Fiscal Services; Coordinator of Technology
<u>ACHIEVEMENT GOAL #2-IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i>		
School Action	Method(s) Of Assessment	Person(s) Responsible
All English and Mathematics courses to be checked for Common Core alignment	Curriculum Mapping Curriculum Calibration	Principal; Site Test Coordinator

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All students will become proficient readers and writers of the English language.	SBAC English-Language Arts Test, CELDT, CAHSEE, PCA's Adopted Reading Diagnostic Test, English Benchmark Tests, PCA Summative Writing Performance Assessment, CalMAPP, Report Cards, Progress Reports	Principal; Site Testing Coordinator; Chief Executive Officer; Coordinator of Technology;
All students will become proficient in mathematical skills and content.	SBAC Mathematics Test, CAHSEE, Mathematics Benchmark Tests, CalMAPP, Report Cards, Progress Reports	Principal; Site Testing Coordinator; Chief Executive Officer; Coordinator of Technology
All ELs, not re-designated, will be enrolled in daily ELD in addition to their ELA/Humanities course(s).	SIS EL Reports, EL Class Schedules	Principal
Reclassification rates of all EL's will be monitored	SIS EL Reports, Annual Reclassification Reports	Principal
All teachers will be continually trained in ELD and SDAIE or sheltered instructional techniques and strategies.	Staff Development Agendas Staff Development Sign-In Sheets	Principal; Chief Executive Officer
All teachers will utilize sheltered instructional methodologies in the delivery of their academic course content.	Peer Lesson Demonstrations Focus Walk Protocols School Focus Walks	Principal; Chief Executive Officer
<u>ACHIEVEMENT GOAL #3-PARENTAL INVOLVEMENT</u> <i>The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i>		
School Action	Method(s) Of Assessment	Person(s) Responsible
All parents will participate in a minimum number of annual volunteer hours set by the PCA Board of Directors.	Monthly Accounting of Parent Point Hours	Principal; Parent Advisory Council Parents
All parents and families will be provided an opportunity to provide input and feedback regarding school program decisions.	Parent Advisory Council Annual Parent/Family Survey ELAC Parent Nights, Meetings & Seminars Various School Committees (e.g. Safety, Fundraising, Parent Reporting)	Principal; Parent Advisory Council; Parents
All parents will have access to all school web information resources.	SIS Parent Portal School Website E-Newsletter	Principal; Parent Advisory Council; Coordinator of Technology

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All parents will be actively engaged in goal setting and monitoring of student learning plans with their children.	Personal Learning Plans Advisory Goal Setting Meetings Portfolio Presentations Student Success Team Meetings (as needed)	Principal; Advisory Teachers; Parents; Students
All parents and families will be encouraged to attend school functions and activities.	Attendance Rates: PCA Board Meetings, Parent Advisory Council Meetings, Parent Information Meetings & Seminars, Back to School Nights, Open House Nights, Fundraising Events, Extracurricular Events	Principal; Chief Accountability Officer; Parents

ACHIEVEMENT GOAL #4-STUDENT ACHIEVEMENT

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)*
- B. The Academic Performance Index (API) (as available)*
- C. Percentage of pupils who are college and career ready*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. 99300 et seq.) or any subsequent assessment of college preparedness*

School Action	Method(s) Of Assessment	Person(s) Responsible
All pupil achievement will be assessed annually via state required assessments.	CAMAPP, SBAC, API (as available and applicable)	Principal; Site Testing Coordinator; Advisory Teachers
All pupil achievement in English/language arts will be assessed continually via reading diagnostic and internal assessments.	PCA adopted standardized reading diagnostic test; English benchmark exams; summative performance writing assessments	Principal; Site Testing Coordinator; Advisory Teachers
All EL's (not reclassified) will be assessed annually via state required assessments for English learners.	CELDT, ELPAC (as available and applicable), SBAC-ELA	Principal; Coordinator of Technology
All pupil achievement in mathematics, science, and social studies will be assessed continually via internal assessments.	Math benchmark exams; science benchmark exams; humanities-social science benchmark exams; portfolio submissions; service learning projects	Principal; Site Testing Coordinator; Advisory Teachers
Monitoring of all high school pupils for college and career readiness	EAP Results; Internship Results; AP Scores; Year-End Portfolio Projects; Service Learning Projects; High School Completion Reports of UC A-G	Principal; Coordinator of Technology; Advisory Teachers; Executive Assistant

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	Requirements (Transcripts)	
Monitoring of annual EL reclassification rates	SIS EL Reports & Lists EL Profiles & Progress Reports	
Monitoring of AP passage rates of all high school students in AP courses.	AP Scores	Principal; Advisory Teachers
<p><u>ACHIEVEMENT GOAL #5-STUDENT ENGAGEMENT</u> <i>The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (E.C. 52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
School Action	Method(s) Of Assessment	Person(s) Responsible
School attendance rates will be continuously monitored.	SIS Monthly Attendance Reporting, SIS P1, P2, EOY Attendance Reporting	Director of Fiscal Services; Executive Assistant
Class and Period attendance rates will be continuously monitored.	SIS Monthly Attendance Reporting	Principal; Chief Executive Officer; Executive Assistant
Student engagement in all classes will be monitored.	Focus Walk Protocols, Classroom Focus Walks	Principal; Chief Executive Officer
Student chronic absenteeism rates will be continuously monitored.	Personal Learning Plans, Goal Setting & Monitoring Meetings, Student Success Team Meetings, IEP Meetings	Principal; Advisory Teachers
Middle grade students who withdraw from PCA will be monitored and tracked for successful transfer to other schools and/or programs.	Withdrawal Records, Cum Request Records & Files, SIS Enrollment Reports	Principal; Coordinator of Technology; Executive Assistant
High school grade students who withdraw from PCA will be monitored and tracked for successful transfer to other schools and/or programs.	Withdrawal Records, Cum Request Records & Files, SIS Enrollment Reports	Principal; Coordinator of Technology; Executive Assistant
High school grade students will be monitored for successful completion of graduation requirements.	CAHSEE, Report Cards, Progress Reports, SIS Transcript Reports, Personal Learning Plans, Parent/Student/Advisory Goal Monitoring Meetings	Principal; Advisory Teachers; Coordinator of Technology
<p><u>ACHIEVEMENT GOAL #6-SCHOOL CLIMATE</u> <i>The charter school will meet the same accountability standards as district schools school climate, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		

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School Action	Method(s) Of Assessment	Person(s) Responsible
Pupil suspension rates will be monitored annually.	Annual SIS Suspension Summary Reports	Principal; Coordinator of Technology Chief Executive Officer
Pupil expulsion rates will be monitored annually.	Annual SIS Expulsion Summary Reports	Principal; Coordinator of Technology Chief Executive Officer
Uniform Complaints will be monitored annually.	Annual UCP Summary Report	Chief Executive Officer
All parents, students, teachers, and families will have the opportunity to provide input and feedback on safety and connectedness at school.	Annual School Community Survey	Parent Advisory Council; Chief Executive Officer; Coordinator of Technology; Principal; Teachers; Students; Parents
All parents and families will have an opportunity to complete annual parent volunteer hour requirements (established by the PCA Board of Directors).	Annual Parent Point Volunteer Report Summary	Parent Advisory Council; Chief Executive Officer; Coordinator of Technology; Principal; Parents

ACHIEVEMENT GOAL #7-COURSE ACCESS

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220 (a)-(j))

School Action	Method(s) Of Assessment	Person(s) Responsible
All 6 th grade middle school students will be enrolled in a broad course of study as defined in E.C. 51210.	6 th Grade Student Schedules; 6 th Grade SIS Schedule Reports; 6 th Grade Personal Learning Plans; 6 th Grade Transcripts	Principal; Advisory Teacher; Coordinator of Technology
All 7-12 th grade middle and high school students will be enrolled in a broad course of study as defined in E.C. 51220 (a)-(j).	7 th -12 th Grade Student Schedules; 7-12 th Grade SIS Schedule Reports; 7-12 th Grade Personal Learning Plans; 7-12 th Grade Transcripts	Principal; Advisory Teacher; Coordinator of Technology

ACHIEVEMENT GOAL #8-STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

A. Internal Assessments

B. Growth C. Social Responsibility		
School Action	Method(s) Of Assessment	Person(s) Responsible
All students will develop personal performance goals collaboratively with their parents and advisory teacher, at the commencement of the school year.	Baseline benchmark assessments; past academic performance; personal needs (IEP, as applicable); internal assessments	Advisory Teachers; Students; Parents
All students will review/revisit their personal performance goals throughout the school year with parents and their advisory teacher and make adjustments, as necessary.	Benchmark assessments; personal needs; internal assessments; grade reports; progress reports; attendance reports	Advisory Teachers; Students; Parents
All students will develop and complete a year-end portfolio project that demonstrates performance growth and responsibility.	Personal Learning Plan; Digital Portfolio	Advisory Teachers; Students
All students will participate in a service learning project to fulfill high school graduation requirements.	Personal Learning Plan; Service Learning Project; Digital Portfolio	Advisory Teachers; Students

ELEMENT 3: METHODS OF ASSESSMENT

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

-California Education Code 47605(b)(5)(C)

Paramount Collegiate Academy believes the successes of high performing schools are a result of their focus on data. Not simply the creation of assessments and collecting of data, but how that information is used to act and/or react to what the data suggests. It is the latter variable that crucially separates and defines successful schools from those lagging behind. Over the past two decades, literature abounds with the success stories of the 90-90-90 Schools (Reeves, 2003) and more recently with the paralleled successes of charter schools operated by charter management organizations such as KIPP, Rocketship Education, and Summit Public Schools.

PCA intends to continue "breaking the mold" among public schools, by using the *Critical Friends Group* (CFG) Model and *Cycle of Inquiry* (COI), (both developed by the Annenberg Institute of School Reform), to continuously monitor student progress and take prompt actions based upon those outcomes. PCA intends to replicate the 21st century world that continuously changes and iterates in order to improve what came before. PCA will become a school where students set goals and then continually

review and revise their goals as they produce results. Additionally, PCA intends to teach and convey this same philosophical construct to its parents and families. Therefore, the Charter School's assessment system, data, and Cycle of Inquiry will become something that teachers, staff, students, and parents understand, know, and use in order to make wise decisions about next steps toward agreed upon outcomes. (The Cycle of Inquiry is discussed in greater detail later in this chapter.)

TECHNOLOGY

Technology now drives our 21st century world. Technology will also be pivotal in the Charter School's educational program. It will be used to instruct, deliver content, gather data and information, as well as generate assessments. At every turn, technology will be used in some form or fashion. Technology will enrich and extend the curriculum, it will allow for PCA staff to tailor, differentiate, and personalize education for students and technology will be used to continually disseminate outcomes and results to students, teachers, and parents.

Due to the key role technology will play at PCA, the Charter School's Development Team, Board, and faculty will carefully research the best technology for this data-driven Cycle of Inquiry school model. Using a rigorous selection process, which will include viewing models in action, as well the excellent expertise of technologists on PCA's Development Team, the Board will approve implementation of a student information system (SIS) that is best aligned and suited for storing student information, including a system that will interface with digital content such as portfolios, student achievement data, and assessments.

ASSESSMENT SYSTEM

In reaching the goal of having all students equipped to lead fulfilling and productive lives in the 21st century, Paramount Collegiate Academy is cognizant of the aforementioned factors in this chapter and will utilize the Cycle of Inquiry (COI) in conjunction with the postulates outlined by the *Partnership for 21st Century Skills* (P21) in its *Assessment: 21st Century Skills Implementation Guide* to construct its assessment system. (Please refer to **Appendix K** for the complete resources.) Using P21's guidelines, PCA will include the following components in its assessment system to measure student outcomes:

1. Multiple Measures

PCA realizes the great need for all forms of measurement and will measure student outcomes using any combination of the following:

- ◆ Performance-based Assessments
- ◆ Curriculum Embedded Tests and Examinations
- ◆ Common Evidentiary Models of Cognition and Learning
- ◆ Authentic Assessments
- ◆ Digital Technology

2. Summative Assessments

In addition to the high stakes Smarter Balanced Assessments and all other tests included in the state CAASP, PCA will also develop large scale summative assessments collaboratively. Teachers and staff will create examinations to assess student outcomes at the end of each semester. PCA will work to include outside vendor and education leaders, where appropriate. Summative assessments will include:

- ◆ All State-Required Assessments (such as SBAC, CST's, CAHSEE)
- ◆ End of Semester Examinations
- ◆ Performance-based Measures
- ◆ Measures of Higher-Order Thinking Skills
 - Critical Thinking
 - Problem Solving
 - Communication Skills
 - Information Literacy
 - ICT Literacy
 - Media Literacy

3. Benchmark (Summative) Assessments

PCA will develop regular benchmark assessments. Additionally, PCA will work to find ways to compare skills measured with those of students around the globe (such as the Trends in International Mathematics and Science Study-TIMSS). PCA's benchmark assessments will be:

- ◆ Administrated midway through each semester
- ◆ Aligned to CCSS and 21st Century P21 descriptors
- ◆ Inform Instruction

4. Formative Assessments

The Charter School will use regular formative assessments built within its daily and weekly instructional program to inform and impact teaching and instruction. Teachers and faculty will utilize a multitude of formative assessments which, depending on context of use, will include a combination of any of the following:

- ◆ Rubrics for scoring
- ◆ Performance measures
- ◆ Authentic measures
- ◆ Task Differentiation such as:
 - Observations
 - Questioning
 - Discussion
 - Exit/Admit Slips
 - Learning/Response Logs
 - Graphic Organizers
 - Peer/Self Assessments

Practice Presentations
Visual Presentations
Kinesthetic Assessments
Individual Whiteboards or IPad
"Laundry Day"
"Four Corners"
Constructive Quizzes
Short Essays
Think-Pair-Share
"Appointment Clock"
"As I See It"

5. Digital Portfolios

PCA will implement a portfolio system as part of its assessment system. Portfolios will be utilized as a record of learning that includes samples of work and students' reflections on their work. Portfolios will display the individual nature of each student's learning over time. Furthermore, these portfolios will provide evidence of academic achievement, and further assist teachers with targeted instructional planning. Portfolios will be reviewed by students, parents/guardians, and teachers at each PLP conference as well as at the end of the school year. As a learning record, portfolios will ensure teacher collaborative knowledge of student work from class to class. Hence the portfolios also become a device for transparent communication. Each student, in consultation with their teachers, will select work samples from all core subject areas as well as service-learning projects to place in their portfolios. As part of this selection process, students reflect on their performance to identify strengths and areas for improvement as well as set or adjust personal PLP goals.

6. Report Cards

PCA Report Cards will provide a summary of student assessment results at the end of each semester. Report cards will describe the level of development for each student in relation to key standards based grade level skills and content. Report cards will demonstrate student development in the following areas: reading, writing, mathematics, social studies, science, service-learning projects, creative arts, and physical education. The specific features of each area will be grade-level specific and standards based. Using such tools as *Transforming Classroom Grading* (Marzano, 2000), staff will be trained in the development of grading rubrics and grading systems for the multiple types of assessments that will be utilized by teaching staff. PCA will explore digital assessment platforms and student data systems that will enable the Charter School to generate custom summary reports. Report cards will be a major component of the technology systems and/or SIS that the Charter School investigates and researches for implementation. PCA will select a system that allow for incorporation of data, assessments and all subject areas into one report for inclusion in reports cards.

Figure 26 on subsequent pages 1353-1364, provides an overview of PCA’s Assessment System, including particular measures and tools aligned to Element 2-Measurable Student Outcomes, discussed in the previous chapter of this petition.

USE AND REPORTING OF DATA

As mentioned at the beginning of this chapter, Paramount Collegiate Academy believes successful schools are a result of their focus on data. In addition to the School Accountability Report Card (SARC), which publically communicates the School’s student achievement data annually to all stakeholders, PCA will be implementing the many multiple assessment measures outlined in this chapter and in Figure 26 on the following page. However, PCA is highly cognizant that creation of assessments and collecting of data is not at the crux of success, rather in how information garnered from these various measures is used to act and/or react to what the data information suggests. PCA’s Development Team realizes the latter variable crucially separates and defines successful schools from those lagging behind. Therefore, PCA will implement the Cycle of Inquiry (COI), which relies on the continuous collection of multiple pieces of data (as outlined in Figure 27 on page 1386) and the careful continual analysis of the data in order to make informed choices that drive instructional decisions for teachers and faculty. As further information and data is collected in the COI, action plans and decisions are further studied and analyzed. Based upon these continual evaluations, decisions, methodologies, and strategies are revised. Figure 27 on page 1386 illustrates the Annenberg Institute’s COI in its simplest form, listing out the processes described in this section. Using disaggregated student performance data that is broken down and processed by student subgroups (ethnicity, gender, English learners, socioeconomically disadvantaged), teachers and/or faculty set desired student outcomes as well as formulate questions regarding these outcomes. Next individuals or teams/groups collect and organize the data before analyzing and studying the information. As data is disaggregated by student subgroups, evaluation takes place and individuals or groups begin summarizing what the information tells them. Once the analysis and aggregation of the data is completed, individual teachers or faculty teams develop action plans, strategies, interventions, and/or methodologies that will address next steps toward meeting set outcomes.

Paramount Collegiate Academy shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, Paramount Collegiate Academy will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle listed in Figure 26-PCA Assessment System-Measures and Tools on the next page.

Figure 26-PCA Assessment System-Measures and Tools

Assessments	Description	Assessment Schedule
State Required Tests	STAR; CST (Science Grades 8 &	Annually, (as available)

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(Standardized)	10); SBAC; CAHSEE; CELDT, CalMAPP, PFT	[CAHSEE-Or more frequently, based upon grade and individual student needs as outlined in <i>California Education Code (EC) Section 60850(a)</i>]
Placement Examinations	CELDT, Reading and Math Diagnostic Tests (Such as: NWEA Map, CTB/McGraw Hill's Acuity Assessments; Terra Nova)	Annually (Additional administration(s) for identified students)
School Designed (Internal) Criterion Referenced Summative Assessments	Mid-Semester Benchmarks (ELA, Math, Social Science/Humanities, Science) End of Semester Finals (ELA, Math, Social Science/Humanities, Science)	Bi-Annually (Mid-term each semester) Bi-Annually
Standardized Criterion-Referenced Summative	Advanced Placement (AP) Examinations	Annually
School Designed (Internal) Summative Authentic Performance-Based Assessments	PCA Writing Assessment Digital Portfolio Submissions (ELA, Math, Social Science/Humanities, Science) Service Learning Projects Portfolio Submissions	Annually Tri-Annually Annually
Local Control Accountability Plan	LCAP	Annually
Summary of Multiple Measures	Report Cards Transcripts (UC A-G Requirements) Progress Reports	Bi-Annually (End of each semester) (Mid-Semester)
School Designed (Internal) Formative Assessments	Authentic Teacher Informal and Formal Lesson and Concept Assessments (All Courses)	Daily and Weekly

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<p>Internal Assessments-Formative (Benchmark Summative)</p>	<p>Personal Learning Plans Individual Education Plan (IEP)</p>	<p>Weekly (Including Quarterly and Tri-Annually in conjunction with PLP Faculty, Student, Parent Conferences) Annually (As well as Tri-Annually, based on individual students)</p>
<p>Summative</p>	<p>Daily Student Attendance Parent/Family Participation Volunteer Parent Point Hours; School Event & Activities Attendance</p>	<p>Continuous (Administration, Board, Faculty, & Families) Continuous</p>
<p>Surveys (Summative)</p>	<p>Student/Parent/Family/Teacher Satisfaction Surveys</p>	<p>Annually</p>

PCA will continually teach and encourage the evaluation of data at all levels, using this COI process, including at the student, teacher, parent, administrative, and board levels. Evaluations in this COI model includes individual analyses that are performed continuously, as well as collaboratively. **Appendix O** includes sample data analysis and summary tools which can and will be tailored for use in PCA's COI processes. COI collaborative data and assessment evaluations will occur in a variety of settings, using the various multiple measures listed earlier in this chapter. The outline below, presents various settings and uses of COI that PCA will embrace, teach, and implement. It is significant to note these diverse uses and settings are not all inclusive, rather these may be modified, based upon needs identified by staff, faculty, administration, and the board of directors through the conduction of COI processes.

Cycle of Inquiry Uses:

Evaluating and analyzing student and school data through the COI has a multitude of uses in a learning organization or agency. The list below represents some of the various ways in which the COI process will be utilized at PCA to aggregate and act according to the multiple measures presented previously in Figure 26 (on pages 1353-1364) including, but not limited to the following:

- ◆ Benchmark Assessments (creation and modifications)
- ◆ End-of-Semester Summative Assessments (creation and revisions)
- ◆ Student, Teacher, Class, Grade Level, Subject Area, and School Action Goals and Plans (and modifications)
- ◆ Designing Subject and Interdisciplinary Lessons and Units

- ◆ Purchase and investment decisions (including appropriate texts, supplemental materials, technology, and software)
- ◆ Students strengths and areas for improvement
- ◆ Teacher and faculty strengths and areas for improvement
- ◆ Student Success Team Plans (development and modifications)
- ◆ Student PLPs (creation and continuous modifications and revisions)
- ◆ Special Education IEPs (development and modifications)
- ◆ Creation of Intervention Courses
- ◆ Creation of Acceleration and Enrichment Courses
- ◆ Creation of Other Intersession and Elective Courses
- ◆ Teacher-Administrator Teacher Chats and Goal Setting
- ◆ Staff and Family Professional Development and Training Needs
- ◆ Leadership Development
- ◆ Curriculum Mapping (creation and revisions)
- ◆ Re-teaching, extensions, and/or reviews
- ◆ Differentiation of curriculum and instructional methods
- ◆ Small group vs. whole class instruction
- ◆ Isolated or integrated/interdisciplinary teaching
- ◆ Flexible ability groupings
- ◆ School visitations
- ◆ Parent, family, and school communication, feedback, and input
- ◆ Identification of school, teacher, or team challenges and barriers

Cycle of Inquiry Settings:

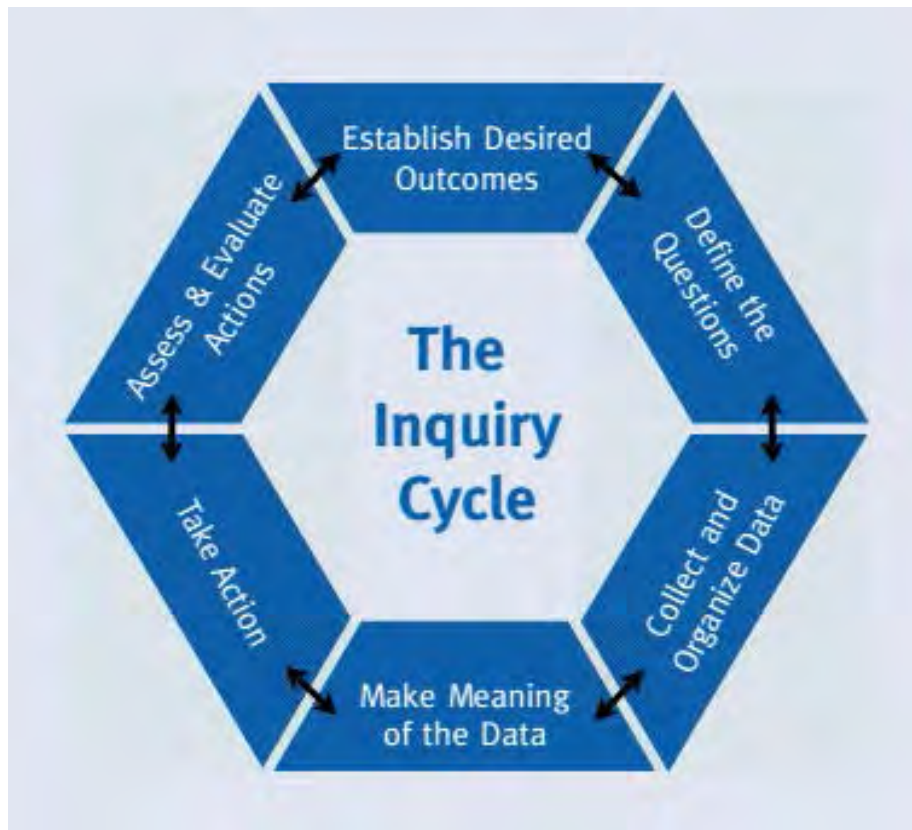
Analyzing and evaluating the various data and assessments through the COI process at PCA will be dichotomous and multi-faceted. The process will involve a variety of settings, some of which will occur simultaneously. The following list identifies some setting types in which COI will be used, including, but not limited to the following:

- ◆ Individual Teachers
- ◆ Peer Coaching Teams
- ◆ Interdisciplinary Teacher Team Meetings
- ◆ Grade Level Team Meetings
- ◆ Vertical and Horizontal Articulation Team Meetings
- ◆ Subject Area/Department Team Meetings
- ◆ Advisory Teachers
- ◆ Student Goal Setting
- ◆ Teacher Chats with Administration
- ◆ Whole School and/or After School Meetings
- ◆ Staff Professional Development Trainings and Sessions (Small group, teacher teams, and/or whole school)
- ◆ Advisor-Student-Parent Goal Setting and Conferences
- ◆ Student Success Teams
- ◆ IEP Teams
- ◆ Leadership Team
- ◆ Administration and Board of Directors

REPORTING TO PARENTS

At the commencement of each school year, PCA will hold family orientation meetings for the purpose of sharing its assessment philosophy and system. PCA will train families on how to access and evaluate assessment data. Such data may include student report cards, SBAC results, benchmark assessments, student portfolios, and project assessments. With the advent of the CAASPP system and SBAC assessments, PCA will also include information and training in these new assessments, as part of these meetings. Families will have access to school information through the PCA website and SIS Parent Portal (PCA will adopt technology with this parent access capability). Assessment data will also be shared directly with families during student-teacher-parent goal setting meetings, portfolio conferences, phone calls, and by sending materials home with students.

Figure 27-Cycle of Inquiry
From: Annenberg Institute (2004)



REPORTING TO AUTHORIZING ENTITY AND OTHER STAKEHOLDERS

PCA will promptly meet all reasonable inquiries for data from ~~SCOE the SJUSD~~ or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law. Upon the filing for all federal funding, such as Title I, II, and III, PCA will adhere to all mandated reporting guidelines and timelines, including notification to parents of ELs regarding CELDT results and reclassification. In accordance with IDEIA, Paramount Collegiate Academy will comply with all state and federal laws regarding reporting requirements for children with IEPs.

As a data-driven charter school, Paramount Collegiate Academy will analyze and report upon disaggregated student achievement data annually, in the School Accountability Report Card (SARC). Student academic performance by subgroups will be clearly identified by student subgroups such as ethnicity, gender, English learners, socioeconomically disadvantaged pupils, and students with disabilities will be reported out to stakeholders in the SARC.

ANNUAL SCHOOL IMPROVEMENT EFFORTS

Paramount Collegiate Academy will utilize the COI in its process and procedures for creating and updating an annual School Improvement Plan. Using an aggregated summary of the student outcome measures identified in this chapter, administration, teachers, and faculty will collaboratively develop and modify the plan. PCA will target specified areas for improving student learning and other aspects of the school program that the PCA faculty, board, and community agrees need attention. The following Charter School facets will be addressed each year in the School Improvement Plan:

- ◆ Student Achievement
- ◆ Community Relations
- ◆ Parent Involvement and Communication
- ◆ Facilities
- ◆ Staffing and Personnel
- ◆ Governance
- ◆ Financial resources

PCA will also adhere to all rules and regulations associated with the new Local Control Funding Formula (LCFF) accountability components enacted in the 2013-14 California Budget Act. This includes the annual development of a Local Control and Accountability Plan (LCAP) by school stakeholders as well as approval by the PCA Board of Directors. PCA will abide by all State Board of Education (SBE) requirements and timelines in the planning, development, approval and filing processes for the LCAP.

ELEMENT 4: GOVERNANCE STRUCTURE

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

- California Education Code 47605(b)(5)(D)

LEGAL STATUS

Paramount Collegiate Academy will function as a site-based direct-funded independent charter school, operated and managed by Paramount Education Inc., a California Nonprofit Public Benefit Corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. PCA will be governed by its Board of Directors pursuant to its adopted Bylaws, which shall be consistent with this charter.

PCA will operate autonomously from the County District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between PCA and the District and/or Sacramento County Office of Education. All staff are employees of Paramount Education Inc. Pursuant to California Education Code 47604(c), the County District shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School provided the County District has complied with all oversight responsibilities required by law.

The Bylaws outline the organizational and governance structure of Paramount Education Inc. to ensure transparent, active, and effective representation of school stakeholders, including, but not limited to, parents and guardians. The Bylaws clearly state the authority and responsibility by which the Board operates. The Board has drafted a Conflict of Interest Code based upon the Political Reform Act, as well as the California Corporations Code.

See **Appendix F** for Paramount Education's current Bylaws, Articles of Incorporation, and Conflict of Interest Policy.

BOARD OF DIRECTORS

The Board of Directors of Paramount Education Inc. is a policy-making board which oversees the fundamental operations of the School. The Board shall be composed of at least four (4) and no more than seven (7) directors, unless changed by amendments to the Bylaws. In accordance with Education Code Section 47604(b), one voting representative may be appointed by any Paramount Education charter authorizer, on an annual basis. Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations. All directors, except for the Authorizer Representatives, shall be designated by the existing Board of Directors. The purpose of the Board is to assume

responsibility for the governance, not day to day operations of its charter schools. All directors shall have full voting rights.

The Founding Board of Directors, ~~with the exception of the Chief Executive Officer ("Chairman")~~, shall serve staggered terms of service of either two (2) or three (3) years each. The initial Board of Directors is as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Dawn Contreras Douglas	CEO/Chairman
David Cox	Vice-Chairman 2017
Debora Walker	Vice-Chairman-Director <u>2017</u>
Elaine Mays	Secretary /Treasurer 2016
Rob Gerig	Director 2016
<u>Gail Washington</u>	<u>Secretary</u> <u>2016</u>

In addition, the founding board will continue to secure additional persons with the full array of experiences and areas of expertise, as needed to establish and sustain an excellent school and ensure the effective and responsible use of public funds. Figure 28, on the following page, lists the PCA Board of Directors and their specific areas of expertise, experience, and skills. As noted in Figure 28 on the next page, the PCA Founding Board is of the highest caliber, in skills, experience, and knowledge. Selection and appointment processes are detailed in the PCA Bylaws (**Appendix F**). Professional Resumes of the Founding Board can be found in **Appendix A**.

Under terms of the Bylaws, The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students, and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Figure 28-Paramount Collegiate Academy-Board Member Skill Areas

Paramount Board Member	Skills & Experience
Dawn Contreras Douglas	Traditional & Charter School Administration; Educational Leadership; Curriculum; Instruction; Assessment; Student Services
David Cox	Business, Contract, & Non-Profit Law; Public Policy
Rob Gerig	Traditional & Charter School Administration; Charter School Start Up; Student Support Services
Elaine Mays	Finance, Accounting, & Fundraising
Debora Walker	Facilities, Budget Development & Planning; Youth & Community Outreach
<u>Gail Washington</u>	<u>Banking, Commercial Lending, Business Administration</u>

BOARD DUTIES

The Board of Directors of Paramount will meet regularly, at least once a month (except during summer), and in accordance with the Ralph M. Brown Act. All regular meetings of the board will be open to the public. Furthermore, parents and families of PCA will be encouraged to participate and/or attend board meetings. All meeting agendas will have date, location, time, and order of business published publically on the PCA website and at the school front office (upon facility acquisition). A schedule of board meetings will also be posted on the website and referenced frequently in the PCA E-Newsletter to further encourage parent and family participation.

The Board of Directors will be responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Uphold the mission of Paramount Collegiate Academy

- Long-term strategic planning
- Oversee the implementation of the Charter School
- Approve all budget-related and financial activities connected to the School
- Approve and monitor the School's facility arrangements and plans
- Communication, negotiation and collaboration with the authorizer
- Approve all personnel actions
- Approve all contractual agreements
- Create and approve Board Policies
- Approve all human resource policies, including career growth and compensation for staff
- Approve and monitor the School's annual budget and budget revisions
- Act as fiscal agent, including but not limited to the receipt of funds for the operation of PCA in accordance with applicable laws and the receipt of grants and donations aligned with the mission and vision of PCA
- Approve the school calendar and schedule of Board meetings
- Participation in independent fiscal and programmatic audits
- Approval of Bylaws, resolutions, and policies and procedures of school operation
- Approve charter amendments, as necessary and submit requests for material revisions as necessary to the ~~County District~~ for consideration
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions
- Involve parents and the community in school related programs
- Establish advisory committees, as needed

BOARD TRAINING

The Paramount Board of Directors may attend periodic conferences and in-service opportunities for the purposes of staying abreast of the latest education and charter school research as well as training individual board members regarding their roles and responsibilities. Training may include attending conferences whereby relevant charter

school governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the school's legal counsel, the California Charter Schools Association, or other experts. Topics may include facilities, fundraising, conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

ROLE OF THE CHIEF EXECUTIVE OFFICER

The Chief Executive Officer (CEO) ensures the implementation of Board policies and supervises all operations of Paramount Education Inc. The CEO upholds the mission and vision of PCA, with a keen focus on maximizing student learning. The CEO reports to the Board and provides overall leadership and direction to the organization. As the Board's chief advisor, the CEO directs the organization in fulfillment of the Board's policies and priorities.

The CEO manages the day-to-day responsibilities of the corporation and its school(s), as outlined in the Paramount Education Bylaws, job specifications, and employment contracts. The Chief Executive Officer will ensure that the School(s) operates in compliance with the charter(s), charter school law, Board Bylaws, applicable education and labor laws. The CEO will work with the Board, using student, fiscal, and programmatic data to ensure sound strategic decision-making for Paramount Education Inc.

The Chief Executive Officer's duties shall include, but are not limited to, the following:

- Ensure the Charter School enacts its mission
- Propose policies for Board adoption
- Establish procedures designed to enact Board policy
- Establish Board meeting agendas with the Board and in compliance with the Brown Act
- Communicate and report to the Board of Directors
- Communicate with legal counsel and any outside consultants
- Oversee the strategic and operational plans of Paramount Education Inc.
- Oversee finances to ensure stability and maintain up-to-date records
- Develop and administer the budget in accordance with generally accepted accounting principles
- Ensure compliance with all applicable state and federal laws
- Help secure local, state, and/or federal grants

- Complete and submit required documents as requested or required by the County District
- Ensure appropriate evaluation techniques are utilized for both students and staff
- Establish systems for the maintenance of student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, schedules, and timelines
- Establish and execute enrollment procedures
- Promote positive public relations and growth of Paramount Education Inc., its school(s), and its mission
- Attend County District administrative meetings, as requested by the County District
- Supervise student disciplinary matters, as necessary, and participate in the suspension and expulsion process, as needed
- Participate in the dispute resolution and complaint procedure, when necessary
- Supervise and evaluate the Business Manager and Principal

PRINCIPAL

The Principal is the instructional leader at the School, who models the School's core values. The primary focus of the Principal is to maximize student learning. The Principal will report to the Chief Executive Officer (CEO) and support the CEO to manage academic program development, professional development activities, and work with teachers to improve curriculum and instruction. The Principal also ensures that the connection between school and families is strong, mutually respectful, and marked by continuous communication regarding student performance and behavior. A comprehensive description of the duties and qualifications is listed in **Element 5: Employee Qualifications**.

The Principal's duties shall include, but are not limited to, the following:

- Ensure that all School elements of PCA are focused on achieving the School mission
- Facilitate staff professional development and continuous improvement
- Supervise, evaluate, train, and support teachers
- Guide school staff in the collection, analysis, and programmatic response to student achievement data

- Work continuously to build a collaborative culture between students, parents, and the community
- Participate in IEP meetings, when necessary
- Recruit new students and families
- Make recommendations to the Board for hiring, discipline, and dismissal of staff
- Ensuring a safe respectful school environment that is welcoming to the community and supportive of student effort and achievement.

PARENT ADVISORY COUNCIL

Parent participation will play a vital role in the effectiveness of PCA's programs. It is the intent of the Board to encourage the participation and involvement of parents in assembling a parent advisory council. This advisory committee will assist the Charter School in the oversight of parent involvement activities including fundraising and volunteer hours. Additionally, the advisory committee will advise the Board of Directors on any and all matters related to strengthening and promoting the Charter School and community. The operational format of the council will be developed by the PCA Board of Directors prior to the opening of the School in Year One. School administration will meet regularly with advisory council leadership to set and review yearly goals, discuss parent/community questions, ideas, or concerns, and review annual parent survey feedback.

PARENT INVOLVEMENT IN GOVERNANCE

In living out its credo of collaborative teamwork and the significance of the school-home partnership, PCA's Development Team has created structures throughout its school model that support and encourage parent involvement and participation. In addition to having parent participation on the Parent Advisory Council, PCA parents will be obligated to contribute a minimum number of volunteer hours per family, per academic year to the Charter School. This parent volunteer component will be fully outlined in the school's Student/Parent Handbook along with a comprehensive list of differentiated volunteer opportunities. Parent participation activities that will fulfill the requirement include, but are not limited to the following: assisting with technology, providing language support, transportation, chaperoning, fundraising, attendance at Board meetings, academic or art event support, classroom assistance, tutoring, data entry, library organization, grade level parent coordination, parent advisory officers, chair events, traffic flow help, and preparing materials at home. No child will be

excluded from the Charter School or school activities due to the failure of his/her parent or legal guardian to fulfill the minimum parent participation hours set forth by the PCA Board. Parents will also complete a community survey at the end of each school year to provide feedback for further continuous improvement regarding school and family PCA experience.

ORGANIZATIONAL CHART

See **Appendix F** for the Organizational Chart of Paramount Collegiate Academy.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governance Law: "The qualifications to be met by individuals to be employed by the school."

– California Education Code 47605 (b)(5)(e)

Paramount Collegiate Academy will employ a staff of qualified professionals committed to holding the highest expectations for each child as well as providing a rigorous educational program. Our staff will be dedicated to the mission and vision of PCA and will work diligently to ensure they are realized.

ASSURANCES

In accordance with Education Code 47605(d)(1), Paramount Collegiate Academy will be nonsectarian in its employment practices and all other operations. PCA will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

PCA will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of all employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Chief Executive Officer (CEO) or his/her designee shall

monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The CEO or his/her designee shall monitor fingerprinting and background clearances. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Paramount Collegiate Academy will comply with the provisions of the Elementary and Secondary Schools Act (ESEA) and *No Child Left Behind* (NCLB) as they apply to certificated and paraprofessional employees of the Charter School. PCA also recognizes that the charter school is a School of Choice and no employee will be forced to work at PCA. Additionally, the charter school will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Figure 29 on the following page, outlines the teacher quality requirements set forth by the California Commission on Teacher Credentialing (CCTC), the state's interpretation of "Highly Qualified" for the purposes of ESEA and NCLB compliance.

Figure 29-No Child Left Behind Act, Teacher Quality Requirements

California's Elementary and Secondary Education Act Teacher Quality Requirements	
"NEW" to the Profession Holds a credential or intern credential/certificate issued on or after July 1, 2002	"NOT NEW" to the Profession Holds a credential or intern credential/certificate issued before July 1, 2002
MIDDLE AND HIGH SCHOOL LEVELS	MIDDLE AND HIGH SCHOOL LEVELS
<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment (could include but not limited to, supplementary authorization, subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years). 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the ESEA core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or major equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area; or • Advanced certification (National Board Certification in the core area or VPSS in the care area) 	<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment (could include but not limited to, supplementary authorization, subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years) 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the ESEA core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area; or • Advanced certification (National Board Certification in the core area or VPSS in the core area) C. HOUSSSE option: Completion of Part 1 and/or Part 2 of HOUSSSE

EMPLOYEE RECRUITMENT AND SELECTION

Paramount Collegiate Academy is dedicated to recruiting and hiring highly qualified professional staff. All staff hired at PCA must demonstrate an understanding and commitment to PCA's mission, vision, and educational philosophy. The Principal will be responsible for selecting instructional staff. Working with the Board of Directors, the CEO will establish a Selection Committee that will work with the Principal to recruit and select staff.

To ensure selection of the highest quality staff, Paramount Collegiate Academy will implement the following rigorous employee selection process:

- Advertise job openings in local, regional, and professional print and online media, specific to the position to be filled (e.g., career and education websites, Schools of Education, EdJoin, SchoolSpring, and California Charter School's Association Job Board)
- Request resumes, cover letters, and letters of recommendation
- Conduct brief screening interview (by telephone or in-person)
- Follow-up interviews, which may include a sample teaching lesson or other demonstration of job-related abilities
- Verification of credentials, past employment, state and federal background checks, as well as professional and personal reference checks
- Finalize a selection
- Provide recommendations to the PCA Board of Directors for approval
- Finalize contract and extend offers of employment.

PCA anticipates hiring a Principal, Director of Fiscal Services, Executive Assistant, 8 teachers, one half-time PE teacher, and one half-time Technology Coordinator for the first academic year, 2015-16. (Refer to Figure 30 below.) The CEO and Board will be searching for outstanding candidates to fill these positions during the startup planning year. The staffing plan is listed below as well as in the petition's budget narrative of **Appendix T**.

Figure 30-PCA Staffing Projections

Paramount Staffing in FTE	Average Starting Salary	Year 1	Year 2	Year 3
Chief Executive Officer	\$120,000	1	1	1
Principal	\$85,000	1	1	1
Director of Fiscal Services	\$85,000	1	1	1
Executive Assistant	\$40,000	1	1	1
Coordinator of Data Systems	\$65,000	0	1	1
Coordinator of Technology	\$55,000	0.5	0.5	0.5
Teachers	\$45,000	8	14	21
Elective/PE Teacher	\$25,000	0.5	0.5	1
Resource Specialist Teacher	\$45,000	1	1	1
Total FTE		1413	2120	28.527.5

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

As stated previously, PCA holds collaboration and lifelong continuous learning as two of its core beliefs. These are at the foundation of the School's data-driven project-based instructional model. The Development Team is highly cognizant that teacher and staff effectiveness is directly the result of high quality training and professional development. To that end, PCA is extremely committed to the growth and development of its teachers and staff. As mentioned earlier in this petition, PCA will be utilizing a large repertoire of research-based practices and school turnaround experiences in crafting and providing learning and training opportunities for its staff.

At the center of PCA's professional development is the kindling of collaborative and collegial learning. This entails fostering a system of support, a professional learning community that grows and learns from one another. As mentioned earlier in this document, trainings for staff will include some of the following experiences:

- ◆ School wide Love and Logic training in student behavior management, social and emotional development, with the full application of the *Nine Essential Skills for the Love and Logic Classroom*
- ◆ *Critical Friends Group (CFG) Model* training from the Annenberg Institute of School Reform in the implementation of professional protocols, tools, and strategies for engaging in professional learning community work and collaboration techniques for examining student work, assessment data, and providing skilled peer coaching lesson observations and feedback
- ◆ Development of classroom and school wide rituals and routines based upon the Love and Logic model
- ◆ Heidi Hayes Jacob's *Curriculum21 Model* for creating course curriculum maps
- ◆ Development of course benchmark assessments
- ◆ Rubric Development and Grading Systems; Use of Marzano's *Transforming Classroom Grading* (2000)
- ◆ Cycle of Inquiry; Using the CFG Model to collectively analyze assessments and multiple data measures
- ◆ Student Success Team, as well as formulating support systems of intervention
- ◆ Strategies of support for special populations such as special education and English learner students
- ◆ Differentiation, content and assessments
- ◆ Sheltered Instructional Strategies, SDAIE and/or GLAD, Instructional Strategies from: *Classroom Instruction that Work with English Learners* by Hill and Miller (2013)
- ◆ Instructional Planning Tools and Classroom Tools for Students from, *Teaching 21st Century Skills* (Beers, 2001)
- ◆ Collaboratively analyzing student work products using the CFG Model
- ◆ Best Practices in Project-Based Learning
- ◆ On-going membership and participation in teacher learning networks such as:

- f) The Buck Institute for Education's (BIE) Project-Based Learning Network on Edmodo
- g) Edutopia's PBL Discussion Group
- h) Project Lead The Way Network
- i) New Tech Network
- j) Math Network such as: CMI or Eureka Math

Additionally, training and professional development will be ongoing and continuous through common collaboration/planning times for teachers and through lesson observations and peer coaching.

STAFF EVALUATION

PCA will develop a teacher and principal evaluation system aligned with best research-based methodologies. PCA will craft the principal evaluation system using the six domains of principal leadership outlined by the *National Association of Elementary School Principals (NAESP)* which are: *a) professional growth and learning; b) student growth and achievement; c) school planning and progress; d) school culture; e) professional qualities and instructional leadership; and f) stakeholder support and engagement.* Additionally, teacher evaluations will be created, using some of the features from *Learning Sciences Marzano Center, Teacher and Leader Evaluation-Scales and Evidences (2013)*. These teacher characteristics and rubric system are based upon national best practice research collected over many years and can be found in **Appendix S**. The PCA evaluation system will be approved by the Paramount Education Board prior to the commencement of the 2015-16 school year and updated annually, based upon teacher, staff, administration, and board feedback. Discipline and dismissal procedures for employees will also be developed by the administration and approved by the Board prior to the start of the 2015-16 school year.

EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS

The Paramount Education Board of Directors shall define specific minimum employee qualifications and responsibilities applicable to all PCA employees that shall include, but not be limited to, the following:

PRINCIPAL

JOB DESCRIPTION

Under direction of the CEO, the Principal is responsible for the day-to-day operations of Paramount Collegiate Academy. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the CEO, the Principal develops and implements board policies, administers and supervises the

school and its employees, as well as supports teacher instructional growth, with a focus on student achievement. In addition, the Principal foster's teacher leadership and improvement and is a role model and strong advocate for the school's core values.

RESPONSIBILITIES AND DUTIES

- Embody and execute the core values, mission, vision and strategic direction of Paramount Collegiate Academy
- Supervise and evaluate teachers
- Monitor and analyze student performance data and prepare reports
- Foster, support, and develop teacher professional growth
- Facilitate teacher leadership
- Conduct community and school district outreach about the PCA model and develop support systems
- Ensure educational and regulatory compliance with all applicable state and federal laws
- Manage recruitment and selection of staff
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Supervise the day-to-day activities and operations of the School
- Manage and supervise school discipline and participate, as necessary in the suspension and expulsion process
- In conjunction with staff, develop and implement discipline policies
- Attend and participate in Paramount Collegiate Academy meetings and committee meetings
- Hire qualified substitute teachers, as needed
- Maintain a visible and accessible presence in the school community
- Communicate issues, concerns, and needs of the PCA community to the CEO
- Maintain frequent and regular communications with families through multiple means, including a newsletter, school website, and one-on-one meetings, as appropriate
- Work with the CEO and Director of Business and Fiscal Services to develop an annual budget

- Complete and submit required documents as requested or required by the Charter and/or PCA Board of Directors and/or the County District
- Provide an annual school report to the Board

QUALIFICATIONS

Education and Experience:

- Bachelor's degree (Master's degree preferred)
- Valid California Administrative Credential (preferred)
- Minimum of five years K-12 teaching experience
- Experience working with project-based or STEM/STEAM educational programs
- Experience mentoring, coaching, and developing staff

Knowledge of:

- Local, state and federal laws applicable to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues
- Project-based educational program
- Budget preparation and control procedures

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals
- Manage budgets, prioritize expenditures, and seek innovative funding sources/resources
- Promote and market the educational program and services of the school

Skilled in:

- Data-Driven Instruction and Decision Making
- Technology and/or the educational use(s) of technology
- Communicating clearly and effectively in both oral and written language
- Establishing and maintaining positive relationships with people

DIRECTOR OF FISCAL SERVICES

JOB DESCRIPTION

Under direction of the CEO, the Director of Fiscal Services is responsible for the day-to-day business operations of Paramount Collegiate Academy, including accounting, budgeting, payroll, and purchasing. The Director's responsibilities include management and oversight of all business and fiscal operations.

RESPONSIBILITIES AND DUTIES

- Embody and execute the core values, mission, vision and strategic direction of Paramount Collegiate Academy
- Oversee and manage all purchasing and procurement
- Along with the CEO, develop the school's annual budget and all interim budget reports and documents
- Manage Accounts Payable and Accounts Receivable
- Oversee day to day cash flow
- Manage Payroll and Employee Benefits
- Maintain records of school finances using accounting software
- Perform other duties as assigned by the CEO

QUALIFICATIONS

Education and Experience

- Bachelor's degree preferred (or specialized degree in business, finance, and/or accounting)
- Accounting and Finance experience

Knowledge of:

- Budget and accounting practices and procedures
- Payroll, accounts payable, accounts receivable, and purchasing
- Audits and auditing practices
- Federal, state, and local school funding

Ability to:

- Perform complex data processing skills, including accounting and budgeting software
- Use and familiarity with Standardized Account Code Structure (SACS)
- Use and familiarity with Microsoft Word, Excel, and Publisher
- Work independently and as a team member

Skilled in:

- Budget development and management
- Payroll management and employee benefit programs
- Office management, accounting, and computer systems

TEACHER

JOB DESCRIPTION

Teachers at Paramount Collegiate Academy are responsible for providing a classroom learning environment that exemplifies the core values of PCA, as well as promoting the mission and vision of the School. Teachers provide the day-to-day teaching and guidance to students and are a vital primary resource of the School.

RESPONSIBILITIES AND DUTIES

- Demonstrate the core values of the School
- Plan and deliver thorough, engaging, standards-based lessons consistent with the vision and mission of the School
- Provide a safe, effective, and nurturing classroom learning environment
- Create comprehensive, project-based units and lessons consistent with the school's 21st Century STEAM educational philosophy and instructional model
- Disaggregate, analyze, and use detailed data and assessment tools to inform instructional practices
- Identify students who are academically at risk and initiate intervention strategies
- Attend IEP meetings and oversee implementation of additional educational supports, as needed
- Supervise and collaborate effectively with classroom parents or volunteers
- Collaborate daily with staff, teachers, and colleagues, sharing best practices and data, as well as identifying and addressing student learning needs, or instructional planning
- Participate in all school-based professional development
- Be a reflective practitioner
- Have an open door policy with colleagues to observe and be observed teaching
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the school
- Contribute to staff/teacher meetings
- Communicate with parents on a regular basis and hold parent conferences

- Develop community-based service learning projects
- Attend and participate in school community events

QUALIFICATIONS

Education and Experience

- Bachelor's Degree
- Valid California teaching credential
- CLAD Certified or working toward certification
- Teaching experience in a variety of instructional settings, including working with students from diverse populations
- Experience in English Language Development

Knowledge of:

- Federal, State and County standards for the teaching profession
- Common Core State Standards
- Smarter Balanced Assessments
- Multiple Measures, including Authentic Assessments
- Integrated and project-based learning

Ability to:

- Differentiate learning for students with diverse learning abilities, preferences, and experiences
- Learn and integrate technology in the classroom
- Create cross-disciplinary project-based units
- Develop service learning opportunities connected to instructional goals
- Develop authentic and performance-based assessments of student learning
- Communicate effectively and collaborate with administration, staff, teachers, specialists, and parents
- Understand and analyze educational research and incorporate the best practices into the classroom

Skilled in:

- Developing and maintaining strong relationships with students, families and colleagues
- Designing and implementing research-based, 21st century skills and curricula
- Using a variety of assessment tools and data analysis to inform and modify instruction

EXECUTIVE ASSISTANT

JOB DESCRIPTION

Under direction of the CEO, the Executive Assistant is responsible for supporting the day-to-day operations of the Paramount Collegiate Academy office, staff, and Board.

RESPONSIBILITIES AND DUTIES

- Execute the core values of the School
- Support the CEO, Board, Principal, teachers, and school staff in exemplifying the core values
- Oversee and provide front-desk coverage and reception
- Independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail, and preparing general correspondence on behalf of the school
- Perform accurate data entry and record maintenance
- Maintain confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records
- Provide first aid and CPR if needed
- Work with the CEO and Principal to develop and maintain the school calendar and schedule of events (e.g. IEP meetings, Back-to-School Night, Specialists)
- Under direction of the CEO and Principal, arrange for advertising, public relation events, and general recruitment
- Assist with preparation, coordination of enrollment, and orientation materials. Prepare and distribute information packets
- Arrange for translators and translation of materials, as needed
- Act as a collaborative liaison to parent groups and/or other community organizations
- Perform other duties as assigned by the CEO or Principal

QUALIFICATIONS

Education and Experience

- Bachelor's degree (preferred, but not required)
- Office Managerial Experience

Knowledge of:

- Office practices and procedures
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Operate standard office machines and computers

Ability to:

- Perform complex data processing skills
- Use and familiarity with Microsoft Word, Excel, and Publisher
- Work independently and as a team member

Skilled in:

- Organization and office management, recordkeeping, clerical and computer systems
- Effective communication in person, by telephone, and in writing
- Interpersonal relations; ability to relate positively and collaboratively with school staff, parents, and community partners

COORDINATOR OF TECHNOLOGY

JOB DESCRIPTION

Under direction of the CEO, the Coordinator of Technology is responsible for supporting and advancing the day-to-day technology operations of Paramount Collegiate Academy.

RESPONSIBILITIES AND DUTIES

- Execute the core values of the School
- Support the CEO, Board, Principal, teachers, and school staff in exemplifying the core values
- Perform oversight, maintenance and trouble-shooting on all school technology and technology systems including but not limited to: digital devices, computers, student information system, on-line programs, cell phones, iPads, classroom projectors, and printers
- Conduct annual technology inventory
- Working with the CEO and/or Principal, develop and implement differentiated technology training(s) for staff, as necessary
- Working with the CEO and Principal, develop and update annually, a school technology plan

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- Provide support and input to the CEO and/or Principal in the purchasing of school technology devices and software programs or systems
- Provide assistance in the purchasing of technology software and hardware
- Perform other duties as assigned by the CEO

QUALIFICATIONS

Education and Experience

- Bachelor's degree in Computers, Computer Science, or other related technology field (preferred, but not required)
- Previous experience in computer or technology-related job

Knowledge of:

- Computer software, computer hardware, digital devices, and all technology media
- Computer programming

Ability to:

- Assemble and trouble-shoot computer technology and electronic media systems
- Maintain student information system and all other data and/or software systems
- Be a reflective practitioner who stays well-informed of the latest technology advances
- Work independently and as a team member

Skilled in:

- Use of all electronic media and digital technology devices
- Use of diverse digital software
- Technology Maintenance and repair

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

-California Education Code 47605(b)(5)(F)

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

Paramount will adopt and implement full health and safety procedures and risk management policies in consultation with insurance carriers and risk management experts prior to the school's opening. Health and safety policies will be annually updated and reviewed, in consultation with staff and families. These policies will be included in the PCA Employee Handbook and Student/Parent Handbook. These manuals will be distributed to all staff and families annually. A full draft of the health and safety policies adopted by the PCA Board of Directors will be provided to the County District at least 30 days prior to operation.

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

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of Paramount Collegiate Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CEO or his/her designee will monitor compliance with this policy and report to the PCA Board of Directors on a quarterly basis. The CEO or his/her designee shall also monitor the fingerprinting and background clearance of the principal during the hiring of this administrator. The Vice-Chairman of the Board of Directors will oversee the CEO's adherence to all credential and background clearances stated herein. The process and results shall be reported to the Board. Volunteers who will have direct contact with Paramount students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. PCA will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All certificated and non-certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Each year, new staff will receive information and training on the responsibilities and requirements of mandated reporting.

TUBERCULOSIS TESTING

Paramount faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code 49406.

IMMUNIZATIONS

All PCA staff as well and students enrolled at the Charter School will be required to provide records documenting immunizations as is required of all public schools pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075. All students enrolling in the 7th grade must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

Paramount will adhere to Education Code 49423 regarding administration of medication in school.

VISION, HEARING, AND SCOLIOSIS SCREENINGS

Students will be screened for vision, hearing, scoliosis, and oral health. PCA will adhere to Education Code 49450, et seq., as to the grade levels tested annually, by the school.

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

BLOOD BORNE PATHOGENS

Paramount Collegiate Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Paramount Board will 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. These policies will be included in the PCA Staff Handbook.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

Paramount Collegiate Academy shall function as a drug, alcohol and tobacco free workplace.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

PCA is committed to providing a school environment 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. Paramount will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy developed by the PCA Board prior to hiring any employees.

FACILITY SAFETY

Paramount Collegiate Academy will comply with Education Code 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. PCA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times.

FIRE, EARTHQUAKE, AND EVACUATION DRILLS

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lockdown drill annually. PCA will coordinate these drills with the District authorizing district, if the School is located at a San Juan Unified School District facility. PCA will also ensure that a Certificate of Occupancy is obtained prior to the start of school. The charter school will also coordinate the completion of a fire inspection with the local fire agency prior to school commencement.

EMERGENCY PREPAREDNESS

Paramount Collegiate Academy will adhere to an Emergency Preparedness Guide drafted specifically to the needs of PCA in conjunction with law enforcement and the Fire Marshall prior to the Charter's opening. This guide will include, but not be limited to, the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. These emergency preparedness procedures shall be included in the PCA Safety Plan drafted at the commencement of the 2015/16 school year. If PCA assumes a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be utilized in the drafting of the PCA Safety

Plan. If the building has not been used previously as a school site, the Charter School will design its own Emergency Preparedness Guide for incorporation in the PCA Safety Plan. All staff will be trained on emergency preparedness procedures.

CPR and FIRST AID TRAINING

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

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

– California Education Code 47605(b)(5)(G)

COMMUNITY RECRUITMENT AND OUTREACH PLAN

Objective

Paramount Collegiate Academy is committed to maintaining a racially and economically diverse student population as outlined in the Charter Schools Act. The School seeks student enrollment reflective of the territorial jurisdiction of the District and surrounding communities. PCA will implement a recruitment program designed to educate and inform potential students and their families about Paramount's unique and alternative instructional model and to ensure that all residents of the District and surrounding communities are given an equal opportunity to enroll their children at PCA.

The Development Team of Paramount Collegiate Academy has embarked on an aggressive recruitment campaign to ensure the Charter School reaches projected enrollment prior to PCA's projected opening in September, 2015. PCA will continue conducting parent and community outreach beyond the school's launch in order to maintain enrollment and for expansion in future years.

PCA's recruitment program includes, but is not necessarily limited to:

- Development and expansion of the Paramount Collegiate Academy Website
- PCA Facebook, LinkedIn, and Pinterest Websites
- Development of advertising and promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as other major languages, as necessary (e.g. Spanish, Russian)

- Send out mass postcard mailings to local neighborhoods of: Carmichael, Orangevale, Sacramento, North Highlands, West Roseville, Citrus Heights, Antelope, West Sacramento, and Folsom
- Visits to libraries, community centers, religious organizations, Chambers of Commerce and community organizations throughout the Carmichael, Orangevale, Sacramento, North Highlands, Antelope, West Roseville, Citrus Heights, and Folsom areas to promote PCA and its unique instructional model
- Create and operate information booths and distribute PCA information packets at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and meet prospective students and their families
- Create and broadcast radio advertisements for PCA enrollment via EMF Broadcasting
- Leaflet and flyer distributions and posting in neighborhoods
- Distribute PCA promotional materials to local businesses, libraries, and Family Resource Centers in the Carmichael and Arden Arcade areas
- Create PCA advertisements to be broadcast at local cinemas and theatres
- Create PCA advertisements for local newspapers
- Advertise and hold Parent Information Meetings at local community centers and libraries, upon authorization

Targeted Community

Paramount Collegiate Academy's recruitment plan includes establishing a large media presence, continual community outreach, radio, newspaper, and theatre advertising, and disseminating information about the School's unique educational alternative for any interested families in the Sacramento area. PCA is committed to serving any child who wishes to attend the School. Recruitment efforts will include outreach to students with special needs, English Learners, and socioeconomically disadvantaged populations.

Outreach Languages

Paramount Collegiate Academy will develop recruitment materials in English as well as Spanish and Russian. In addition, the Charter School will facilitate presentations and individual interactions with families in languages other than English, as needed.

Achieving Racial and Ethnic Balance

Paramount Collegiate Academy seeks to serve families of the District and surrounding communities of the Sacramento region. PCA anticipates a student population reflective of the District and similar in socioeconomic statistics. PCA is committed to maintaining a racial and ethnic balance reflective of the general population residing within the District's territorial jurisdiction.

Summary

The Development Team of Paramount Collegiate Academy will begin implementation of this outreach plan upon approval of this charter petition. At that time, a detailed timeline of events will be created, including:

- Dates for Parent and Community Information Nights
- Dates for Media and Communication Submissions and Airings
- Dates for Publishing of Newspaper Advertisements
- Periods for leafleting and Mass Mailings
- Events and Activities Calendar
- Open Enrollment Period

PCA's family, parent, and student recruitment activities listed above will be conducted via six Sacramento area advertising and media sectors. These community outreach sectors are listed in **Appendix E** and include:

- A. Education Agencies and Service Organizations
- B. Area Neighborhoods
- C. Religious Organizations
- D. Community Organizations
- E. Businesses
- F. Libraries

These advertising and outreach activities will be continually monitored and updated during the planning and start up phases of the Charter School.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governance Law: "Admissions requirements"

– California Education Code 47605(b)(5)(H)

As a non-sectarian, tuition-free public school, Paramount Collegiate Academy will be open to any grade-level eligible pupils in California who wish to attend up to the schools' capacity, in accordance with Education Code 47605(d)(2)(A). PCA will actively recruit a diverse student population from the District and surrounding Sacramento region that is committed to the PCA mission and vision. Paramount will be a school of choice, and in compliance with Education Code 47605(f), no student will be required to attend Paramount. No test or assessment shall be administered prior to acceptance and enrollment in PCA. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of the District. Paramount shall abide by Education Code 47605(d)(1) and not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

OVERVIEW OF ADMISSIONS

Paramount Collegiate Academy will be nonsectarian in each of its programs, admission policies, and all other school operations. The Charter School will not charge tuition or an application fee, nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend PCA. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. PCA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his/her parent or legal guardian within the state. PCA's only admission requirement is that students wishing to attend the Charter School must follow the PCA admissions procedures with respect to completing applications, enrollment forms and documents by the announced deadlines.

The open application deadline, which will normally be in the winter for admission in the following August/September, shall be coordinated with local schools to give pupils and their parents an opportunity to consider the full range of educational options and opportunities available to the families. Late applications for admission will result in the

loss of opportunity for admission and enrollment preferences as listed in the subsequent section on "Public Random Drawing." However, late applications will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in the loss of placement on the admission priority list as defined below in "Public Random Drawing." Students may be placed at the end of the wait list.

After admission to PCA, the following requirements must be met by each student and his/her family after being selected in the lottery and before enrollment is complete at Paramount Collegiate Academy:

1. Completion of student enrollment and registration forms including:
 - a. student information sheet
 - b. emergency medical information card
 - c. National School Lunch Program application
 - d. other required documents
2. Review and Return signed Student/Parent Handbook verifications
3. Proof of Immunization
4. Home Language Survey
5. Proof of minimum age requirements (e.g. birth certificate)
6. Release of records

PUBLIC RANDOM DRAWING

Applications for admission to Paramount Collegiate Academy will be accepted during a publicly advertised open, transparent, and fair enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of pupils who wish to attend PCA exceeds the Charter School's capacity, attendance, except for existing student who are guaranteed admission in the following school year and any student exempt from the public random drawing "lottery", shall be determined by a random public drawing for each grade level conducted in advance of the academic semester. Students currently enrolled in the school are exempt from the lottery (beginning in their second year).

Preference in the random public drawing will be given in the following sequence of priority:

1. Children of PCA employees, the PCA Board of Directors, and PCA Development Team are exempt from the random public drawing, and will be admitted to PCA, provided all enrollment materials are fully completed and submitted by the announced deadlines. (These students may not exceed 10% of the student population.)

2. Siblings of enrolled Paramount students are exempt from the random public drawing and will be admitted to PCA, provided all enrollment materials are fully completed and submitted by the announced deadlines.
3. All other residents of the District participating in the random public drawing
4. All other applicants

The Charter School and County District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code 47605 (d)(2) and applicable federal law and non-regulatory guidance. Should the preferences require modification to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided to the County District.

"Intent to Enroll" forms will be made available on the PCA website and through participation at any Parent Information Meeting held throughout the open enrollment period. These forms request basic student information. Full application forms will be made available after completion of the Charter School's lottery. All Intent to Enroll, Application forms and Enrollment forms will be made available in English, Spanish, and Russian. Submitted application forms will be date and time stamped and student names will be added to an application roster to track receipt. If by the close of open enrollment the number of forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the school upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached.

Lottery rules, deadlines, dates, and times for the random drawing will be communicated in the enrollment applications and on the PCA website. Public notice for the date and time of the public drawing will be posted once the application deadline has lapsed. PCA will inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, including location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date.

LOTTERY PROCEDURES

1. The lottery will take place within seven (7) days of closing of the open enrollment window. For the 2015-16 school year, application/lottery forms must be received by February 28, 2015, at 8:00 p.m.
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the random public drawing, or at another public venue near the school large enough to accommodate all interested parties.

3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend, may do so. For the 2015-16 school year, the public random drawing will take place on a weekday during the first week of March, 2015, at 7:00 p.m.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School. This information will be posted on the PCA website and emailed to all Fall, 2015 school applicants.
5. The lottery shall draw student names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade level, the ballots shall be drawn by a Charter School administrator or Board member.
7. The public random drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the wait list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the wait list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off the waitlist shall be informed by telephone and in writing and shall have a maximum of seven (7) calendar days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
11. Applications received after the close of open enrollment will be added to the waitlist after the lottery, in order received, and will be contacted for enrollment when the lottery wait list is exhausted.
12. The public random drawing for the first year of operation, should it be necessary, will be held the first week of March, 2015. All families will be notified about results, but applicants will also be able to contact PCA to ascertain a student's status on the wait list.

ADMISSIONS AND LOTTERY TIMELINE

The following estimated application, random public drawing, admission schedule, and processes are proposed, and may be amended by the Charter School Board, as necessary. In year one (1) of operation, the proposed schedule outlined below in Figure 31 may be accelerated and/or abbreviated to ensure completion of all necessary processes within a shortened timeframe.

Figure 31: Application, Lottery, and Admission Timeline

Dates	Admission Procedure
January – February	<i>Intent to Enroll</i> Application Forms available at school office or on-line at the Charter School website.
February 28	All <i>Intent to Enroll</i> Application Forms due to the Charter School
First Week of March	Random Public Drawing (Lottery) conducted, if necessary.
Second Week of March	Admission notification and enrollment packets distributed to parents and children who have been drawn in the random public drawing (lottery).
Last Week of March	Completed enrollment packets due back to the Charter School, which should contain all required elements described in the Charter Petition, Element 8, Admissions Requirements.

WAIT LIST

Once the random public drawing (lottery) is completed, all students not admitted shall be placed on a wait list, which will remain active for the balance of the academic year. In the event of a vacancy during the academic year, students on the wait list will be offered admission in the order in which their names were drawn in the lottery. The wait list will not carry over to the following school year.

ELEMENT 9: ANNUAL FINANCIAL AUDIT

Governance Law: "The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

–California Education Code 47605(b)(5)(l)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Paramount Board of Directors shall hire an independent auditor who has, at a minimum: a) a CPA license; b) experience in education finance; c) is approved by the State Controller on his/her published list as an educational audit provider; and d) is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of Paramount Collegiate Academy's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of PCA's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

The annual audit will be completed and forwarded to ~~the District~~, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the PCA Board of Directors and, if applicable, the school's back office service provider. The Board will then report to ~~SJUSD~~ SCOE to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. Paramount Collegiate Academy will agree to the writing of a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Paramount Collegiate Academy is public record and to be provided to the public upon request.

ANNUAL OPERATING, CASH FLOW, and START UP BUDGETS

The Annual Operating, Cash Flow and Start-Up budgets for Paramount Collegiate Academy can be found in **Appendix T**. The budget reflects an initial proposal. Additionally, the budget includes costs to cover audits. Budget proposals will be updated in June and a final budget will be adopted in August of 2015.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

Governance Law: "The procedures by which pupils can be suspended or expelled."

–California Education Code 47605(b)(5)(J)

The Development Team of Paramount Collegiate Academy is dedicated to establishing a school environment that promotes high standards of learning, one that protects the safety and well-being of all students at the Charter School. In creating the following Pupil Suspension and Expulsion Policy, the Charter School has carefully reviewed Education Code Section 48900 et seq. which outlines and describes the offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement,

whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

- ii. Causing or reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great

bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
3. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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

of school property, or the personal property of the person threatened or his or her immediate family.

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

from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference

shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. AUTHORITY TO EXPEL

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

E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

G. RECORD OF HEARING

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

H. PRESENTATION OF EVIDENCE

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

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

The School Director or designee shall send a copy of the written notice of the decision to expel to the Authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. DISCIPLINARY RECORDS

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

K. NO RIGHT TO APPEAL

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

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

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

M. REHABILITATION PLANS

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

N. READMISSION

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

O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of ~~County District~~

The Charter School shall immediately notify the ~~County District~~ and coordinate the procedures in this policy with the ~~County District~~ of the discipline of any student with a disability or student who the Charter School or ~~County District~~ would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

Governance Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."

-California Education Code 47605(b)(5)(k)

COMPENSATION AND BENEFITS

The Board of Directors of Paramount Collegiate Academy realize the importance of supporting and caring for its employees. As such, compensation and benefits packages will be carefully researched and selected by the PCA Board in order to provide all employees with medical insurance that is comparable to other local charter schools and the Sacramento County Office of Education ~~an Juan Unified School District~~. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation. All full time employees will receive medical benefits and the option to participate in dental and vision plans. Revenues and expenditures will be reviewed annually, and a recommendation will be made to the Paramount Board of Directors for cost of living adjustments and other adjustments to the compensation packages as appropriate. Other retirement benefits for employees are discussed in the section below.

RETIREMENT

PCA will make any contribution that is legally required of the employer including STRS and federal social security. The founding Board for PCA is highly committed to attracting and retaining high quality staff. As such, certificated teachers and certificated administrators shall participate in the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. Non-Certificated full-time and/or part-time employees will contribute to Federal Social Security. Certificated employees contribute at the rate established by STRS. Paramount will make all employer contributions as required by STRS. PCA will contract with the ~~district or~~ county to forward any required payroll deductions and related data. The CEO and/or Business Manager will ensure that all required deductions and contributions are made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governance Law: "The public school alternatives for pupils residing within the school District who choose not to attend charter schools."

-California Education Code 47605(b)(5)(L)

No student may be required to attend Paramount Collegiate Academy. Children who reside within the school district in which PCA operates may choose to attend a school within that school district according to its policies or another school district or a school within the district through its intra- and/or inter-district transfer policies. The parent or guardian of each student enrolled in Paramount Collegiate Academy shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RIGHTS

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

-California Education Code 47605(b)(5)(M)

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides

no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governance Law: "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

-California Education Code 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the County District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below through a Memorandum of Understanding with the County District.

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

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

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

If this joint meeting fails to resolve the dispute, the County District Superintendent and the Paramount Education CEO shall meet to identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the County

~~District~~ Superintendent and the Paramount Education CEO. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator will be split equally between the ~~County District~~ and the Charter School. Both parties shall refrain from making public comment during this process. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the ~~County District~~ and the Charter School.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governance Law: "A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7(commencing with §3540) of Division 4 of Title 1 of the Government Code."

- California Education Code 47605(b)(5)(O)

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 ("EERA"). The Charter School shall comply with the EERA.

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

Governance Law: "A description of the procedures to be used if the charter school closes. The procedures 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."

-California Education Code 47605(b)(5)(P)

Closure of the Charter School will be documented by official action of the PCA Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The PCA Board of Directors will promptly notify parents and students of the Charter School, ~~the District~~, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g. State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This

notice will also include the name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. PCA will also work closely with the authorizing agency and notify CDE within 10 calendar days of any action(s) taken by the authorizing agency.

The PCA Board will ensure that notification of the Charter School's closure to the parents and students provides information to assist families in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will request that the County District store original records of Charter School students. All records of the Charter School shall be transferred to the County District upon Charter School closure. If the County District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. All academic reporting will be completed. Additionally, all state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months of closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School Board and will be provided to the County District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. The Charter School will complete and file any annual reports required pursuant to Education Code 47604.33 by December 15.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County District or County District property will be promptly returned upon Charter School closure to the County District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as

appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. As specified by the Budget in **Appendix T**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified herein.

REQUIRED SUPPLEMENTAL INFORMATION

Governance Law: "The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district"

–California Education Code 47605(g)

FINANCIAL PLAN

The Development Team of Paramount Collegiate Academy has developed a conservative financial plan based on the most current public funding projections for the school's start-up and first five years of operations. This financial plan includes all newly enacted provisions and regulations under the new Local Control Funding Formula (LCFF) for California school districts and charter schools. The budget documents that accompany this proposal in **Appendix T** include:

- Budget narrative
- A start-up budget for the planning year (2015/16) and annual operating budgets for the school's first five years
- Cash flows for each budget year
- Evidence of a strong reserve fund by Year 2

The Charter School shall provide reports to the ~~County District~~ as follows, and may provide additional fiscal reports as requested by the ~~County District~~:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. Commencing on July 1 of its first year of operations and annually thereafter, the Charter Board, with input from its school stakeholders, will develop and approve a Local Control Accountability Plan (LCAP). This LCAP will be modified annually. Pursuant to Education Code 47604.33, the Charter School, will submit the Board approved LCAP to the ~~District and~~ County Superintendent annually.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the ~~District~~, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the ~~County District~~ shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

FACILITIES

Needs

Paramount Collegiate Academy intends to occupy a facility that supports the school's 21st century mission, vision and educational program. PCA will require a fully equipped, contiguous school site to successfully and safely operate its program. PCA has the desire to occupy a facility in the Carmichael region or a school site in close proximity to Carmichael in order to attract a linguistically and socioeconomically diverse student body and to provide a college preparatory STEAM middle/high school option in the areas in and around Carmichael, including Antelope, North Highlands, Sacramento, Citrus Heights, Orangevale, Fair Oaks, and West Roseville.

PCA has plans to open in the fall of 2015 with an approximate enrollment of 200 students in grades 6-9. Therefore, the PCA Development Team anticipates needing approximately 15,000 square feet in its first year of operations, growing to 60,000 square feet by year 5. (Calculation is based upon the state standard of 75 square feet per pupil). Therefore, PCA anticipates needing 8 classrooms in year 1, growing to 32 classrooms by year 5. PCA will need office space and storage. In addition, the Charter School will need use of a playground, kitchen, multipurpose room and restrooms. For the first five years of operation, facility needs will change each year in order to accommodate growth in ADA and staffing.

Proposition 39

PCA may seek the support of the San Juan Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 request. Under California Education Code §47614, school districts are required to provide facilities for "in-district" students attending charter schools. The school district may charge Paramount Collegiate Academy a pro-rata share for those district facility costs which the district pays for with unrestricted general fund dollars. According to Proposition 39, the pro-rata share shall be based upon the ratio of space allocated by the school district to the charter divided by the total space of the district.

PCA may also consider leasing private facilities for the operation of the school. Should this be the case, PCA's Board of Directors has established relationships with commercial real estate agents for the purposes of searching for and securing an alternate location within the boundaries of the San Juan Unified School District. The Charter School's facilities shall comply with state and local building codes, the federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. PCA will maintain on-file records documenting such

compliance which will be available for inspection. A complete plan for earthquakes, fire, and other natural disasters will be developed prior to the opening of the school. PCA will obtain the proper Certificate of Occupancy and any other necessary permits under local ordinances for operating a school.

IMPACT ON THE CHARTER AUTHORIZER

Paramount Collegiate Academy will operate as a site-based public charter school, operated and managed by Paramount Education Inc., a non-profit, public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS. PCA will minimize its impact on ~~the Sacramento County Office of Education San Juan Unified School District~~ or any other Authorizing Entity. The foreseen effects are restated herein for clarity.

~~District~~ County Oversight

Pursuant to Education Code 47613 (a) and (b), the ~~County District~~ may collect an oversight fee of up to 3% of public funds, excluding funds secured by Paramount Collegiate Academy on its own behalf and restricted funds designated solely for specific purposes, for the actual costs of monitoring and supervision if the chartering authority provides substantially rent free facilities to PCA. Otherwise, the ~~County District~~ may charge an oversight fee not to exceed 1% of the Charter's LCFF revenue. The operating budget reflects these allocations towards the Authorizing Entity.

Insurance Coverage

Paramount Collegiate Academy will secure and maintain insurance based on policies other charter schools in California currently maintain. The estimate included in the budget is based on 200 students, with an increase annually that reflects the school's growth pattern until it reaches full enrollment.

Liability and Indemnity

PCA 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 23701(d). 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 ~~County District~~ in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other ~~County District~~ requested protocol to ensure the ~~County District~~ shall not be liable for the operation of the Charter School. Furthermore, the Charter School and the ~~County District~~ shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the ~~County District~~ for the actions of the Charter School under this charter. The corporate Bylaws of the Charter School shall provide for indemnification of

the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by recommendation of the County District and the Charter School's insurance company for schools of similar size, location, and student population. 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.

ADMINISTRATIVE SERVICES

It is anticipated that Paramount Collegiate Academy will provide or procure most of its own administrative services. These will be in place upon the beginning of staff employment in the spring/summer of 2015. When appropriate, PCA will contract with appropriately qualified and/or credentialed outside providers to deliver administrative services as necessary. Budget implications will be considered for procuring the services of EdTec, a business and development company specializing in charter schools. This provider is endorsed by the California Charter Schools Association, of which PCA is a member.

In the event that any administrative services are to be provided by the County District, the specifics will be agreed to in a Memorandum of Understanding between the School and the County District. These administrative services may include, but are not limited to, the following:

- ◆ Accounting and payroll management
- ◆ Accounts payable
- ◆ Cash flow management
- ◆ Food services

PCA will carefully scrutinize the selection and oversight of any administrative service such that conflicts of interest shall be avoided.

CONCLUSION

By approving this charter petition, the Sacramento County Office of Education San Juan Unified School District will be fulfilling the intent of the Charter Schools Act of 1992, the purpose of which is to improve pupil learning, create new professional opportunities for teachers, and provide parents and students with expanded high quality choices in education. The PCA Board of Directors and its Development Team are eager to work independently, yet cooperatively with the County District to establish an outstanding public charter school educational program for the Sacramento region. To this end, the Petitioners pledge to work cooperatively with the County District to answer any questions over this document and to present the County District with the strongest possible proposal requesting a five year term to begin June 30 July 1, 2015 through June 30, 2020.