

**Proposed  
CHARTER**

**of**

**Pacific Collegiate School**  
*(A Public Charter School)*

**FOR THE FIVE YEAR PERIOD**

**2006-2011**

**Approved By the**

**Santa Cruz County Office of Education**

**April 13, 2006**

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## **Mission and Vision**

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

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

## **CA Education Code 47605 (b) (5) (A)**

*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.*

### ***Educational Strategy***

To be an educated person in the 21<sup>st</sup> century will require a strong college education. California State University reports that 75% of incoming college students lack the language and math skills needed to succeed in college.

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

#### ***High expectations***

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

#### ***A small school community***

The considerable advantage of small schools has been much researched and well documented. Students will not be neglected or overlooked because the teachers will know them all. Maintaining a community of scale is one of the defining elements of PCS.

Applications for admission to PCS have increased to the point where we must consider opportunities to meet the demand.

#### ***Small class size***

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

## ***How Learning Best Occurs***

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

## ***Certain Goals***

One of the goals of Pacific Collegiate is enabling pupils to become self-motivated, competent, and lifelong learners. Regular and varied formative assessments provide frequent feedback and opportunity for improvement. Developmentally-appropriate learning skills and concepts, opportunities for in-depth exploration, community service and connections, and alignment with UC admissions criteria and with post secondary options are the core of our academic approach. See additional goals in Pupil Outcomes, page 10.

## ***Parent Notification of Transfer Units***

Our course catalog clearly indicates the courses that are UC approved for college entry requirements. For any student transferring out of PCS, parents will be notified in writing as part of the exit procedure.

## ***Curriculum***

The distinctiveness of our program lies in the high academic and behavioral expectations, small school environment, and small class size. The curriculum is rigorous and relevant. Computers are a part of the school used to supplement curricular access and improve productivity and communication. The first seven years of the school have demonstrated the positive results of a concentration on rigor; this charter cycle will place increased emphasis on combining rigor with relevance within and among courses and opportunities for connecting the curriculum with the outside world.

Pacific Collegiate School has developed a curriculum guided by five organizing principles: 1) coherent content, 2) integration and coordination within the humanities, especially English and history, 3) integration of the sciences and mathematics, 4) international and cross-cultural including the study of foreign languages, and 5) integration of fine and performing arts.

**We believe that virtually all students are capable of**

**taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal.**

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

At PCS all students access the core curriculum.

Students who are academically low achieving are offered a menu of support services currently including:

- After school tutoring
- Summer “Academic Base Camp”
- All teachers hold office hours
- A full day study hall
- Teachers meeting in grade level teams on student case management in order to quickly identify students in need of assistance

Students who are academically high achieving can access:

- Advanced classes in each subject;
- Articulated enrollment with Cabrillo, UCSC, and other post secondary instruction;
- A full range of academically enriching clubs and activities; and
- The opportunity for independent work and focus projects with a faculty sponsor.

Plans for English Learners include:

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

Plans for Special Education Students include:

- Appropriate staffing currently including a school psychologist, resource teacher, and speech and language therapist, with additional staffing contracted as needed;
- Membership and coordination with requirements with North County SELPA;

- Psychological and cognitive testing in compliance with applicable laws and regulations. Accommodations as described by a student’s IEP or 504 plan.

In addition, there is emphasis on the integration of academic materials between subject areas. Collaboration and alignment is strongest among English and History. Integration using Foreign Languages and the Arts , and between Mathematics and Science, are priorities for this charter cycle. Syllabi of various courses are planned to be complementary and reinforcing. The Fine Arts curriculum and activities are similarly integrated and provide enrichment, balance, and additional opportunities for personal development.

The basic course offerings at Pacific Collegiate School are set forth in the following Table. Courses with asterisks will be provided as demand and opportunity arise. Our philosophy can be seen in course titles such as the following:

### **Academic Courses**

#### **English:**

Introductory American Literature  
 Classical Literature  
 Medieval Literature  
 World Literature  
 AP English Language (Am. Lit.)  
 AP English Literature (English Lit.)  
 Rhetoric

#### **History/ Social Studies:**

Introductory American History  
 Ancient World  
 Middle Ages  
 Modern World (AP)  
 U.S. History (AP)  
 U.S./ Comparative Government  
 \*Philosophy

#### **Mathematics:**

Pre-Algebra  
 Elementary Algebra  
 Advanced Algebra  
 Euclidian Geometry  
 Trigonometry and Pre-Calculus  
 Calculus (AP)  
 \*Linear Algebra  
 \*Statistics (AP)

#### **Science:**

Health and Life Science  
 Physical Environmental Science  
 Conceptual Physics  
 Chemistry  
 Biology  
 AP Biology  
 \*AP Chemistry  
 \*AP Physics  
 \*Marine Biology/Environmental Studies

#### **Foreign Languages:**

French I, II, III, IV (AP)  
 Spanish Introduction, I, II, III, IV (AP)  
 Japanese I, II, III  
 Latin I, II, III, IV (AP)

#### **Technology:**

\*Computer Programming

## **Fine Arts Courses**

### **Visual Arts:**

Art, I, II, III  
\*AP Studio Art  
\*AP Art History

### **Theater Arts:**

Drama I, II, III  
\*Play-Writing  
\*History of Theater

### **Music:**

Instrumental Music I, II, III  
\*Choral (Choir and Chamber Choir)

### **\*Dance**

specifics as available

**(other courses may be added as needed)**

## **English**

Each year, students will read, discuss, and write about works of literature which are thematically linked with the history course, except in 12th grade. Plays will be read aloud and performed as reader's theater, and students will learn to give formal speeches as well as learn to participate effectively in discussions. The primary writing emphasis is on developing coherent, articulate expository essays. Instruction in grammar is integrated with writing assignments, which are related to the literature being studied. Students write on a variety of topics, and in a number of forms, including poetry, letters, and journals. Compositions are carefully and promptly evaluated, and students learn how to correct and revise their work. Each year, students build their vocabularies through a supplementary vocabulary program (currently Vocabulary Workshop) which includes preparation for the PSAT and SAT exams. A Shakespeare play linked to the year's focus is studied each year. Note-taking, timed-writing, and reading comprehension are included within each course. All English courses, grades 7-10, will prepare students to take AP English Language and AP English Literature in the 11<sup>th</sup> and 12<sup>th</sup> grades.

## **History**

The History curriculum at Pacific Collegiate School is global in its approach and grounded in a chronological study of human activities from ancient times to the present. In the 7th through 11th grades, each course comprises a survey of major movements and events, for which a general text serves to provide a structure, combined with in-depth studies of selected problems or areas of interest with the addition of extra readings and documents. In the 7th and 11th grade U.S. History courses and in the three-

year World History sequence in grades 8 through 10, the History program is linked with literature studied in the English program. Class format includes lectures, class discussion, group study activities, role play and debates, and student presentation of work. At each level, students undertake individual research projects as well as numerous smaller writing assignments. Geography, art history, anthropology, and other fields are integrated into the study of history in all periods.

### **Mathematics**

The mathematics curriculum at Pacific Collegiate School prepares students for at least AP Calculus B/C by 12th grade if they enter ready for Pre-Algebra in 7th grade. Students are placed in the appropriate math class as part of the enrollment process using a commonly recognized diagnostic tool as well as forwarding teacher recommendations and external test performance. At all levels of instruction there is attention to the following: judicious use of the graphing calculator including elementary programming; familiarity with a library of elementary functions; obtaining solutions analytically, numerically, and graphically; the development of rigorous mathematical exposition and argument; and applications in other courses, especially in science.

The course sequence includes the following: Pre-Algebra; Elementary Algebra; Advanced Algebra; Euclidian Geometry; Pre-Calculus including Trigonometry; and AP Calculus B/C. Additional courses will be provided as demand warrants. The content of each course follows the recommendations of UC and CSU for academic preparation in mathematics, and the most current California State Content Standards.

### **Science**

The science curriculum at Pacific Collegiate School prepares students for AP courses and is integrated with the prerequisite mathematics. Students aspiring to AP Science courses are expected to pass Elementary Algebra by 8th grade. Because students progress through mathematics at different rates, the relationship to grade level is somewhat variable.

The 7th and 8th grade science courses are thematically organized; ; life science in 7<sup>th</sup> grade and integrated chemistry/physical science in 8<sup>th</sup> grade. The themes are designed to retain interest in science by addressing common yet scientifically rich topics at an introductory qualitative level, introduce concepts that are prerequisite to high school courses, draw upon resources near the school, and apply arithmetic and algebra to simple natural phenomena. Experiential study is emphasized including field projects and one science fair project in both years. The themes will be referred to in subsequent courses to deepen qualitative and quantitative understanding and to reinforce experience.

The high school level Biology, Chemistry, and Physics curricula follow the recommendations of UC and CSU for academic preparation in the natural sciences of entering students, and the most current California State Standards. We currently use the “physics first” model, with conceptual physics in 9<sup>th</sup> grade, chemistry in 10<sup>th</sup> grade, and then AP Biology for 11<sup>th</sup> graders. Advanced students choose among AP Physics, AP Chemistry, and an advanced integrated life science course that also prepares students for the AP Environmental Science exam.

### **Foreign Languages**

The language classes at Pacific Collegiate School with the exception of Latin will be taught primarily in the target language. The emphasis will be on developing oral and auditory competence, and on reading and writing in the target language. For example, the level of oral instruction in the language goes from 0-50% in the first year, to 75% by the first semester of year 2, and reaches 100% by the end of year 2. Cultural activities and presentations throughout the year and field trips and guest presentations will help students gain appreciation of the historical and cultural context of their language of study. Foreign student exchanges will be encouraged to give students opportunities to practice and perfect their target language. For students entering Pacific Collegiate School in 7<sup>th</sup> or 8<sup>th</sup> grade, it should be possible to learn two new languages by graduation. Our three year language requirement increases the confidence and fluency of students and also raises their profile for college admissions. We use leveled national exams as well as internal assessments to monitor progress. Ongoing alignment with Cabrillo College for language placement and eligibility is a priority for this charter cycle.

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

### **Fine Arts**

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

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

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

### **Concurrent Enrollment and opportunities for Independent Study,**

The educational marketplace naturally contains many opportunities for students to learn subject and skills that are not available in our small school environment. To supplement the core curricular offerings at PCS, we actively encourage concurrent enrollment at Cabrillo, UCSC, and other postsecondary institutions. Focus projects and independent study are options in which a student wants to explore in depth study of a body of information through the sponsorship of a PCS teacher and/or an outside sponsor with prior agreement by PCS administration. These are typically used to supplement rather than replace courses offered at PCS.

## CA Education Code 47605 (b) (5) (B)

*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.*

Some desired pupil outcomes are objectively measurable. For Pacific Collegiate School these include the following:

1. Acquire the knowledge specified in the new state standards for public education as currently measured by the CST.
2. Take and pass AP exams in appropriate subjects.
3. Take and pass the classes necessary to be eligible for admission to the University of California.
4. Complete PCS community service learning objectives.

**Our primary measurable goal in all four categories is that Pacific Collegiate will compare favorably with top public and private schools in the US.**

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There are additional pupil outcomes, however, that are not objectively measurable. Despite this fact, we think they are vitally important:

1. Demonstrate an understanding of their place in the world because of their cultural and historical knowledge; evidenced via completion and reflection on community service and in-class activities
2. Demonstrate an understanding of their place in nature because of their scientific and mathematical knowledge; evidenced via completion of science fair projects and real life investigations within classes
3. Apply mathematics as a language which helps us understand natural phenomena, and of the role of mathematics in human endeavors; evidenced via application in other disciplines and identified proportion of problem solving exercises in class
4. Communicate effectively, both orally and in writing, in English and at least one foreign language; evidenced by writing assessments, external assessments, and performance and competitions.
5. Behave appropriately in a diverse community of scholars; evidenced via adoption of a policy on academic honesty and honor code;
6. Develop a sense of responsibility for their community; evidenced via parent and student service requirements, by student discipline and

attendance records, and by evidence of participation in activities and student affairs

7. To use research skills to study topics in depth; as evidenced via science fair and other external competitions, and through classroom assignments.

8. To use technological literacy to access, organize, research, and present information and knowledge, evidenced via project submission requirements and MLA production standards used in class assignments

9. To establish and defend a thesis or argument; as evidenced via internal and external writing rubrics.

## **CA Education Code 47605 (b) (5) (C)**

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

Progress will be objectively measured by the annual statewide assessments for each grade, by other adopted statewide assessments, and by AP exam results. The annual school SARC report will be made available to parents and to the public.

Progress will also be measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress will be discussed on a regular basis with parents and students. A comprehensive database of student progress will be organized and accessible to faculty to monitor and inform instruction.

**CA Education Code 47605 (b) (5) (D)**

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

Pacific Collegiate School is a non-profit public benefit California corporation, and is governed by its Board of Directors. The Board will be responsible for the following:

- a. The general policies of the school;
- b. Approving and monitoring the school's annual budget;
- c. Operation of the school in accordance with the charter and the law; and
- d. Hiring the school's principal.

The chartering agency is entitled to a seat on the PCS Board of Directors. Board selection procedures are covered in Board by-laws and policies and will be provided to the chartering agency.

**Parental Involvement**

Parents have a Parent Volunteer Association to support the school through activities such as fundraising, social and cultural events for students, volunteer service to the school, and to serve as a liaison between parents and the staff of Pacific Collegiate School.

Each family will be required to provide service hours annually as determined by the Board to support the activities of the school and the educational experience of the students.

## **CA Education Code 47605 (b) (5) (E)**

*The qualifications to be met by individuals to be employed by the school.*

Teachers in Pacific Collegiate shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTC provide interpretations for the requirements for non-core subjects those interpretations will be followed. Supervision and evaluation of teachers will be conducted by a credentialed administrator. PCS will also work to comply with applicable Highly Qualified Teacher requirements as described under federal NCLB laws.

## **CA Education Code 47605 (b) (5) (F)**

*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.*

Pacific Collegiate School shall comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests.

Annual training in practical safety skills such as CPR, conduct of emergency drills, adoption of a school safety plan are other elements of this section.

## **CA Education Code 47605 (b) (5) (G)**

*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.*

Admission to Pacific Collegiate is a straight lottery of any and all interested students. Our pupil population will reflect those who are interested in attending a small school with high expectations for students. Wanting a future filled with opportunity is a universal desire. Our goal is that our student population reflects the entire community.

Information about Pacific Collegiate School will be available to all from our website and in the local newspapers. We will also conduct a recruitment Open-House which will be advertised widely, in English and Spanish, as well as reach out into the various areas of the county to conduct informational meetings in both languages.

Pacific Collegiate School will hire staff who respect all students. Students will be expected to treat each other fairly and respectfully. We will use our international emphasis sensitively to raise topics affecting racial and ethnic balance within the context of academic inquiry. We are committed to significant recruiting efforts, including distribution of information to area schools, community centers, religious institutions and other areas where diverse student families might be reached. Through our community service program, Pacific Collegiate School students may serve as mentors to encourage enrollment amongst a broad cross-section of the community. By helping students of diverse backgrounds to achieve common outcomes, we hope to retain the full range of students recruited.

The PCS Board has convened a Diversity Task Force charged with presenting a 5 year plan in summer and fall 2006. The chartering agency will be provided a copy of proposed actions for comment and review.

## **CA Education Code 47605 (b) (5) (H)**

*Admission requirements, if applicable.*

There are no admission requirements, except residency requirements as defined by law. After the decision to admit is made, the enrollment process will include diagnostic testing and examination of a student's performance history to ensure appropriate placement in classes and targeted assistance as needed.

Pacific Collegiate School shall admit all pupils who wish to attend the school, and any pupil attending Pacific Collegiate School may continue to attend Pacific Collegiate School in the following year.

If the number of new pupils who wish to attend Pacific Collegiate School exceeds the school's capacity, admission shall be determined by a public random drawing, except that preference in admission may be given at the sole discretion of Pacific Collegiate School in the following four instances where admission is requested:

- 1) Siblings of current pupils of Pacific Collegiate School will be admitted to Pacific Collegiate School.
- 2) Children of current faculty or staff of Pacific Collegiate School will be admitted to Pacific Collegiate School.
- 3) Children of current or past members of the board of directors will be admitted to Pacific Collegiate School, provided that such board members have served, or have committed to serve for a full term as defined by the Board.
- 4) Additional admissions preferences, as allowable by law, may be established by the Board.

## **CA Education Code 47605 (b) (5) (I)**

*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.*

Pacific Collegiate School shall hire an independent financial auditor to produce a GAAP compliant annual financial statement. Exceptions and deficiencies so noted will be addressed promptly.

## **CA Education Code 47605 (b) (5) (J)**

*The procedures by which pupils can be suspended or expelled.*

Students shall not be suspended or expelled for academic failure.

Students shall only be suspended or expelled for actions for which they could be suspended or expelled from a school district, as defined by Education Code Sections 48900 to 48926.

The hearing process mandated for school districts therein will be followed as closely as is feasible with the Pacific Collegiate board acting as Governing Board. Given that the charter school board does not have all of the powers of a Governing Board some actions cannot be directly implemented, such as assignment to a continuation school, and these cases will be forwarded to the Governing Board for consideration. Notice of expulsion will be provided back to the district of residence if a student is expelled.

## **CA Education Code 47605 (b) (5) (K)**

*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.*

Teachers at Pacific Collegiate School shall be covered by the State Teachers' Retirement System. Other employees at Pacific Collegiate School will be covered by the Public Employees' Retirement System, and/or Social Security as appropriate.

## **CA Education Code 47605 (b) (5) (L)**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

Inasmuch as Pacific Collegiate School is chartered through the COE , any student who chooses not to attend the charter school may attend the public school of the district in which he/she resides.

## **CA Education Code 47605 (b) (5) (M)**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

If a district wishes to offer its employees return rights, it may do so.

Pacific Collegiate employees shall all have the same rights, independent of where they previously were employed. There are no special rights for an employee who leaves a school district to join Pacific Collegiate School.

Teachers having been employed by other school districts before joining the faculty of Pacific Collegiate School, may negotiate return rights with their former district. This is an agreement outside of Pacific Collegiate School jurisdiction.

## **CA Education Code 47605 (b) (5) (N)**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

Regarding disputes between the Governing Board of the chartering entity and Pacific Collegiate Board of Directors relating to provisions of the charter, such disputes will be addressed promptly and fairly by both sides as if the charter were a legal contract. There are no special provisions for dispute resolution in this charter, such as binding arbitration.

## **CA Education Code 47605 (b) (5) (O)**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code).*

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

## **CA Education Code 47605 (b) (5) (P)**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records*

We do not expect PCS to close. However, in the event of PCS closing, we will work with the COE and our outside auditors to ensure the preparation of the closing audit and the disposition of net assets and liabilities. Immediate notification will be provided to the chartering agency regarding any board consideration of closure. The Board will establish guidelines for the disposition of net assets, which might include the COE, districts of return for students, or other solutions as allowed under law. The Treasurer and site administration shall ensure the completion of these requirements.

For student records, we will work with the COE to ensure that records for current students are delivered to the returning district or school for those students. For alumni/ae, we would store records at the COE. The PCS Board will be responsible for communication of closure to students, parents, and staff.

## **Required Affirmations**

Pacific Collegiate School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of any legally protected status including but not limited to ethnicity, national origin, gender, disability, or sexual orientation.

## **Miscellaneous**

### ***Severability***

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

### ***Communications***

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

Pacific Collegiate School  
P. O. Box 1701  
Santa Cruz, CA 95061

### ***Special Education***

Pacific Collegiate School is an LEA for Special Education purposes as a part of the North Santa Cruz SELPA Local Plan Area.

## ***Social Promotion & Accountability***

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

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

For Limited English Proficiency (LEP) students, Pacific Collegiate School will follow Ed. Code Section 300.

## ***Facilities***

Pacific Collegiate School shall maintain safe and adequate facilities appropriate for the number of students enrolled.

## ***Administrative Services***

If the chartering entity wishes to provide administrative services for a fee, Pacific Collegiate School will evaluate the option. If the chartering entity does not so wish, Pacific Collegiate School will contract with third parties to provide administrative services.

## ***Civil Liability***

Since Pacific Collegiate School is a corporation it can be sued as an independent entity and would be responsible for any debts incurred by the school.

## ***Financial Statements***

Pacific Collegiate School will provide for the Board of the chartering entity a financial and budget system as outlined in the "Memorandum of Understanding".