CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: January 22, 2026
- Deadline for public hearing: March 23, 2026
- Deadline for granting or denying the charter petition: April 22, 2026

By signing below, I certify as follows:

1. That I am the authorized representative of Granite Peak Charter School, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification; and
3. That I deem the charter petition to be complete.

Name: Paul Keefer, MBA, Ed.D., Lead Petitioner



Signature:

Date: January 22, 2026

School Name: Granite Peak Charter School

Granite Peak Charter School

A California Public Charter School

Charter School Petition



Charter Term:
July 1, 2026– June 30, 2031

Submitted on January 22, 2026

Table of Contents

List of Figures 7

List of Tables 7

AFFIRMATIONS AND DECLARATION 9

EXECUTIVE SUMMARY 12

INTRODUCTION 14

A. PCI Organizational and Managerial Expertise 15

B. Legal Expertise 15

C. Charter School Policy and Operations Support 16

D. PCI Strategic Planning Process 18

E. Academic Strategic Agility 18

F. A Strong Foundation for Approval of Granite Peak Charter School 19

G. A History of Academic Success 20

H. Early Literacy Data 21

Element 1: EDUCATIONAL PROGRAM 32

A. Granite Peak Charter Overview 32

B. Granite Peak Charter Expectations 33

C. Targeted Community 34

D. Description of an Educated Person in the 21st Century 50

E. How Learning Best Occurs 50

F. Objectives of Granite Peak Charter 51

G. A Day in the Life of a Granite Peak Charter Student 52

H. Educational Program Overview 54

I. Curriculum 54

J. Graduation Requirements 72

K. Advanced Education (previously known as Concurrent Enrollment) 73

L. Instructional Method and Self-Determination 73

M. Integrated Technology 74

N. College and Career Advising 74

O. Professional Development and Staff Collaboration 74

Q. At-Promise Students: Plan for Students Who are Academically l Low Achieving 75

R. Plan for Students Achieving above Grade Level 77

S. Plan for Emerging Biliterate Learners 78

T. Plan for Students with Exceptionalities 83

U. Section 504 of the Rehabilitation Act 87

V. Plan for Health and Wellness 88

Element 2: MEASURABLE PUPIL OUTCOMES 89

A. Assessment Assumptions 89

B. Measuring Student Progress 90

C. Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities 94

D. Overview of Subject Matter Competencies 104

E. Lifelong Learning Skills 105

Element 3: METHODS TO ASSESS PUPIL OUTCOMES 105

A. Use and Reporting of Data 108

B. Active Monitoring Results to Drive Instruction 109

C. Annual Performance Report 109

Element 4: GOVERNANCE STRUCTURE 110

A. Non-Profit Public Benefit Corporation 110

B. Board of Directors 110

C. Existing Fiscal and Managerial Expertise for PCI 114

D. Parental Involvement **119**

Element 5: EMPLOYEE QUALIFICATIONS ***121***

A. Hiring Process and Employee Qualifications **121**

B. Hiring Standards and Procedures **128**

C. Professional Development: Retention and Development of Qualified Faculty **128**

D. Employee Compensation and Benefits **129**

E. Evaluation of Employees **129**

Element 6: HEALTH AND SAFETY PROCEDURES ***131***

Element 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE ***139***

Element 8: ADMISSION POLICIES AND PROCEDURES ***140***

A. Outreach Policies and Procedures **140**

B. Application Policies and Procedures **140**

C. Enrollment Policies and Procedures **143**

Element 9: ANNUAL FINANCIAL AUDITS ***144***

Element 10: PUPIL AND EXPULSION PROCEDURES ***145***

A. Suspension and Expulsion Policy and Procedures **146**

B. Authority to Expel **154**

C. Disciplinary Records **157**

D. No Right to Appeal **157**

E. Expelled Students/Alternative Education **157**

F. Rehabilitation Plans **157**

G. Readmission or Admission of Previously Expelled Students **157**

H. Notice to Teachers **158**

I. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities **158**

Element 11: EMPLOYEE RETIREMENT SYSTEMS ***162***

Element 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES *162*

Element 13: EMPLOYEE RETURN RIGHTS *163*

Element 14: DISPUTE RESOLUTION *164*

Element 15: CLOSURE PROTOCOL *166*

MISCELLANEOUS CHARTER PROVISIONS *168*

A. District Oversight 168

B. Fiscal Strength and Support 168

C. Internal Financial Controls 169

D. Budgets and Cash Flow 169

E. Financial Reporting 170

F. Insurance 170

G. Administrative Services 171

H. Facilities 171

I. Potential Civil Liability Effects 171

J. Transportation 172

K. District Visitation and Inspection 172

L. Response to Inquiries 172

Attachments (Appendices) *172*

CONCLUSION *173*

List of Figures

Figure 1. Granite Peak Charter Target Community **34**

Figure 2. MTUESD Schools **36**

Figure 3. Educational Need Across Calaveras County **36**

Figure 4. Organizational Chart **114**

List of Tables

Table 1. Granite Peak Charter Overview **14**

Table 2. Operational Support for Granite Peak Charter **16**

Table 3. PCI Strategic Plan **19**

Table 4. DIBELS % of Students End of Year Benchmark levels 2024-2025 **22**

Table 5. Needs and Performance **37**

Table 6. Adjacent County Summary **39**

Table 7. County Comparison **40**

Table 8. Target Student Populations and Needs **42**

Table 9. Student Demographics by Subgroup **43**

Table 10. ELA and Math Proficiency **44**

Table 11. Projected Student Demographics for GPC **47**

Table 12. Community Outreach **48**

Table 13. English Language Arts Grades TK-2 **55**

Table 14. English Language Arts Grades 3-5 **56**

Table 15. English Language Arts Grades 6-8 **58**

Table 16. English Language Arts Grades 9-12 **60**

Table 17. Mathematics Grades TK-12 **62**

Table 18. Science K-5th Grades **65**

Table 19. Life Skill and Goal Matching **90**

Table 20. Charter School Goals, Actions, and Measurable Outcomes that align with the State Priorities **95**

Table 21. Key Measurements **106**

Table 22. PCI Board of Directors **111**

Appendices

Appendix 1. Signature Pages

Appendix 2. Granite Peak Charter's 2025-2026 Draft School Calendar

Appendix 3. PCI Articles of Incorporation and Bylaws.

Appendix 4. PCI Conflict of Interest Code

Appendix 5. 2024-2025 Financial Audit for Pacific Charter Institute

Appendix 6. Budget and Cashflow 2026-27 through 2029-30

Appendix 7. Safety Plan

Appendix 8. Policies and Procedures for Student Outreach, Application, Lotteries, and Enrollment

Appendix 9. Certificate of Liability Insurance

Appendix 10. Family Survey Results

Appendix 11. Parent & Student Handbook GPC

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, **Paul Keefer,** hereby certify that the information submitted in this petition for the establishment of a California public charter school to be named Granite Peak Charter School ("Granite Peak Charter" or the "Charter School"), operated by Pacific Charter Institute ("PCI"), and to be located within the boundaries of the Mark Twain Union Elementary School District (the "District" or "MTUESD"), is true to the best of my knowledge and belief. I also certify that 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 shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Pacific Charter Institute declares that it shall be deemed the exclusive public-school employer of the employees of Granite Peak Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all pupils who wish to attend the charter school unless the charter school receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the charter school shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C) [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall adhere to all provisions of federal law related to 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 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the charter school hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized by statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. Education Code Section 47605(e)(3)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the charter school's education programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall maintain accurate and contemporaneous written records that

document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by The Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act of 1974, Government Code Section 81000, *et seq*. ("PRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("Brown Act").

- The Charter School\shall comply with Education Code Section 51745, et seq. related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days as required in Title 5 California Code of Regulations Section 11960 and legally required annual instructional minutes for the grade levels being served as required by Education Code Section 47612.5(a)(1)(A)-(D).



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EXECUTIVE SUMMARY

Granite Peak Charter School

Granite Peak Charter is a charter public school operated by the Pacific Charter Institute (PCI) and serves students in grades TK-12 who seek homeschooling or independent study opportunities steeped in personalized flex learning. The school supports student learning through student centered curriculum and individualized instruction guided by qualified teachers. Granite Peak Charter is an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential. Granite Peak Charter leverages PCI's experience serving homeschool and independent study students with clear academic expectations and outcomes and supported by internal and external resources to maximize personalized learning.

For students enrolled in non-traditional programs in California, 36% report "high levels" of school connectedness compared with 14% of students who report "low levels" of connectedness.[1] Granite Peak Charter is founded on the belief that cultivating a deep culture of connectedness between students, families, and teachers is a solution to the growing absenteeism problem and best supports academic growth with rich opportunities for student individualized engagement and connectedness.

PCI has a long history of meeting the needs of learners who need an individualized approach to learning. The learning environment at Granite Peak Charter continues this tradition as we welcome students who are seeking school connectedness and improved academic performance. Further, Granite Peak Charter offers students the unique PCI offering of personalized learning, project-based learning, and an enriching connection to the greater community. Our teachers, administration, and staff focus on getting to know each student to effectively customize their education experience.

Granite Peak Charter will be a dynamic, welcoming, and committed community where knowledge, innovation, and individual creativity are honored and celebrated. The school adapts to the student rather than expecting the student to fit the school.

Some students attending Granite Peak Charter enroll after unsuccessfully navigating the traditional system or having never entered a traditional setting. Other students identified with seeking increased academic rigor and inquiry. Still, other students who will enroll at Granite Peak Charter may be behind in credits and/or have major gaps in their learning under the traditional system and seek a remedy to this shortfall. Granite Peak Charter complements the public schools in the region by filling an academic hole that currently exists. These opportunities support families who choose to homeschool their children and allow staff to build excellent relationships with the parent-led community-based learning cooperatives.

Students at all grade levels require formal instructional support from certificated teachers to support and help guide education at home by committed parents. This support ensures results equal to or better than the surrounding schools. Families who choose independent study or schooling at home

[1] Kids Data. (2024). School Connectedness Report. Retrieved from https://kidsdata.org

have the support of credentialed teachers at Granite Peak Charter as they work toward the goal of having the students reach proficient or advanced levels in the core subject areas. It is vital to the Pacific Charter Institute Board of Directors that Granite Peak Charter has a positive, student-centered relationship with the sponsoring district. Based on the results of Pacific Charter Institute schools, staff supports the importance of both statewide testing and the development of essential skills and depth of knowledge for each student. Focused actions of staff with clear support from Pacific Charter Institute and tactical changes to curriculum and delivery of instruction ensure that each student reaches his or her potential.

There is a clear need to improve public education in California and the United States, and the focus outlined below shall serve as guiding principles for Granite Peak Charter:

- Clear support and direction from Pacific Charter Institute
    1. PCI Leadership Meetings
    2. Directors and Principals from all PCI schools meet frequently to discuss current school and student-centered goals.
    3. Corporate support of annual reporting

- Support of technology
    1. Every student is offered the use of a laptop.
    2. Corporate support of online programs designed and implemented by credentialed teachers from Pacific Charter Institute.
    3. Every student can access a variety of online programs including Math Seeds, Reading Eggs, Lexia, PLATO, Exact Path, IXL, and Google Classroom.
    4. Corporate website updates

- A public school with a specific college and career preparatory mission tailored to the student and familial needs outside of the traditional school day schedule
    1. UC approved “A-G” course list
    2. Dual enrollment with local community colleges
    3. Low counselor to student ratio for college planning

Granite Peak Charter increases engagement with stakeholders by offering regular park days, field trips, and eventually a mobile lending library to increase student and family connectedness. Parent Square and regular updates from the school director will ensure that families are current on their students’ academic progress as well as opportunities for enrichment and enhanced communication. Granite Peak Charter offers a rigorous academic curriculum, including math and science, to all students.

Table 1. Granite Peak Charter Overview	
Location	The school will serve students in Calaveras and surrounding counties
Educational Focus	Granite Peak Charter provides an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program that helps every student realize his or her potential.
Grades Served	Grades: Transitional Kindergarten ("TK") through 12
Flexible Instruction	Granite Peak Charter provides curriculum that meets the California standards for each grade level with high-interest delivery and regular and purposeful assessment.
Mission of School	Granite Peak Charter empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem-solvers, and lifelong learners.
Schools Like Granite Peak Charter	Granite Peak Charter offers a valuable alternative for students seeking home or independent study opportunities; the school supports their learning through one-on-one and online curriculum led by qualified teachers.
School Contact Information	Web site: www.pacificcharters.org Email: paul.keefer@pacificcharters.org Phone: 866-992-9033, ext. 3000

INTRODUCTION

In 2004, experienced educators in northern California formed PCI as a non-profit public benefit corporation with 501(c)(3) tax-exempt status. It has grown into seven schools over the past twenty years: Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, Valley View Charter Prep, New Pacific Charter- Roseville, New Pacific Charter- Rancho Cordova, and New Pacific Charter- Arden Arcade. Now, the PCI team is excited to expand these distinct programs to meet the needs of students in the California central valley. As a school of choice the school is open to the students in and outside of the county that it is authorized.

Pacific Charter Institute supports the fluidity and adaptability of academic programs focused on college preparatory academic achievement to meet the individual needs of each student. The traditional educational system meets the needs of many students. However, for the students whose needs are not met, a school of choice is vital to provide options to ensure their success.

Over the last twenty years, PCI continues to enroll students in their personalized non-classroom based programs that we call flex based learning. Each student is enrolled and supported in college preparatory courses and targeted courses to support grade and standard level learning in core academic areas. Our focus on rigorous curriculum coupled with MTSS, scaffolding, and personalized learning allows PCI schools to outpace other public schools on the CAASPP assessments and internal assessments including early literacy and core standards mastery. In addition, all eligible charter schools earned Accreditation from the Western Association of Schools and Colleges ("WASC"). The two most recent charter school renewals of the PCI portfolio received the maximum renewal terms of seven years as outlined by California education code in 2024 (Valley View Charter Prep and Sutter Peak Charter Academy).

PCI offers students who choose a different path the opportunity to maintain access to high interest, high quality education with a clear focus on college and career readiness, while engaging in school in a manner that is effective for them. The school staff actively mentors' new students while fostering their confidence to set and attain individual goals.

A. PCI Organizational and Managerial Expertise

PCI's consistency is demonstrated by being led by the same Executive Director since the founding of the organization in 2005. In addition to the Executive Director's leadership, the board members represent community colleges, real estate, STEM (engineering), charter schools, finance, and nonprofit leadership. Beyond an exemplary Board of Directors, PCI also has an exceptional leadership team.

PCI is an organization that provides fiscal and administrative expertise. The charter schools it operates, Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, Valley View Charter Prep, New Pacific Charter-Roseville, New Pacific Charter-Rancho Cordova, and New Pacific Charter-Arden Arcade, have experienced successful fiscal growth through prudent budgeting and planning. PCI employs and contracts with the highest quality business staff, including former county and district executive level staff. In addition, the PCI Board has extensive knowledge of budgeting and fiscal operations at the charter school, district, state, and federal levels (Table 2).

B. Legal Expertise

PCI utilizes the legal expertise of Young, Minney, & Corr LLP and Heyer Gutierrez Law (Table 2).

C. Charter School Policy and Operations Support

Granite Peak Charter benefits from the expertise provided by its Board of Directors, as well as from the statewide organizations representing charter schools including the California Charter Schools Association ("CCSA"), Charter Schools Development Center ("CSDC"), and APLUS. PCI belongs to these organizations and utilizes each for varying resources to successfully operate charter schools. By working with all these organizations PCI leadership and the Board of Directors can forecast and develop strategies to ensure successful organizational outcomes (Table 2).

Table 2. Operational Support for Granite Peak Charter

Key Programmatic Areas	**Sources of Expertise**
Charter School *Law* & Operations	Internal Dr. Paul Keefer, Executive Director Jonathan Chao, Chief Business Officer Chief Business Officer Danielle Franco-Matteoli, Director of Operations Catherine Fiddy, Director of Human Resources External California Charter Schools Association Charter Schools Development Center Young, Minney & Corr, LLP Heyer Gutierrez, LLP, Gallagher Insurance
Educational Program **Special Education Services**	Internal Dr. Paul Keefer, Executive Director Timothy Ribota, EdS, MA, Director of Education Services External Edmentum (PLATO, ExactPath, etc.) DIBELS (University of Oregon) Primary Reading Assessment California Charter Schools Association Charter Schools Development Center Heyer Gutierrez, LLP

Fiscal Operations	Internal Pacific Charter Institute Board of Directors Dr. Paul Keefer, Executive Director Jonathan Chao, Chief Business OfficerChief Business Officer Danielle Franco-Matteoli, Director of Operations
	External Columbia Bank Capital Wealth Planners California Department of Education California Charter Schools Association California School Boards Association
Personnel	Internal Dr. Paul Keefer, Executive Director Catherine Fiddy, Director of Human Resources Leanna Comer, Human Resources Manager
	External Young, Minney & Corr, LLP California Charter Schools Association Charter Schools Development Center Gallagher Insurance
Audit	Internal Pacific Charter Institute Board of Directors Dr. Paul Keefer, Executive Director Jonathan Chao, Chief Business Officer Danielle Franco-Matteoli, Director of Operations
	External James Marta & Company California Charter Schools Association Charter Schools Development Center
Compliance	Internal Dr. Paul Keefer, Executive Director Jonathan Chao, Chief Business Danielle Franco-Matteoli, Director of Operations Catherine Fiddy, Director of Human Resources

	External James, Marta & Company Young, Minney & Corr, LLP Charter Schools Development Center California Charter Schools Association Gallagher Insurance
Law	Internal Dr. Paul Keefer, Executive Director Pacific Charter Institute Board of Directors Pacific Charter Institute Leadership Team External Young, Minney & Corr, LLP Heyer Gutierrez LLP Charter Schools Development Center California Charter Schools Association Gallagher Insurance California School Boards Association

D. PCI Strategic Planning Process

PCI developed a comprehensive strategic plan that outlines four key focuses including learning, operations, sustainability, and the community. The elements of the strategic plan support a clear macro-direction for all stakeholders. Within the strategic plan, organizational measurable goals are created called strategic agility goals that complement the strategic plan (Table 3). Additionally, Granite Peak Charter's mission, vision, equity vision, and goal provide clear foundational expectations for a successful student-centered program. An analogy to the PCI strategic planning process and its components in a traditional school district would be (1) district strategic plan, (2) district-focused measurable goals, and (3) local school handbook, culture, and expectations.

E. Academic Strategic Agility

Granite Peak Charter will unify the organizational strategic plan, the strategic agility goals, and its own mission, vision, and equity vision. The strategic agility goals focus on specific actions that will reach the goals that are targeted by PCI outlined below (MIT Sloan School of Management). Strategic Agility stems from the MIT Sloan School of Management research that suggests Specific Action Goals will yield the expected or superior outcomes over three to five years. More specifically, the allocation of resources, coupled with focused actions, will allow all PCI schools to achieve school and CDE dashboard targets and performance goals. The current strategic agility goals at PCI:

- K-2 Literacy
- Intensive intervention for students at 60% proficiency or below on the California Assessment of Student Performance and Progress ("CAASPP") and internal assessments
- 100% 9th – 12th grade students will complete A-G and college and career readiness classes

Table 3. PCI Strategic Plan	
Learning and Growth	**Internal Organization**
• Expand student-centered opportunities and decisions to maximize learning. • Develop and maintain meaningful and appropriate relationships with families. • Facilitate teacher innovation and flexibility in developing successful academic goals and materials. • Effectively utilize state-adopted materials with fidelity in a non- traditional school setting. • Implement effective, proven 21st century educational opportunities for staff development.	• Establish a continual improvement system to better serve internal and external customers. • Expand the understanding and use of Professional Learning Communities throughout the organization. • Maintain adequate resources throughout the organization to ensure maximum productivity and student learning. • Implement planning tools allowing internal and external customers clear vision of programs with appropriate timelines. • Develop and implement a new teacher training program for Pacific Charter Institute and each school and learning center.
Sustainability	**Community**
• Ensure all programs meet the overarching goals of the organization and charter with fiscal prudence and accountability. • Maintain a clear, individualized focus on all students in the organization. • Seek opportunities to continue building Pacific Charter Institute as a valuable regional educational resource. • Maintain a focus on increasing all state standardized assessments results within the models offered by Pacific Charter Institute. • Ensure compliance with all local, state, and federal regulations, ensuring educational success for students within the models developed by Pacific Charter Institute.	• Establish clear expectations and goals for all incoming students and share this information with all interested local agencies and groups. • Develop meaningful partnerships with organizations to further opportunities for students and staff. • Establish and maintain positive relationships with local groups including media, community groups, and business organizations. • Establish and disseminate clear goals and achievements through multiple communication tools. • Maintain positive relationships with the local educational groups, including the sponsoring school districts.

F. A Strong Foundation for Approval of Granite Peak Charter

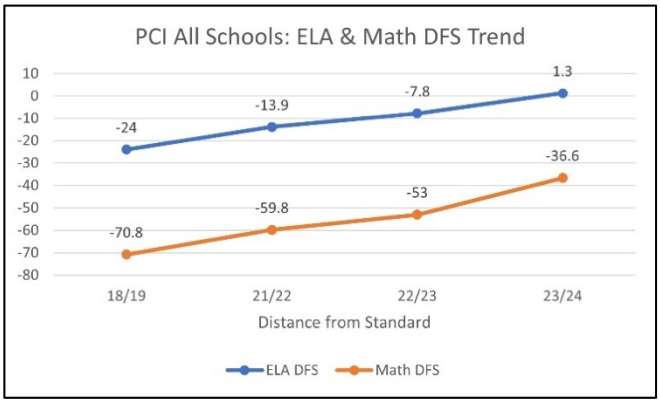
As summarized above, the PCI Board of Directors, the administration, and experts from within the organization clearly have the capacity to ensure an excellent academic and fiscal record for Granite Peak Charter. PCI has a strong record of leadership, stability, and fiscal responsibility. The Team has the proven administrative capacity to continue to manage and safeguard public funds in the same high-quality manner it has done since 2005. PCI has a record of outstanding academic success, serving

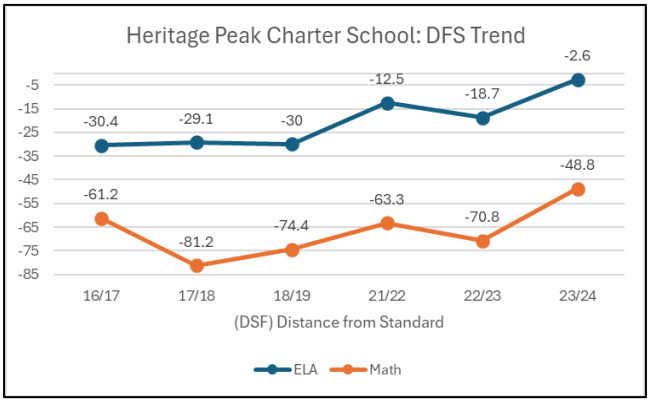
distinctly different student populations including college and career preparatory homeschool, college preparatory flexed based programs, at-promise student populations (including gang-affiliated youth and teen parents), Emerging bilingual learners, socioeconomically disadvantaged students, and site based integrated TK-12 schools. This is evident in the fact that all PCI charter schools earned Western Association of Schools and Colleges WASC accreditation when reviewed. In addition, PCI has established an excellent track record with independent financial audits, while also maintaining healthy reserves and a clear focus on academic achievement. The PCI Board of Directors, the executive team, the faculty, and the external professional groups have the skill and experience in education, management, finance, and law needed for the successful launch of Granite Peak Charter.

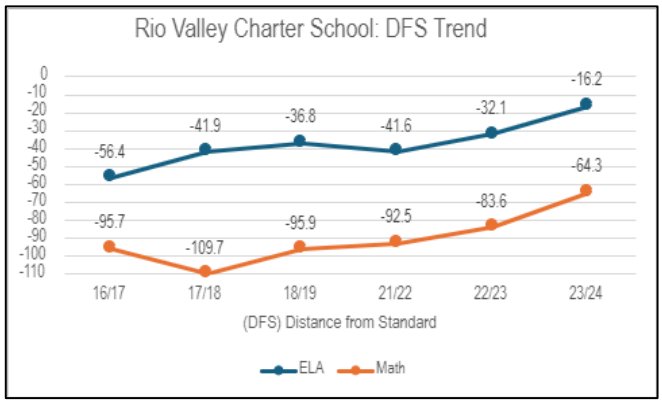
G. A History of Academic Success

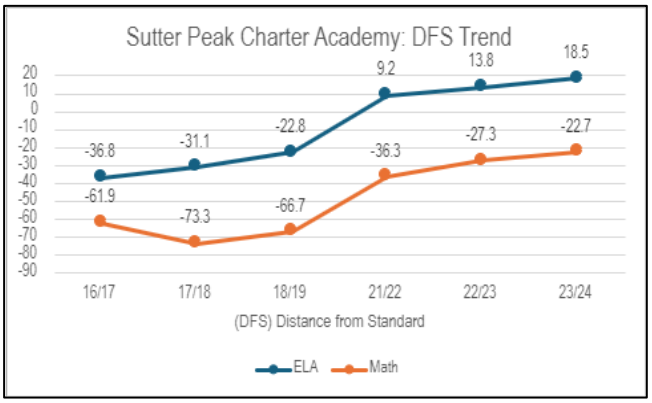
For almost 20 years Pacific Charter Institute charter schools have continued to close the achievement gap for students who did not fit into the traditional school system, by utilizing one-on-one and small-group instruction formats. The schools successfully provide highly trained teachers who build personal, professional relationships with the parents/guardians and the students. This relationship is coupled with 21st Century delivery of curriculum and assessment using online classes taught by our teachers across TK–12th grade students. Two of our schools, Valley View Charter Prep and Sutter Peak Charter Academy, met the criteria for streamlined renewal (High Performing) as of the March 2024 CDE performance categories release and received 7-year renewals in 2025. New Pacific Charter-Roseville met the criteria for five-year renewal (Middle Performing) in its first year. PCI CAASPP growth through COVID is outlined below, demonstrating that core academic expectations supported learning during the lockdown.

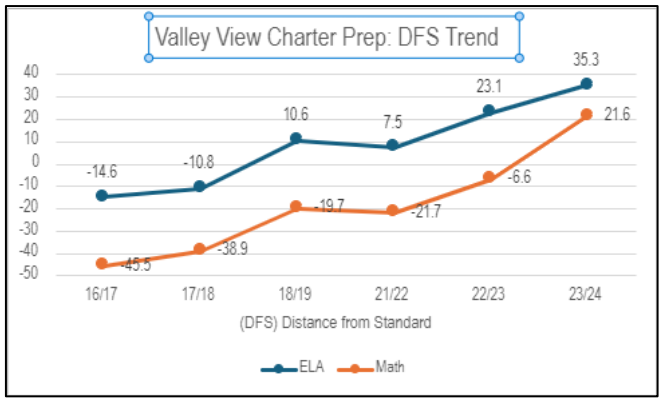
PCI Schools Distance from Standard CAASPP Trend:
All students, pre-pandemic to post-pandemic

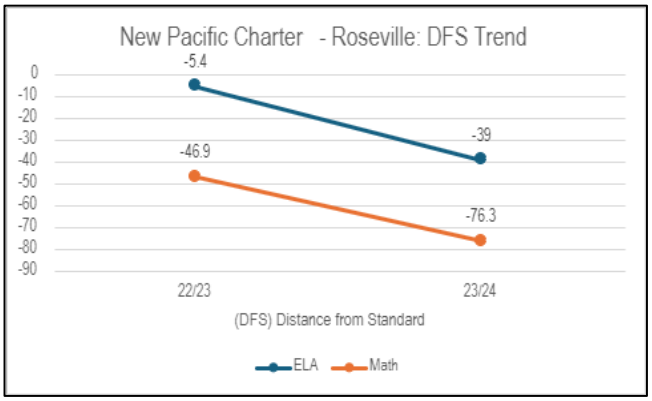












Further, we focus on achieving better than one year of growth in math and language arts for all our students. Our goals of early literacy benchmarking, dynamic interventions with IXL[2], targeted tutoring, project-based curriculum, and our focus on writing will be continued in the classroom setting focusing on the individual students every day.

The following academic data demonstrates the acute attention to student performance that PCI Charter Schools provides and monitors for each student. The data includes tracking progress for early literacy (DIBELS), providing individual intervention including IXL, and engaging students for college/career readiness (A-G, dual enrollment, Career classes). The combined data reflects students' success across six PCI schools; Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, Valley View Charter Prep, New Pacific Charter- Roseville, and New Pacific Charter- Rancho Cordova Note: New Pacific Charter Arden Arcade is in its first year of operation 2025-2026.

H. Early Literacy Data

Pacific Charter Institute has a deep commitment to developing fluent reading students by the end of 2nd grade. PCI's goal is to maintain 95% of students reading fluently by the end of 2nd grade. PCI utilizes Amplify's mClass program to measure early reading skills and early math skills. PCI's non-classroom based schools continue to show strong outcomes in early literacy and averaged 80% of 2nd grade students reading fluently by the end of the year, 24/25.

[2] IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner (*See* IXL.com).

To provide context for our early literacy data, our site-based schools (New Pacific Charter–Roseville, New Pacific Charter–Rancho Cordova, and New Pacific Charter–Arden Arcade) implement structured, classroom-based early literacy instruction aligned with state standards. While their outcomes are referenced for comparison, this petition focuses specifically on our Non-Classroom-Based (NCB) Flex personalized learning model, which delivers early literacy instruction through individualized learning plans, targeted interventions, and flexible instructional modalities.

DIBELS (mCLASS) 2024/2025 End of year results:

DIBELS is our grades K-2 early literacy skills assessment tool that measures growth in math and reading.

Table 4: DIBELS % of students meeting end of year benchmark criteria 2024-2025

New Pacific School - Rancho Cordova

DIBELS % of Students End of Year Benchmark Levels 2024-2025					
Grade Level	Students	Phonemic Awareness	Letter Sounds	Decoding	Oral Reading Fluency
K	31	64%	84%	51%	*
1st	39	85%	57%	75%	54%
2nd	16	**	63	63%	44%
Total Tested	86				

*ORF Not measured in kindergarten

**Phonemic Awareness not measured in 2nd grade.

New Pacific School - Roseville

DIBELS % of Students End of Year Benchmark Levels 2024-2025					
Grade Level	Students	Phonemic Awareness	Letter Sounds	Decoding	Oral Reading Fluency
K	28	61%	82%	67%	*
1st	27	81%	77%	80%	59%
2nd	20	**	75%	75%	65%
Total Tested	75				

*ORF Not measured in kindergarten

**Phonemic Awareness not measured in 2nd grade.

Rio Valley Charter School

DIBELS % of Students End of Year Benchmark Levels 2024-2025					
Grade Level	Students	Phonemic Awareness	Letter Sounds	Decoding	Oral Reading Fluency
K	41	53%	54%	68%	*
1st	29	62%	58%	55%	38%
2nd	29	**	83%	87%	90%
Total Tested	99				

*ORF Not measured in kindergarten

**Phonemic Awareness not measured in 2nd grade.

Sutter Peak Charter Academy

DIBELS % of Students End of Year Benchmark Levels 2024-2025					
Grade Level	Students	Phonemic Awareness	Letter Sounds	Decoding	Oral Reading Fluency
K	50	40%	82%	76%	*
1st	65	74%	80%	88%	59%
2nd	48	**	82%	83%	83%
Total Tested	162				

*ORF Not measured in kindergarten

**Phonemic Awareness not measured in 2nd grade.

Valley View Charter Prep

DIBELS % of Students End of Year Benchmark Levels 2024-2025					
Grade Level	Students	Phonemic Awareness	Letter Sounds	Decoding	Oral Reading Fluency
K	41	53%	78%	70%	*
1st	52	71%	75%	71%	65%
2nd	54	**	81%	83%	77%
Total Tested	147				

*ORF Not measured in Kindergarten
**Phonemic Awareness not measured in 2nd grade.

Early Math Skills Development/mClass Math

mClass Math Data 24-25SY

Pacific Charter Institute

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	266	35%	273	57%	263	68%
1st grade	308	43%	305	53%	287	55%
2nd grade	271	42%	258	53%	232	48%

Sutter Peak Charter Academy

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	54	47%	51	76%	49	78%
1st grade	63	62%	65	69%	64	61%
2nd grade	48	56%	49	74%	47	59%

Valley View Charter Prep

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	40	49%	39	71%	41	71%
1st grade	59	44%	56	60%	51	63%
2nd grade	60	45%	53	61%	51	51%

Heritage Peak Charter School

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	77	36%	81	55%	76	65%
1st grade	87	43%	84	51%	79	53%
2nd grade	89	46%	89	58%	85	46%

Rio Valley Charter School

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	40	30%	44	43%	38	60%
1st grade	34	29%	34	26%	31	26%
2nd grade	36	44%	30	47%	30	64%

New Pacific School - Roseville

2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	25	16%	27	30%	28	50%
1st grade	27	19%	27	30%	24	42%
2nd grade	23	4%	21	19%	19	5%

New Pacific School - Rancho Cordova

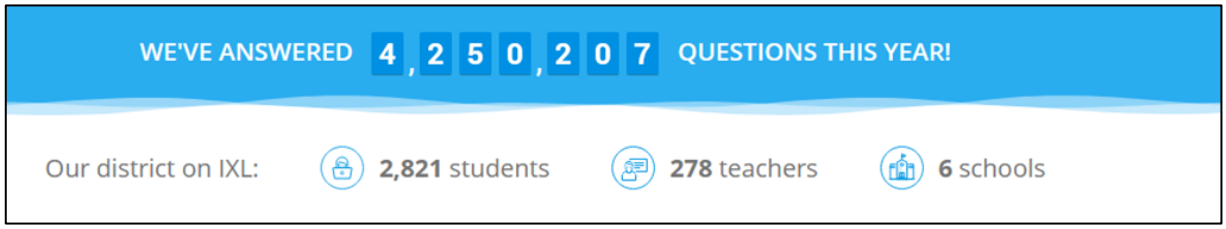
2024-2025 Beginning of Year to End of Year % meeting benchmark (overall score)						
Grade	# of BOY Students	Beginning of Year	# of MOY Students	Middle of Year	# of EOY Students	End of Year
Kinder	30	12%	31	55%	31	78%
1st	38	37%	39	56%	38	71%

grade						
2nd grade	15	20%	16	0%	16	19%

IXL

For the 24/25 school year, PCI schools adopted IXL, a supplemental "standards-based" online program. IXL is a subscription-based learning platform for students in grades Pre-K–12 that offers personalized learning in over 10,000 topics across math, language arts, science, social studies, and Spanish. IXL provides a 45-minute diagnostic tool that asks quiz questions to help determine what skills students need to work on. The platform also offers immediate feedback, visually appealing tasks, detailed information on student performance, and toolkits and guides for PCI teachers and parents.

PCI teachers and families eagerly engage in using IXL, as displayed by the graph below. PCI students have answered over 4.25 million questions, as of May 20th, in English language arts, math, science, and social studies.



PCI students have mastered over 87 thousand "standards-aligned" skills, in ELA, math, science, and social studies, with over 77 thousand in math and ELA alone.



Below is data collected, as of May 20th, 2025, of PCI schools IXL usage, skills practiced, and skills mastered in ELA and math.

School	Subject	# of Questions Answered as of 5/20/25	# of Skills Practiced as of 5/20/25	# of Skills Proficient as of 5/20/25	# of Skills Mastered as of 5/20/25	Mastery Rate
HPCS	**ELA**	541,210	18,531	14,213	8,839	48%
HPCS	**Math**	699,149	28,293	21,364	17,784	63%
RVCS	**ELA**	459,736	14,372	10,911	6,550	45%
RVCS	**Math**	803,382	29,781	21,761	14,767	50%
SPCA	**ELA**	146,022	4,583	2,925	2,601	56%
SPCA	**Math**	215,892	7,614	5,202	4,759	62%
VVCP	**ELA**	116,643	3,834	3,206	3,082	80%
VVCP	**Math**	200,146	7,860	6,010	5,312	68%
NPS - R	**ELA**	87,856	2,957	1,882	1,614	55%
NPS - R	**Math**	357,894	13,107	9,029	6,493	50%
NPS - RC	**ELA**	87,992	9,908	5,874	5,388	54%
NPS - RC	**Math**	192,158	6,800	4,018	3,715	55%

NWEA-MAP 25/26

The following NWEA-MAP data provides a snapshot of Fall-to-Fall cohort growth in reading and math: Fall 24/25 to Fall 25/26.

Depicted are grade level RIT scores, and achievement percentiles, in Reading and Math for each of the PCI non-classroom-based schools, Sutter Peak Charter Academy and Valley View Charter Prep.

Sutter Peak Charter Academy MAP Fall to Fall Growth

	Math					Reading				
		Fall 24		Fall 25			Fall 24		Fall 25	
Grade	**Cohort #**	**Mean RIT Score**	**Achievement Percentile**	**Mean RIT Score**	**Achievement Percentile**	**Cohort #**	**Mean RIT Score**	**Achievement Percentile**	**Mean RIT Score**	**Achievement Percentile**
4	51	186.3	73%	200.4	73%	49	187.1	69%	198.5	65%
5	46	203.4	91%	210.8	75%	46	202.4	84%	212.5	88%
6	51	208.1	69%	214.7	74%	51	211.6	88%	216.3	86%
7	39	217.1	88%	225.3	84%	39	217.1	89%	221.5	90%
8	46	223.8	83%	229.7	83%	45	220.4	88%	227	93%
9	37	231	89%	237.6	90%	37	227.3	94%	230.6	95%
10	30	236.3	89%	245	96%	30	230.6	96%	231.4	94%
11	24	241.6	93%	247.5	96%	28	230.8	94%	233.8	96%

Valley View Charter Prep MAP Fall to Fall Growth

	Math					Reading				
		Fall 24		Fall 25			Fall 24		Fall 25	
Grade	**Cohort #**	**Mean RIT Score**	**Achievement Percentile**	**Mean RIT Score**	**Achievement Percentile**	**Cohort #**	**Mean RIT Score**	**Achievement Percentile**	**Mean RIT Score**	**Achievement Percentile**
4	48	194,6	96%	209.3	97%	48	198.9	97%	208.7	95%
5	55	209.4	99%	215.2	90%	54	210.3	97%	216.1	95%
6	30	217.6	96%	225.8	98%	30	218.1	97%	223.3	98%
7	48	219.8	94%	229.6	93%	48	219.7	94%	2262	97%
8	45	236.9	99%	245.4	99%	44	230.5	99%	234.2	99%
9	31	238.9	98%	248.5	99%	31	230	97%	234.8	98%
10	22	242	96%	247.4	97%	22	231.4	96%	235.5	98%
11	26	253.8	99%	255.4	99%	25	236.6	98%	238.9	99%

Enrollment Length Performance

NWEA-MAP

Students who maintain continuous enrollment with a Pacific Charter Institute school show increased academic achievement over time. This is a compelling narrative for Pacific Charter Institute's family of schools and the most recent data below indicates this.

Based on the most recent Fall 25/26 NWEA-MAP assessments, students who have been enrolled three years or longer with a PCI non-classroom-based school performed better than students who have been enrolled for two years or less with a PCI school.

The following data display the NWEA-MAP results as they relate to Common Core assessments. The NWEA-MAP performance bands are aligned with common statewide assessments such as

CAASPP, and use descriptors Exceeding, Ready, Close, Below, and Far Below to indicate how well a student may score on statewide Common Core-based assessments.

2 Years or Less
All PCI-Students 25/26 NWEA-MAP Fall performance: with PCI schools 2 years or less
Reading: 59% ready or exceeding.
Math: 53% ready or exceeding.

3 Years or More
All PCI-Student 25/26 NWEA-MAP Fall performance: with PCI schools 3 years or more
Reading: 76% ready or exceeding
Math: 66% ready or exceeding

Beginning in the school year 23/24, all PCI schools began using Focused Interim Assessment Blocks to measure individual students' mastery of California Common Core State Standards in math. Since the implementation, PCI schools have embraced the use of FIABs to capture every student's mastery of state standards, in grades 3-8, and high school. The data below displays the number of FIABs administered by each PCI school.

FIAB Numbers for the 24-25 SY

2024-2025 FIAB Numbers	Fall FIABS	Spring FIABS	Total FIABS	Enrollment of 3rd-11th
Heritage Peak Charter School	1405	1337	2742	789
NPCS Rancho Cordova	135	99	234	57
NPCS Roseville	1296	541	1837	102
Rio Valley Charter School	2518	2557	5075	505
Sutter Peak Charter Academy	1246	934	2180	476
Valley View Charter Prep	550	860	1410	430
Pacific Charter Institute	***7150***	***6328***	***13478***	***2359***

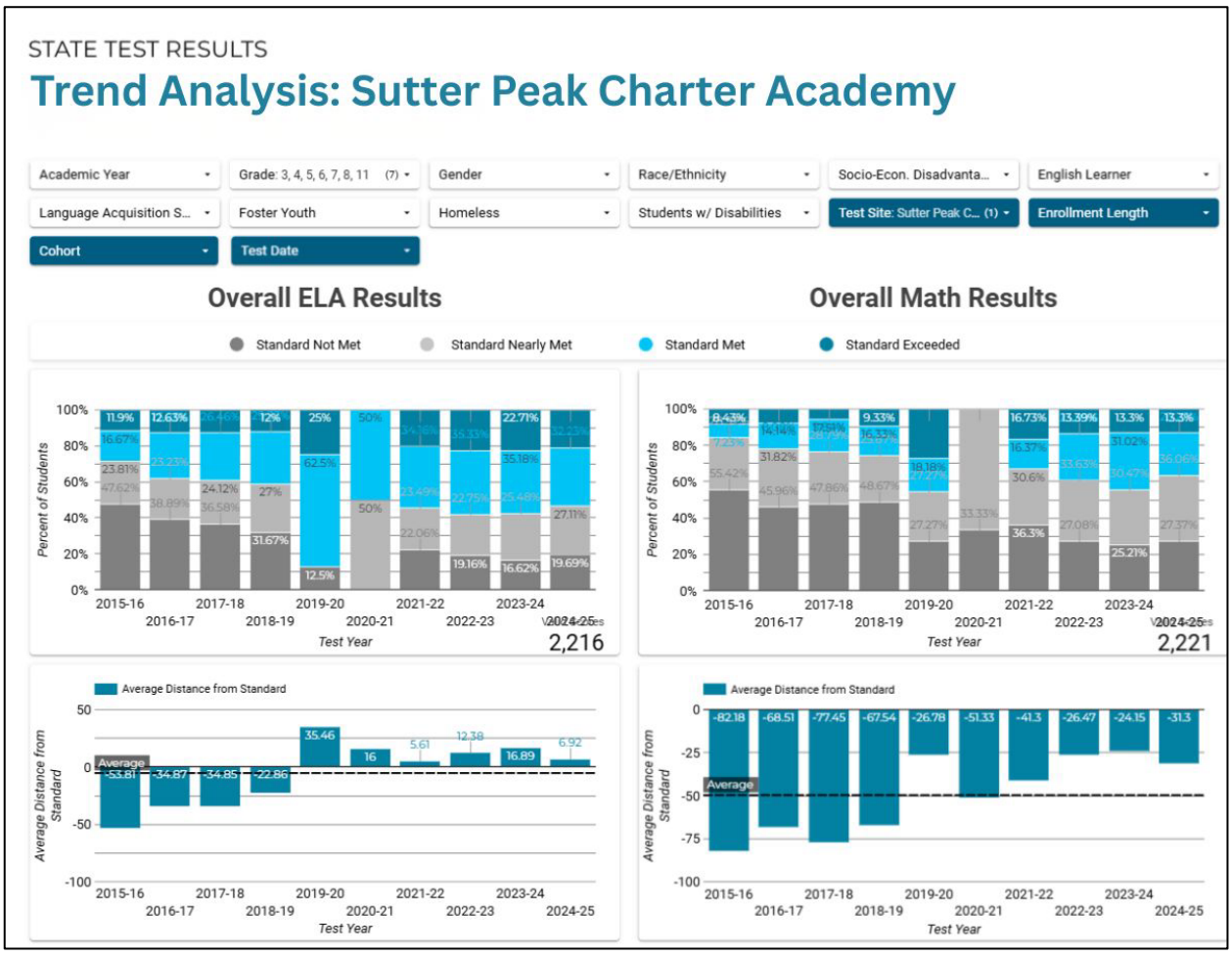
STATE TEST RESULTS

PCI's non-classroom-based schools, Sutter Peak Charter Academy and Valley View Charter Prep, have consistently performed well on CAASPP. The data below indicates school-wide performance through "distance from standard". Each school scored better than the state average in the school year 24/25.

PCI NCB Schools	25 ELA DFS	Change from 2024
VVCP	45.1	11.3
SPCA	6.9	-10
State	**-8.1**	**5.1**

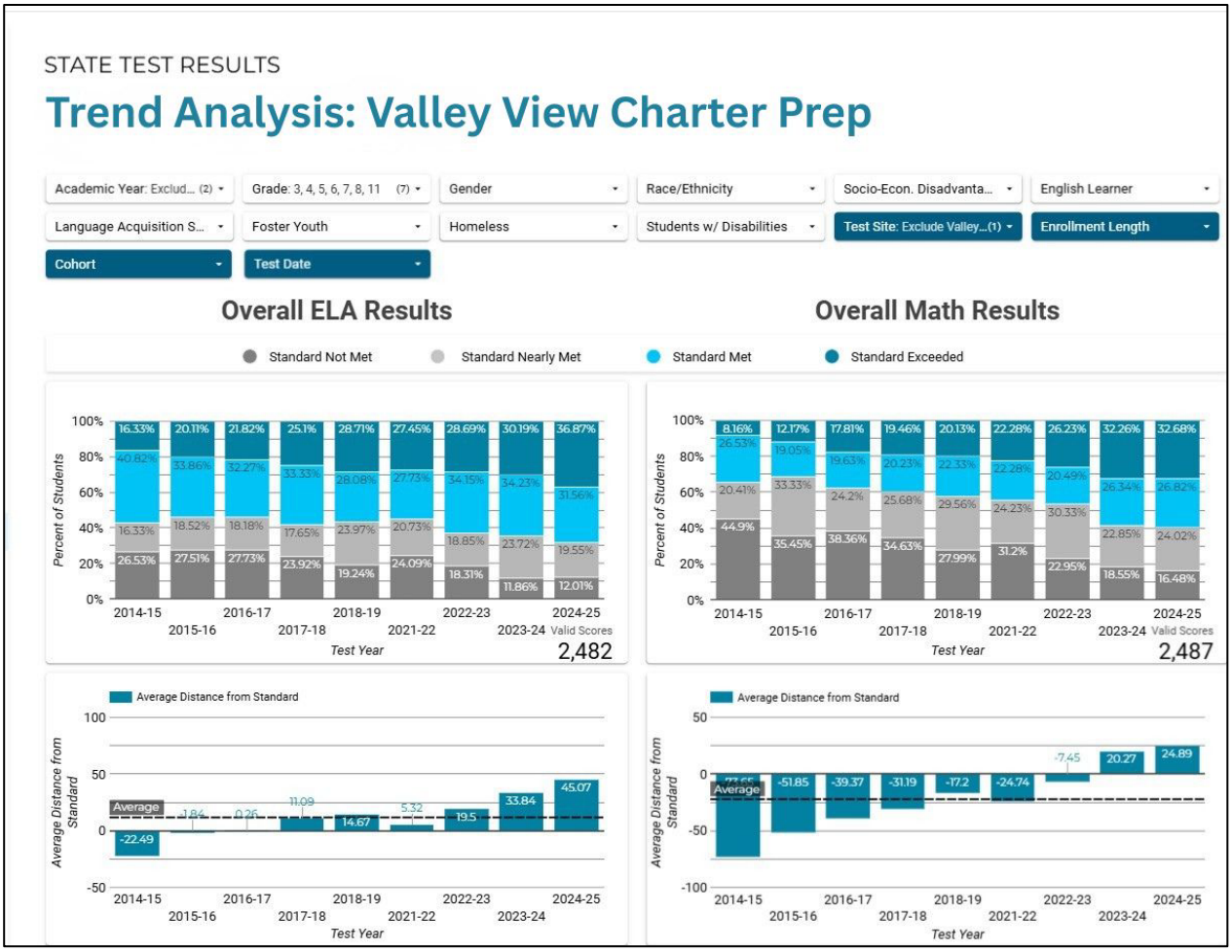
PCI NCB Schools	2025 Math DFS	Change from 2024
VVCP	22.4	0.8
SPCA	-27.6	-4.8
State	**-42.4**	**5.2**

The CAASPP below depicts the school-wide distance from standard trend, in ELA and math, year over year, for PCI's non-classroom-based schools Sutter Peak Charter Academy and Valley View Charter Prep. Historically, both schools have demonstrated strong performance, year over year, performing above the state average in both subjects. Note: school year 19/20 and 20/21 were not displayed due to the suspension of statewide testing in California.



STATE TEST RESULTS

Trend Analysis: Valley View Charter Prep



1. Element 1: EDUCATIONAL PROGRAM

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

"The annual goals for the charter school 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Education Code Section 47605(c)(5)(A)(ii).

"If the proposed charter school will serve high school pupils, 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" admission criteria may be considered to meet college entrance requirements. "Education Code Section 47605(c)(5)(A)(iii)

A. Granite Peak Charter Overview

Granite Peak Charter is a TK-12 learning community where students are empowered to focus on the traditional curriculum areas of mathematics, English, science, and history, along with fine arts, performing arts, and foreign languages. The entire program is designed to meet students at their current level and then to ensure their grade level proficiency with the state standards as a gauge. It is the school's belief that this learning best occurs when all levels of the community—students, parents, teachers, and staff—collaborate to support every scholar's success. This means that the cognitive, emotional, social, and academic growth of our students is the very core of our work. Granite Peak Charter's goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, address and align with the State Priorities.

Our student-centered academic approach makes space for student inquiry, purpose, passion, resourcefulness, and global awareness with the teacher and the home educator. In addition to the mastery of academic skills, students have the opportunity to engage in personalized projects, lessons, and activities which cross-curricular boundaries. These opportunities are identified and designed by teachers in collaboration with the parent-educator and students in order to be developmentally and academically appropriate to each child's personalized learning growth plan and aligned to all State Standards. Families will join Granite Peak Charter because they want a learning community that meets the demands of the 21st century while providing a pathway outside the traditional classroom landscape. PCI students will stand at the intersection of curiosity, independence, leadership, and resilience as lifelong learners after graduation and beyond.

Mission, Vision, and Goal

As a charter school, we will be committed to being leaders in whole-child education, inquiry-driven learning, and family partnerships through high-quality educational programs, school resources, and dedicated well-qualified school personnel.

Mission Statement

Pacific Charter Institute empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating self-motivated responsible citizens, critical problem solvers, and lifelong learners.

Our Goal

Granite Peak Charter is committed to providing a high-quality, effective, student-centered, and standards-based program where the individual student is challenged, engaged, supported, and safe.

Vision

Developing self-motivated, educated individuals in the Northern California region, who will spread the wealth of knowledge worldwide in a meaningful way.

B. Granite Peak Charter Expectations

Authentic, Academic, Civic Minded & Globally Aware

Through a blend of facilitative and direct instruction, students will navigate through our self-directed curriculum to demonstrate mastery of skills and extend the learning in collaborative, cross-curricular projects that are relevant to their community, grounded in academic and, where appropriate, civic action reflecting global application. Moreover, the school will develop community partnerships and field trips to foster experiential learning. These experiences serve as *an anchor for authentic projects and college/career exploration.*

Rigorous & Engaged

Students, parents, and teachers will collaborate closely to design a Learning Growth Plan of short and long-term goals. These are informed by formative and summative assessments and a continuous cycle of inquiry and reflection. *Students will have a voice* in their learning and lead Team Conferences, which is a practice previously known as parent-teacher conferences.

C. Targeted Community



Figure 1. Granite Peak Charter Targeted Community

Calaveras County borders Amador, Alpine, Tuolumne, Stanislaus, and San Joaquin Counties, each contributing to regional mobility, workforce patterns, and interdistrict enrollment.

The City of Angels Camp, located in Calaveras County, is a historic Sierra Nevada foothill community known for its Gold Rush origins, small-town character, and enduring cultural identity. Covering 3.64 square miles at an elevation of 1,381 feet, Angels Camp is defined by rolling oak woodlands, a Mediterranean climate, and a rural landscape that shapes both community life and educational access. Founded in 1848 by Henry Angell, the city is one of the few mining camps that evolved into a lasting municipality, later gaining national recognition through Mark Twain's "The Celebrated Jumping Frog of Calaveras County."

Angels Camp has a population of 5,666 residents, with 54% female and 46% male residents and a median age of 54.8 years, significantly higher than the state average. The city includes 1,576 households, with an average household size of 2.3. This older age profile is typical of foothill

communities and influences school enrollment patterns.

Calaveras County, established in 1850, spans 1,037 square miles across the Sierra Nevada and Gold Country regions. Historically shaped by mining, ranching, and timber, the county today includes a mix of rural mountain towns, agricultural foothill communities, and tourism driven destinations such as Calaveras Big Trees State Park.

The county's population is 46,505, with a demographic profile that differs significantly from California as a whole. Only 17.5% of residents are under age 18, while 30.3% are age 65 or older. The county is 89.4% White, with 15.7% Hispanic/Latino, 2.5% Asian, 2.1% Native American, and 1.2% Black residents. Median household income is $79,877, and approximately 12.2% of residents live in poverty, reflecting economic disparities that impact access to educational opportunities and support services.

According to the California DHCS Threshold Language Report (2024), English is the only threshold language in Calaveras County. Spanish is present but below threshold levels, and all other languages represent very small populations. This has direct implications for translation requirements, EL program design, and community outreach.

School Districts Serving Calaveras County

Calaveras County serves approximately 5,200 TK–12 students across multiple small districts. The county is characterized by low population density, long travel distances, and limited access to specialized instructional programs, creating structural barriers to educational opportunities for many families. The county's student population includes socioeconomically disadvantaged students, students with disabilities, and students living in remote communities who often lack access to flexible learning pathways.

Calaveras County School Districts

District	Students	Schools	Notes
Bret Harte Union High School District	605	2	Serves high school students in Angels Camp and surrounding foothill communities
Calaveras Unified School District	2,858	9	Largest district; serves San Andreas, Valley Springs, Mokelumne Hill, Mountain Ranch, West Point
Mark Twain Union Elementary School District	737	3	Serves Angels Camp and Copperopolis
Vallecito Union School District	597	3	Serves Avery, Arnold, and mountain communities
Calaveras County Office of Education	463	4	Alternative education, special education, and countywide programs

The county's economy is shaped by agriculture, tourism, construction, and service sector employment, with many families working nontraditional hours or commuting long distances. These conditions increase demand for **flexible instructional models** that support individualized pacing and family scheduling needs.

District Overview

Mark Twain Union Elementary School District is a small, rural school district, comprised of two physical schools, Mark Twain Elementary School (TK-8) and Copperopolis Elementary School (TK-6), in addition to an independent study school, The Altaville School for Independent Study (initially serving 25 students in grades 4-8). The District has 7357students in TK-8, 61% are socioeconomically disadvantaged, 6% English Language Learners, and 1% foster youth. (Per LCAP 2025-26 Draft).

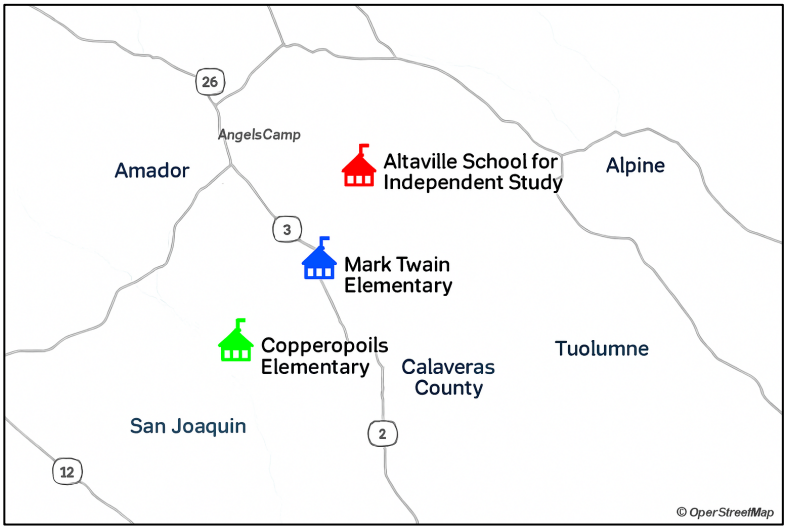


Figure 2. MTUESD Schools

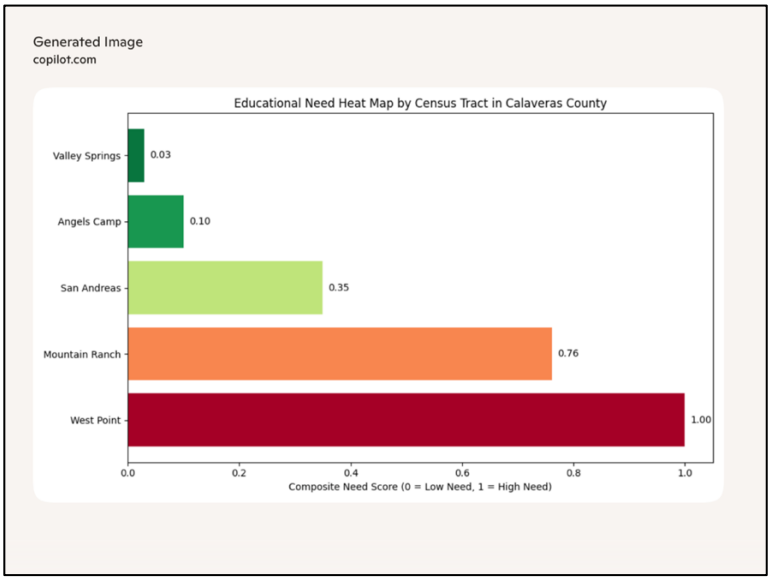


Figure 3. Educational Need Across Calaveras County

High-Need Zones

Region	Child Poverty Rate	Broadband Access	School Access	Composite Need Score
West Point	30%	40%	12 miles	**1.00**
Mountain Ranch	25%	50%	10 miles	**0.76**
San Andreas	22%	70%	3 miles	**0.35**
Angels Camp	18%	85%	1 mile	**0.18**
Valley Springs	15%	90%	2 miles	**0.12**

Sources: Census Reporter, CPUC Broadband Maps, Calaveras County School Locator

Economic educational needs across Calaveras County is based on indicators of child poverty rate, distance to the nearest school, and broadband access. Each census tract was scored using normalized data, and the composite need score reflects areas where students face the greatest barriers to accessing quality education. Other indicators of need are driven by demographics, academic achievement, and outcomes.

There is a sharp contrast between student demographics, academic achievement, and outcomes in the schools within MTUESD, the surrounding districts, and the state averages. Schools in the targeted area serve significantly greater numbers of socio-economically disadvantaged students, English Learners, and have a higher percentage of students receiving free/reduced meals. [3]

Table 5: Needs and Performance

LEA	Enrollment	High-need % (FRPM/EL/Foster undupl)	CAASPP Math% Met/Exceeded	CAASPP ELA % Met/Exceeded
Bret Harte Union High	605	44.63	20.00	64.00
Calaveras COE	463	N/A	20.85	32.77
Calaveras Unified	2,858	56.53	18.48	25.04
Mark Twain Union Elementary	737	65.94	19.05	34.35
Vallecito Union	597	47.40	48.64	58.42
Calaveras County (overall)	5,260	—	21.20	34.21
California	5,806,221	—	23.18	48.81

[3] Data from the California Department of Education, retrieved from Ed-Data.org on 12/15/25.

Observations:

- MTUESD: highest concentration of high-need students, below-state performance, high chronic absenteeism.
- CUSD: large enrollment, high need, lowest ELA/Math outcomes.
- County overall: below state in both ELA and Math.

Academic outcomes further illustrate the need for expanded instructional options in Calaveras County. As shown in Table 5, Calaveras students perform below both the regional composite and the statewide average in English Language Arts and Mathematics. With only 21.20% of students meeting or exceeding standards in Math and 34.21% in ELA, Calaveras lags neighboring counties that benefit from larger systems, more programmatic diversity, and greater access to intervention supports. These persistent achievement gaps are particularly pronounced in districts such as Mark Twain Union Elementary and Calaveras Unified, where high concentrations of socioeconomically disadvantaged students intersect with limited access to specialized programs. The data demonstrate that traditional seat based models alone are insufficient to close these gaps, and that students would benefit from individualized, flexible, and hybrid learning pathways that allow for targeted intervention and differentiated pacing.

Adjacent Counties and Regional Educational Landscape

The Charter School proposes to serve Calaveras County. The county is part of an interconnected coherent regional area where families routinely cross county lines for employment, childcare, medical services, and educational opportunities. This region reflects *two distinct but complementary needs: high density urban communities experiencing persistent academic inequities and rural foothill communities facing limited access to educational options.*

The School's TK–12 Independent Study/Hybrid model is intentionally designed to meet the needs of both populations by providing flexible learning pathways, local resource centers, and individualized academic support that reduce barriers to access and improve student outcomes.

Calaveras County borders Amador, Alpine, Tuolumne, Stanislaus, and San Joaquin Counties, each contributing to regional mobility, workforce patterns, and interdistrict enrollment.

Table 6. Adjacent County Summary

County	Population	Key Districts	Approx. Enrollment	Notes
Amador	~40,000	Amador County USD	~4,000	Rural foothill communities
Alpine	~1,100	Alpine County USD	<100	Smallest county in California
Tuolumne	~55,000	Multiple small districts	~6,000	Tourism-driven Sierra economy
Stanislaus	~552,000	Modesto, Turlock, Ceres, Oakdale	~110,000	Urban/suburban Central Valley
San Joaquin	~790,000	Stockton, Lodi, Manteca, Tracy	~140,000	Major commuter and agricultural region

Table 7. County Comparison

County	Key context	Enrollment	% FRPM	% EL	CAASPP Math % Met/ Exceeded	CAASPP ELA% Met/ Exceeded	Notable features
Alpine	Extremely small, remote, mountain county	61	70.5	N/A	29.41	43.24	Tiny total population; high per-capita need but very small absolute numbers.
Amador	Small rural foothill county	4,059	40.0	2.9	25.40	35.79	Lower poverty than Calaveras; small EL; moderate performance.
Calaveras	Rural foothill county with dispersed communities	5,260	65.8	4.0	21.20	34.21	High poverty, low EL, below-region ELA/Math; few instructional options.
Tuolumne	Rural/ mountain county with tourism and pockets of poverty	5,741	49.7	2.2	20.40	44.36	Similar size to Calaveras; slightly better ELA, similar/low Math.
Stanislaus	Large Central Valley county, urban/rural mix	107,205	71.0	23.2	26.84	39.84	High poverty and EL; more charters and IS options; larger system.
San Joaquin	Large, diverse Central Valley county	155,659	66.1	18.6	29.87	40.57	High poverty & EL; multiple charters and IS/hybrid providers.
State	---	5,806,221	63.6	17.4	37.3	48.81	---

The county by county comparison above highlights the distinct needs of Calaveras relative to its regional peers. While larger counties such as Stanislaus and San Joaquin face significant English Learner and urban equity challenges, they also benefit from **greater programmatic diversity**, including multiple charter schools, independent study programs, and hybrid learning options. In contrast, Calaveras County has **far fewer instructional pathways**, leaving rural families with limited choices and minimal access to flexible or college and career aligned programs. This scarcity of options, combined with below average academic performance and high chronic absenteeism, positions Calaveras as a county with **high need and low access**, making it an ideal location for a TK–12 IS/Hybrid charter school designed to expand opportunity.

Targeted Student Population

The targeted student population reflects the demographic, economic, and educational realities of Angels Camp, Calaveras County, and the surrounding foothill and Central Valley region. The school is designed to serve students who have historically faced barriers to educational access due to geography, poverty, limited program availability, or a mismatch between traditional school structures and student needs.

Table 8. Target Student Populations and Needs

Category	Key Characteristics	Descriptors / Tags
Demographic Alignment	• White students make up the largest share of the population with growing Hispanic/Latino representation • Primarily English-speaking with Spanish as most common non-English language • 12.2% of households in poverty • Impacted by rural isolation and limited access to specialized programs	regional demographic alignment, linguistic profile
Students Impacted by Rural Barriers	• Long travel distances • Limited broadband access • Fewer extracurricular and CTE opportunities • Inconsistent access to specialized services	rural access challenges, program availability gaps
Students Needing Flexible or Alternative Learning Models	• Hybrid or flexible scheduling • Personalized pacing • Smaller learning environments • Alternatives to traditional seat time models	flexible learning models, personalized instruction
Students Requiring Additional Academic and Social Emotional Supports	• Targeted academic intervention • Mental health and counseling supports • Trauma-informed practices • Strong family engagement structures	academic intervention needs, mental health supports
English Learners and Bilingual Students	• Spanish-speaking English Learners • Students from bilingual households • Students needing targeted ELD instruction	ELD supports, bilingual family engagement
Students Seeking College Career Pathways	• CTE pathways • Dual enrollment • Work-based learning • Industry-aligned skills	CTE access gaps, workforce readiness needs
Students From Adjacent Counties	• Students from Amador, Tuolumne, Stanislaus, and San Joaquin counties	regional enrollment reach

These students often seek flexible models or specialized programs not available in their home districts.

Table 9. Student Demographics by Subgroup

Subgroup	MTUESD	Calaveras County Composite	Adjacent Counties Composite	CA
Hispanic/ Latino %	19.05	20.00	~56.1	56.1
White %	65.0	~54.5	~40–45	23.18
African American %	0.8	~0.4	~3–8	5.4
Asian %	0.4	~0.4	~5–12	12.3
American Indian/Alaska Native %	1.5	~1.4	~1–2	0.5
Filipino %	0.3	~0.3	~1–2	2.2
Two or More Races %	4.7	~6.5	~4–6	4.8
English Learners %	4.0	~4.0	~15–20	17.4
FRPM %	70.4	~61.5	~60–75	62.8
FRPM/EL /Foster Unduplicated %	65.94	~52–58	~60–80	65.7

Notes:

1. Calaveras County Composite Averaged from the four Calaveras LEAs:
   - Bret Harte Union High
   - Calaveras Unified
   - Vallecito Union
   - Calaveras County Office of Education
2. Adjacent Counties Composite Averaged from all LEAs in:
   - Alpine County
   - Amador County
   - Tuolumne County
   - Stanislaus County
   - San Joaquin County

Observations:

- MTUESD serves a high poverty, predominantly White rural population with low EL percentages and limited racial diversity.
- Calaveras County overall mirrors MTUESD but with slightly more diversity and slightly lower poverty.
- Adjacent counties show dramatically higher Hispanic/Latino and EL populations, reflecting Central Valley demographics.
- Statewide demographics differ sharply from Calaveras, underscoring the rural, English dominant context of the target community.
- FRPM and Unduplicated counts are high across all groups, but Calaveras stands out for combining high poverty with rural isolation and limited program access.

ELA and MATH PROFICIENCY BY LEA / REGION

Table 10. ELA and Math Proficiency and Demographic Subgroups

LEA / Region	ELA % Met/Exceeded	Math % Met/Exceeded	% Hispanic/Latino	% White	% African American	% Asian	% Am. Indian/ AK Native	% Filipino	% Two+ Races	% English Learners	% FRPM	% Unduplicated (FRPM/ EL/Foster)
Mark Twain Union Elementary	**34.35**	**19.05**	19.05	65.0	0.8	0.4	1.5	0.3	4.7	4.0	70.4	65.94
Calaveras Unified	**25.04**	**18.48**	26.4	54.9	0.5	0.3	1.3	0.3	7.5	4.0	62.8	56.53
Vallecito Union	**58.42**	**48.64**	24.2	65.2	0.7	0.6	2.6	0.5	5.5	1.2	49.7	47.40
Bret Harte Union High	**64.00**	**20.00**	25.1	42.5	1.5	0.3	1.3	0.3	7.4	4.0	64.6	44.63
Calaveras County Office of Ed	**32.77**	**20.85**	19.9	53.8	1.5	0.3	1.9	0.3	6.9	4.0	70.0	N/A
Calaveras County Average	**34.21**	**21.20**	~23.0	~56.0	~1.0	~0.4	~1.7	~0.3	~6.5	~4.0	~65.8	~53–58
Adjacent Counties Composite	**~40.0**	**~26.0**	~56.1	~40–45	~3–8	~5–12	~1–2	~1–2	~4–6	~15–20	~60–75	~60–80
State of California	**48.81**	**23.18**	56.1	23.18	5.4	12.3	0.5	2.2	4.8	17.4	62.8	65.7

Observations ELA:

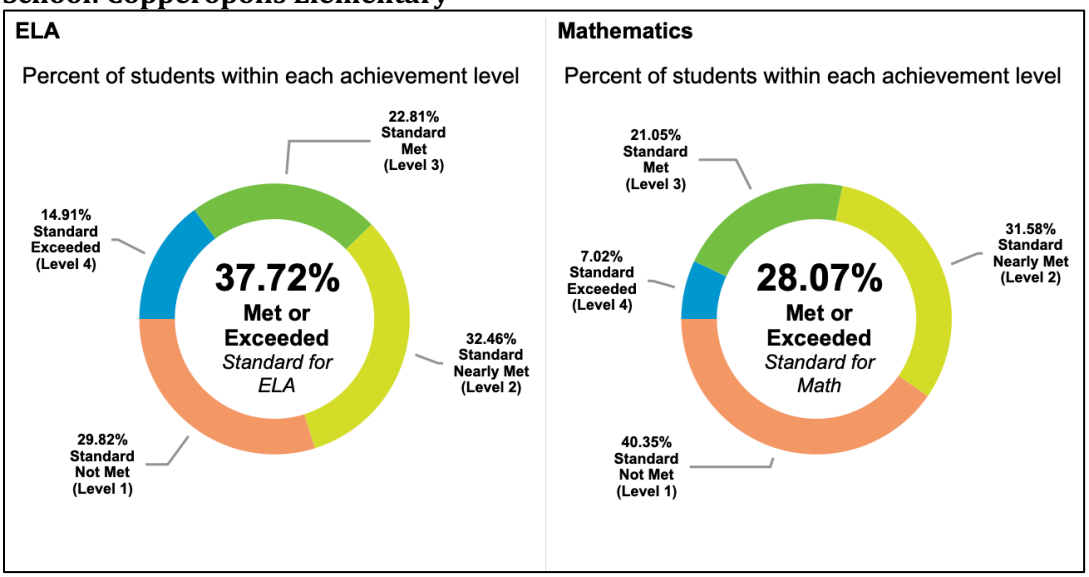
- MTUESD and Calaveras Unified show ELA proficiency far below the state and below the regional composite, despite serving high poverty rural populations.
- Vallecito Union and Bret Harte High perform significantly better, demonstrating that performance varies sharply by community, and that MTUESD's needs are distinct.
- Calaveras County overall (34.21%) performs below the regional composite (~40%) and well below the state (48.81%).
- The adjacent counties' composite reflects a more urban, diverse population with higher EL percentages and more instructional options - yet Calaveras still underperforms relative to this group.
- The combination of high poverty, low EL, rural isolation, and below average ELA proficiency underscores the need for a TK-12 IS/Hybrid model that provides individualized support and flexible access.

Observations Math:

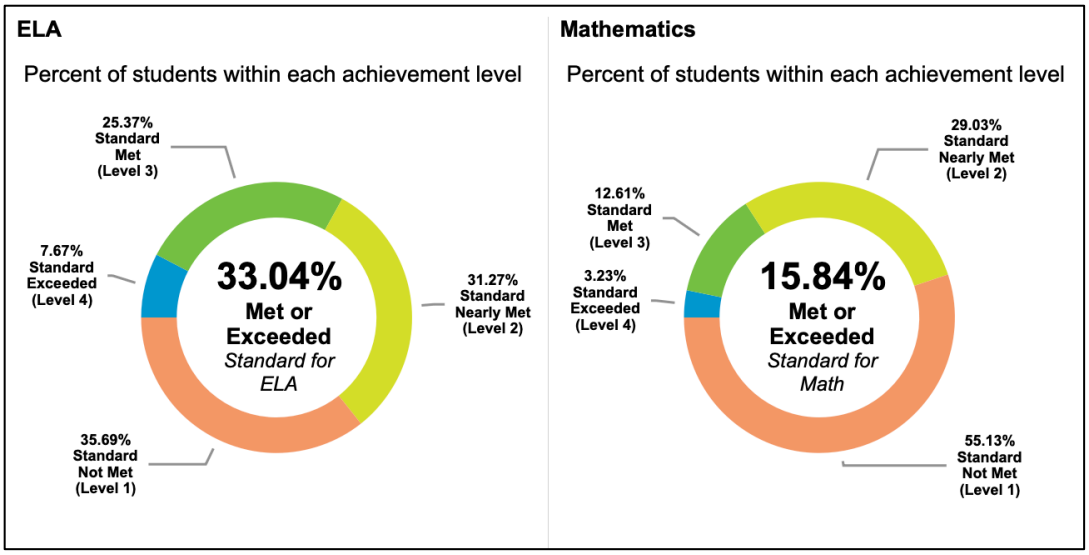
- MTUESD (19.05%) and Calaveras Unified (18.48%) perform below both the state (23.18%) and the regional composite (~26%) in Math.
- Vallecito Union (48.64%) is a clear outlier, indicating that performance varies sharply by community and that MTUESD's needs are distinct and more urgent.
- Calaveras County overall (21.20%) performs below the regional composite and slightly below the state.
- The adjacent counties' composite reflects more urban, diverse counties with higher EL populations and more instructional options — yet Calaveras still underperforms relative to this group.
- The combination of high poverty, low EL, rural isolation, and below average Math proficiency reinforces the need for a TK–12 IS/Hybrid model that provides individualized pacing, targeted intervention, and flexible access.

MTUESD SCHOOLS VERSUS STATE

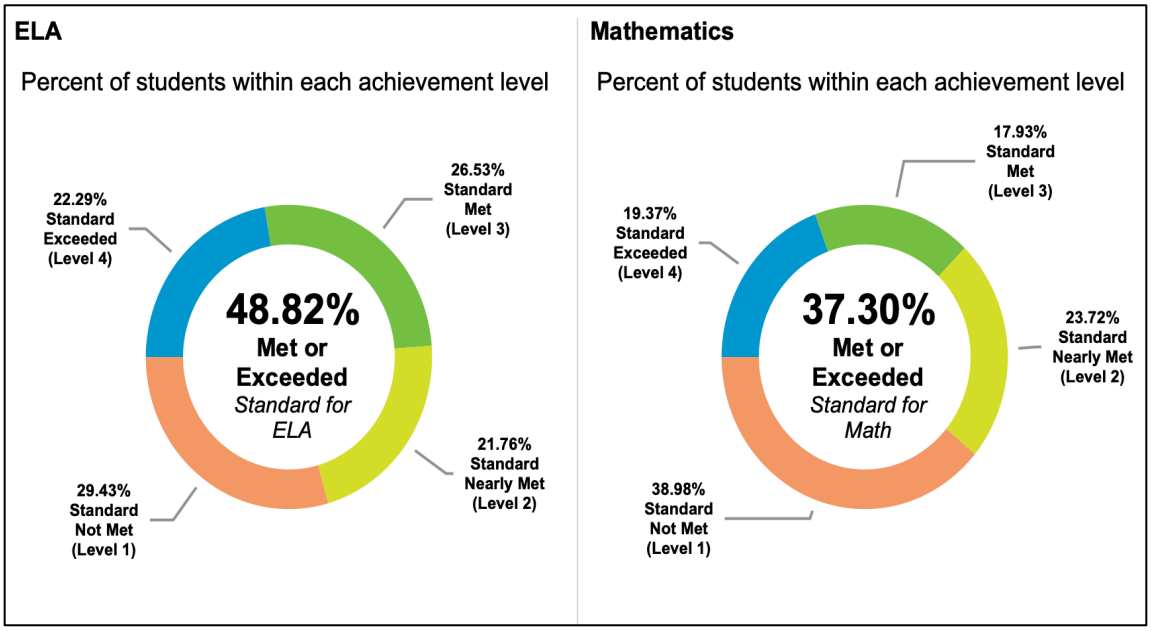
School: Copperopolis Elementary



School: Mark Twain Elementary School



State of California



Competency in English Language Arts and Mathematics is foundational for lifelong learning. The publicly available data shows that there is significant room for improvement in student math and ELA performance outcomes in the targeted community, and a new teaching and learning approach to better serve underperforming students is warranted.

Granite Peak Charter is a public school of choice. As such, students cannot be required to attend the school. However, the leadership of the school has proactively engaged targeted families in the community from diverse backgrounds ensuring their outreach includes students who have a wide range of abilities. As a result, we plan to attract a student population that will reflect the wide diversity of Northern California.

Table 11. Projected Student Demographics	
FRL%	65
EL%	35
SPED%	11
Unduplicated %	58

a. Community Interest

Our organization enters this petition with a strong record of success and deep relationships within the communities we serve. Over many years, PCI has operated high performing charter schools that families

trust, educators respect, and local partners recognize as valuable contributors to student opportunity. The community's interest in and support for our educational model is evident not only through consistent engagement but also through the active waiting list of students seeking enrollment in our programs. This demand is further affirmed by the recent 7year renewals granted to two PCI schools - an extended term awarded only to schools demonstrating sustained academic achievement, operational stability, and effective personalized learning. These long-term renewals reflect both the strength of our programs and the confidence that families and stakeholders in the target area have placed in our continued growth.

The following activities support that the community is interested in the charter:

Community outreach and engagement for Granite Peak Charter will be sustained through active education services in the region. We will continue outreach efforts including, but not limited to, the following activities: outreach to families will include digital advertisements, flyers, in person events, and activities such as focus groups in collaboration with community members.

Flyers will be distributed at community events, shopping centers, preschools, and apartment complexes in the community. Communication will be sent to residents of households with children under the age of 18 in targeted neighborhoods. A digital marketing campaign will leverage the website, social media, and targeted digital ads to invite families to participate in informational meetings on Zoom.

Through these various media channels, families will be invited to attend Coffee with the Director events to learn more about the school and share their hopes and dreams for their students. Zoom sessions will be advertised through digital ad campaigns as well as QR code registration links on all printed materials.

We will hold Coffee with the Director Zooms on a regular schedule. These events will be advertised digitally and through QR code registrations on all printed materials.

Outreach materials will be distributed in English and Spanish. Spanish language interpretation will be provided for families during information meetings. The outreach team will also organize in person coffee meetings with Spanish speaking parents as needed.

During community events, signature gathering, and informational meetings families expressed keen interest in a new public school option. We did not encounter a single parent who was opposed to another public school option. The following themes emerged from parents and families' comments over the past several months:

Table 12: Community Outreach Themes

- Frustration with the perceived difference in quality between schools in Calaveras County
- Frustration with the perceived lack of high-quality, public school alternatives
- Frustration with extensive wait lists at their preferred schools
- Seeking smaller class sizes and smaller schools
- Seeking inclusive options for students with disabilities
- Interested in the whole-child approach and inquiry-based learning
- Interested in dual enrollment/early college and career technical education

As a result of our outreach, we secured the required number of parent and teacher signatures and received broad, positive engagement from families and educators throughout the target area, demonstrating meaningful community support for the proposed school. (See Appendix 1)

b. **The impact of the proposed charter program will not substantially undermine existing district services, academic or programmatic offerings.**

The Mark Twain Union Elementary School District does not have qualified or negative interim certification, nor is it under state receivership. Accordingly, this petition is not subject to review under Education Code Section 47605(c)(8.)

This petition is also not subject to findings under Section 47605(c)(7). Granite Peak Charter School is designed to complement rather than compete with existing educational programs, ensuring that it will not undermine or duplicate current offerings within the MTUESD. This initiative fills a crucial need for an innovative public school alternative, expanding the diversity of educational choices available to families. Our assessment indicates that the approval of Granite Peak Charter will have a minimal effect on enrollment in traditional public schools within the target area.
It aims to attract the diversity of families who are currently utilizing charter schools outside the district, private institutions, or who rely on inter and intradistrict transfers, providing them with an accessible, flexible, and personalized non classroom based educational option closer to home - one that supports individualized pacing, adaptable scheduling, and multiple pathways for student success.

The cost of serving students who choose to enroll in Granite Peak Charter will be the responsibility of Granite Peak Charter and Pacific Charter Institute, the organization that oversees Granite Peak Charter. Pacific Charter Institute's board of directors approved interagency loans to support the start-up of Granite Peak Charter, and the four-year budget and cash flow does not rely on grants or outside loans.

c. **The proposed program offers a unique and innovative instructional approach.**

Granite Peak Charter will implement a unique and innovative instructional model grounded in the personalized, student centered practices already used successfully at our existing non classroom based schools, including but not limited to Sutter Peak Charter and Valley View Charter. This approach combines the flexibility of independent study and home school with a comprehensive suite of academic supports designed to meet each student's individual needs, interests, and learning pace. Students will engage in a customized learning plan developed collaboratively by credentialed teachers, parents, and students, ensuring that instruction is responsive, goal aligned, and developmentally appropriate. Learning will occur through a blend of one-on-one teacher meetings, small group instruction, online curriculum, hands-on projects, and community based learning experiences, allowing students to demonstrate mastery through multiple pathways. This model empowers students to take ownership of their learning, supports families as active partners in the educational process, and provides the flexibility necessary for students with diverse schedules, learning styles, and life circumstances. By integrating personalized learning plans, competency-based progression, and a wide range of instructional modalities, Granite Peak Charter will offer an innovative public-school option that expands educational opportunity and supports student success in a rural community.

D. Description of an Educated Person in the 21st Century

Granite Peak Charter believes in the mission that connection and belonging are the birthplace of a transformational learning experience. It is our vision that after graduating from our TK-12 program, students will supersede their individual circumstances and not only navigate through a rapidly changing world but also make it a better place. This navigation implies that our students are prepared for any college, career, or community setting to offer their signature impact.

Our learning community believes that the 21st- century educated person is an empathetic, balanced, inclusive, self-directed, resilient lifelong learner. A scholar-leader embodies all these traits. This duality involves a masterful academic: inquisitive, creative, analytical, communicative, and persuasive. They can read, write, speak, and problem-solve both independently and collaboratively in a variety of settings. The leader component of a scholar-leader is one skilled in habits of success: responsibility, compassion, and courage with integrity. This fully realized learner is able to assess problems at a local or global scale and use acquired knowledge to enact a sustainable impact.

Such an educated person would need a program based on collaboration and 21st- century tools. It would demand a rigorous competency-based program that is both interdisciplinary and deeply rooted in California's state standards: Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science ("HSS") Standards and Framework, and Career and Technical Education ("CTE") Standards. Such persons would need to adapt to evolving technologies and modes of connecting intra/interpersonally and globally. This learner must have SEL frameworks that allow students to discover and create their learning identity and a personalized, tailored approach to academic mastery. This person would need a learning community with staff members consistently building their capacity to nurture the scholar-leader and a team of parents, guardians, teachers, and partners committed to their whole-child growth.

Pacific Charter Institute has a long history of supporting students of all levels and abilities to meet high expectations through caring, intentional staff and student relationships. The organization is deeply committed to every child's own goal and growth as a learner. Granite Peak Charter continues this tradition by enlisting all stakeholders in support of each child's voice and choice in the learning process.

E. How Learning Best Occurs

PCI staff believes learning best occurs when a variety of modes and methods of instruction are implemented, so all students are held to high academic and behavioral standards. Efforts made by parents, teachers, administrators, and the community will help achieve the goal of making 21st Century learners out of all our students. *The tenets of PCI include the education of students through the essential components of relevance, rigor, and relationship.* Granite Peak Charter's basic educational methodologies to maximize learning include:

We offer one-to-one teaching through student-tailored, state standards-based curriculum, including Common Core State Standards as the primary focus.

- Students take the NWEA/ MAP assessment in both fall and winter. Assessment RIT scores are used to create student specific learning plans utilizing core curriculum, IXL , Exact Path, and direct one on one, or group support, from teachers.

- Students in Kindergarten through 2nd grade are assessed, multiple times a year in early literacy

skills and early math skills. Amplify' s mClass utilizes DIBELS 8th Edition assessments, to assess students' early literacy skills aligned with the 5 Big Areas of Reading: (1) phonemic awareness, (2) phonics/decoding, (3) vocabulary, (4) oral reading fluency, and (5) reading compression. mCLASS Math is an assessment that uncovers students' mathematical reasoning and measures fundamental skills to build student success.

- Students are encouraged to work at the most rigorous pace that their schedule allows and to take advantage of the support systems in place that help expedite learning and create self-motivated learners.
- The younger students utilize curriculum that best suits their learning style, while older students become acclimated to secondary curriculum that aligns with A-G coursework and the state standards.
- All students are exposed to Career Technical Education opportunities at their level based on what PCI and Granite Peak Charter continue to pilot and develop Naviance.
- The Academic Triangle© allocates school funding towards specific student goals including elective courses in grades K-12, access to specific learning opportunities, and educational materials specific to the needs of the students.
- Informal networks are developed throughout the school between teachers, students, parents, staff, and other stakeholders as academic opportunities arise
- Regular assessment by parents and teachers drives instruction and will be used to maximize academic goals (i.e., NWEA MAP, DIBELS, mClass math, PLATO, formative and summative assessments).

F. Granite Peak Charter Goals

Please see the subsection "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Additionally, the Granite Peak Charter objectives include, but shall not be limited to, the following:

- To serve students from all social, cultural, and economic groups.
- To provide a personalized education experience that offers a distinctly different choice in public education for families.
- To offer a wide breadth of challenging learning experiences and environments.
- Students learn through various mediums including textbooks, online resources, virtual classes, dual community college enrollment, and one-to-one teacher support.
- To empower students to be caring, competent, self-motivated, self-determined lifelong learners and agents of meaningful change.

G. A Day in the Life of a Granite Peak Charter Student

We serve a wide variety of students. Each will come to Valley View Charter Prep with unique needs. Upon enrollment, we meet with the students to assess their needs and abilities, and then we create a learning plan for each student. Our students are surrounded by a strong support system. Each student is assigned a master teacher that meets one-on-one with the student and oversees his or her academic progress. In between meetings, if the student does not understand the coursework, the student is encouraged and expected to contact his or her teacher or the subject matter expert for help or clarification. All students and parents have their teachers' cell phone numbers and email addresses.

The credentialed teacher is in constant communication with the parents, other teachers, and the counselor, continually monitoring the state standards learned and providing feedback to the parents as to academic progress of their child. Teachers use a variety of assessments including NWEA MAP testing, early literacy screening tests, benchmark testing, and curriculum embedded tests to ensure the student is making adequate progress.

During our students' junior and senior years, they are encouraged to take courses through the local community college. The credentialed teacher and counselor provides additional support needed to make the transition to college coursework a successful one. In addition, all students working toward enrollment at a four-year college meet regularly with the college and career counselor. The counselor keeps the students up to date on what they need to achieve their post-graduation goals while monitoring each student closely. The counselor also makes students aware of Career Technical Education opportunities and encourages students to pursue these courses of study based on their interest and aptitude.

Typical profiles examples of students who will attend Granite Peak Charter School

Elementary Level Student

Olivia: Olivia attended TK and Kindergarten at her neighborhood elementary school. She was fun and energetic, but struggled to focus in class as well as learn her sounds and letters, even after being in school for a year and a half. Her mom enrolled her in Granite Peak in order to provide, individualized instruction in phonics and reading. Within a few weeks Olivia was showing an increased ability to focus on lessons and began making progress on her sounds and letters. By the end of Kindergarten, Olivia knew all of her sounds and letters and was decoding CVC words. She was able to focus on lessons more fully and take breaks when she needed to.

When she began 1st grade, she was not benchmarking for the beginning of the year in fluency, but was making steady progress. She took a class each week at a community partner to enforce the phonics and reading instruction she was receiving at home and showed increased confidence in her ability to read. By the end of the year, she was benchmarking in fluency. Olivia continued to homeschool for two more years and then went back to her neighborhood school.

Middle School Student

Jonathan: Jonathan attended his neighborhood school throughout elementary but struggled academically despite repeated interventions. At the beginning of middle school, he was bullied and his parents decided to enroll him in Granite Peak to provide a safe instructional space and address some of his academic gaps. His initial MAP assessments revealed that he was in the intensive range

for instruction, needing additional personalized support in the areas of informational text analysis and math number sense. His teacher worked with mom to choose curriculum that was engaging as well as a tutor who worked with Jonathan weekly to strengthen his areas of academic need. Each time Jonathan has taken the MAP test, he shows growth.

Jonathan loves art so he attends “Art in the Park” each week where a Granite Peak teacher provides art instruction to students of all ages. Through this avenue, Jonathan has met some students his age and built friendships.

High School Student

William: William homeschooled from kindergarten all the way through high school. He struggled with reading and was diagnosed with dyslexia when he was in third grade. Individual instruction from his mom helped him to grow academically and learn to read, but he struggled with meeting grade level benchmarks and writing. When he entered high school, his teacher and parent choose curriculum that seemed like it would work well for him, but he struggled for the first semester. The teacher and parent were able to choose a video-based curriculum, enroll him in a virtual math and science class and hire a tutor 2 hours a week to help him with his virtual classes. William had an amazing second semester, earning straight A’s and then earned straight A’s through the end of his senior year. William took classes at Woodland Community College in his Junior and Senior years, earning A's and growing in confidence for post-secondary education. In addition to good grades, he was a competitive swimmer and got scholarship offers from several colleges.

H. Educational Program Overview

School Calendar

Attached, as Appendix 2, please find Granite Peak Charter 2026-2027 school calendar. The school will offer instruction for at least 175 days a year using independent study contracts and following all applicable independent study laws (Education Code Sections 51745-51749.3, and implementing regulations), including expectations and requirements for attendance. The calendar will be like other schools under PCI while being cognizant of MTUES calendars.

Granite Peak Charter requires all students to comply with its attendance policy, which is provided to all families in the Student and Family Handbook.

Informing Parents About the Transferability of Courses and Eligibility for Meeting College Entrance Requirements

Granite Peak Charter will pursue six-year WASC accreditation with approved "A-G" courses required for admission to the University of California and California State University systems.

The Charter School will inform parents on an ongoing basis of the transferability of coursework to other public high schools and an individual course's "A-G" status (eligibility to meet college entrance requirements) through the course catalog and the Granite Peak Charter website. This will ensure that high school pupils can meet California college entrance requirements.

I. Curriculum

Instructional Materials

Granite Peak Charter utilizes a variety of curriculum resources outlined below. These resources are used to implement the State Standards. Teachers develop curriculum maps collaboratively with their partner teachers and in grade level spans. Grade level alignment is analyzed regularly and triangulated with third-party screeners including NWEA/MAP, IXL and mCLASS/DIBELS. The curriculum adoptions for each content area are analyzed in-depth in an annual cycle. Decisions for new curricular adoptions are always made collaboratively and are aligned with our mission, vision, and goals.

The selection of curriculum balances innovation and timing as the subject areas are between adoption periods. Much has been learned regarding the efficacy of the adopted curriculum by PCI and the state of California. Students demonstrate a much higher threshold for learning coupled with major differences between individual learners. Because of this fact, Granite Peak Charter will provide a curriculum that focuses on State Standards and require student inquiry to reach the highest depth of knowledge including levels 3 and 4 (degree of learning information and application of the concept).

English Language Arts Curriculum Overview

Table 13 English Language Arts Grades TK-2

Grades TK-2	
Curricular Resources	**McGraw Hill Wonders 2023 ELA** **Write Brain**
Rationale	In the early grades, students benefit from a comprehensive foundational reading program designed to strengthen key literacy skills. Faithful implementation of Wonders 2023, together with timely intervention measures, ensures that all students are tracking toward reading proficiently by 3rd grade. We also recognize that it is essential that developing readers cement a love of reading and explore the world of texts, including fiction, nonfiction, and poetry.
Features	Wonders was built to deliver high-quality literacy instruction, supported by the science of reading. Wonders provides explicit, research-based lessons in vocabulary and other language skills, guidance for high-quality discussions, and lessons aimed at building the executive functions that promote reading comprehension, including: Building Knowledge/Using Knowledge, Text Complexity, and Comprehension Strategies. SIPPS will be used as a stand-alone intervention program, depending on student needs, and response to core instruction with Wonders 2023.
Application	

	Granite Peak Charter teachers will use the comprehensive literacy program by Wonders 2023 to put our youngest students' thinking at the center of their learning. Assessment of student progress in the program, together with regular early reading benchmarks through DIBELS, will guide teachers in making decisions about foundational reading instruction that are personalized and responsive to students' needs. Student will extend their knowledge of topics from the weekly lessons through daily independent reading and hands-on discovery, and they will apply their body of knowledge to culminating tasks in which they demonstrate their knowledge through integrated literacy skills. Beginning writers thrive with choice and independence as they practice the basic communication skills that they need to express their ideas and share them with others. *Focus: Communication, critical thinking, problem solving, self- discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning*
Training	Initial training begins with a virtual summer institute. Afterwards, teachers meet weekly to plan, adapt, extend, and integrate aspects of the program to best align with group needs and grade-band learning goals.

Table 14. English Language Arts Grades 3-5

Grades 3-5	
Curricular Resources	**McGraw Hill Wonders 2023** **Write Brain**
Rationale	We want to develop confident readers and writers in the upper elementary years. Additionally, our English Language Arts ("ELA") curriculum must foster academic competencies and critical thinking skills that will prepare students for increased rigor in the middle school years and beyond. To that end, we know that students must have access to high-quality core and supplemental programs that emphasize reading comprehension and vocabulary acquisition through increasingly complex texts across a wide range of genres. Student-centered writing instruction must create a culture of collaboration and expression.

Features	Wonders 2023 is an evidence-based program for grades K-5 that helps students become more active learners and critical thinkers. The program's instructional materials for grades 3-5 include: • High quality texts • Rigorous reading, writing, speaking, listening, and language practice • Opportunities for students to engage with texts and tasks that promote knowledge building • Clear supports for teachers to implement the materials with fidelity • Guidance for differentiation to authentically grow students' skill SIPPS is used for Tier II and Tier III intervention in the MTSS model. Beginning in 3rd grade, we also integrate student-driven book clubs into the weekly program.
Application	Teachers will directly teach comprehension strategies through read-aloud experiences. Through guided and independent strategy practice, students will practice these strategies to make sense of their own reading. Granite Peak Charter teachers allocate plenty of time for independent reading practice and individual conferences to support students developing as readers at their own pace. Students have time to listen to and think deeply about texts and share ideas respectfully with their classmates or peers.. *Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning*
Training	Initial training begins with a virtual summer institute. Afterwards, teachers meet weekly to plan, adapt, extend, and integrate aspects of the program to best align with group needs and grade-band learning goals.

Table 15. English Language Arts Grades 6-8

Grades 6-8	
Curricular Resources	**CommonLit.org** **No Red Ink** **Write Brain**
Rationale	Middle school readers and writers need rigorous and relevant instructional materials that provide them with opportunities to become proficient and powerful readers and competent and confident writers. Teachers will focus on student acquisition of strategies for both comprehension/analysis skills and written and oral communication skills. The workshop model will allow us to differentiate and meet the needs of our students where they are in terms of both interests and abilities.
Features	CommonLit.org is a free web-based collection of literary resources that teachers can use to build lessons and units that target students' reading needs and interests. Texts are organized by themes, genre or literary device, or Lexile level. There are also many sets of paired texts on topics or themes, some of which are multi-media. Genres include news stories, articles, speeches, poetry, and short stories. All passages are accompanied by

Application	assessment and discussion questions. The in-house library contains sets of grade-level novels and works of nonfiction that support the themes and guiding STEAM concepts around which their projects are based. Readers learn to consolidate skills so they can use skills and strategies with automaticity supported by frequent and targeted feedback. The writing program consists of a year-long writing workshop, with explicit teacher instruction is delivered through thoughtfully designed mini-lessons. Developing writers learn to use writing process: rehearsing, drafting, revising, editing, and publishing their writing. NoRedInk offers authentic assessments, adaptive practice, personalized content, and actionable data to improve your students' writing and grammar skills. The reading and writing workshop models drive the instructional model. Guided by essential standards and using the adopted programs as resources, teachers explicitly teach strategies and skills not only during the mini lessons but whenever students need reinforcement. Student ownership of their literacy projects is emphasized as they work independently on small-group and individual projects. *Focus: Communication, critical thinking, problem solving, self- discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning*
Training	Training in CommonLit.org is minimal and self-guided. Teachers complete a 1-hour video orientation from the publisher (Teachers College Reading and Writing Project). NoRedInk – 1 hour training

Table 16. English Language Arts Grades 9-12

Grades 9-12	
Curricular Resources	**CommonLit.org** **No Red Ink**
Rationale	To support our high school students, we focus on harnessing instructional resources that allow us to graduate skilled readers, competent communicators, and lifelong learners who are prepared for college coursework, the workplace, and community involvement. Threads of inquiry aligned to STEAM, rather than conventional subject-specific classes, empower students to explore topics of personal interest and make important intellectual connections. At the heart of these threads of inquiry are the critical reading, writing, research, and speaking/presentation skills which the high school English program at Granite Peak Charter engages and nurtures with an integrated vision.
Features	Granite Peak Charter teachers have robust and flexible resources available from which to build coursework that meets unique needs and interests of each learner. CommonLit is a free web-based collection of literary resources that teachers use to build lessons and units to support literary analysis and vocabulary development and expansion. Texts are organized by themes, genre or literary device, or Lexile level, with many sets of paired texts on topics or themes. Genres include news stories, articles, speeches, poetry, and short stories. The range of questions, along with the ability to annotate and comment on reading as well as check students' understanding, challenges students to engage with texts and moves them toward thinking critically about what they read and their world. CommonLit is used in tandem with No Red Ink and IXL to supplement writing, grammar, and vocabulary skills.

Application	Teachers engage regularly with students in pre- and post-reading activities and plan collaboratively with the team to develop meaningful challenges that require students to use writing, speaking, and technology to express understanding. Students read and analyze relevant literature, articles, and multi-media texts in connection with all projects and lines of inquiry. The CommonLit experience is perfectly aligned with Granite Peak Charter teachers' curricular needs in ELA and what students need in order to grow as readers. *Focus: Communication, critical thinking, problem solving, self- discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning*
Training	CommonLit.org does not require specific training; it is aligned with Granite Peak Charter teachers' curricular needs in ELA and what students need in order to grow as readers. The high school team requires time to explore and align the materials with their integrated, projected-based learning goals. As such, the team will collaborate over the summer to plan integrated STEAM units of study that include elements of direct instruction and independent group learning. They will also design short and long-term projects that embed high- impact instructional elements of the English curricular resources.

Mathematics Curriculum Overview

Table 17. Mathematics Grades TK-12

TK – 12th grade	
Curricular Resources	**McGraw Hill Reveal Math** **PCI Virtual Math Courses: 7th grade math, 8th grade math, Integrated Math 1, Integrated Math 2, and Integrated Math 3**
Rationale	*Reveal Math* is built on principles that honor the full potential in each student mathematician by setting high expectations for all and providing support, extensions, and delivery options to incorporate the core values of curiosity, connections, communication, collaboration, and confidence. The overall instructional goal is to empower every teacher to orchestrate rich mathematics learning in order to reveal the full potential in every student. To do this, we grounded the development of *Reveal Math* in salient research and evidence-based best practices. At the core of *Reveal Math* are specific areas of focus that have emerged from numerous learning science domains essential to strengthening the teaching and learning of elementary mathematics (NCTM, 2017). The foci chosen for *Reveal Math* o.er a balanced approach to mathematics instruction that encompasses both student-centered and teacher-facilitated instructional activities. They inform how the program was crafted, starting from the development of the overarching program goals to the construction of the *Reveal Math* learning interactions and instructional model.

Features	McGraw Hill's Reveal Math is a K-12 math program that aims to help students succeed in math. The program is based on academic research and best pedagogical practices. It's designed to: Encourage curiosity and exploration, promote a growth mindset, help students see math as a dynamic set of problem-solving strategies, Deepen conceptual understanding, and Fuel active student engagement. Reveal Math is based on key themes of equity, rigor, math discourse, and growth mindset. It provides extra support for teachers in areas like team collaboration, progress planning, and accessible data. The program also offers a variety of differentiation resources, including: NWEA MAP Growth integration, Digital practice solutions, and Supplemental solutions. Reveal Math encourages a math-positive classroom with strategies for helping students develop a growth mindset. It also includes activities for students to work with their classmates in teams and groups.
Application	*Reveal Math* supports the development of equitable math classrooms through a variety of resources and practices embedded in the program. *Reveal Math* places an emphasis on creating a positive and productive classroom culture where all students have common access to rigorous instruction while fostering the development of growth mindset and a positive math identity. For the lesson's main instruction, the teacher can choose between two equivalent methods: an Activity-Based Exploration or a Guided Exploration. These two options provide access to the same rigorous content while allowing for a variety of modalities to experience the math. Both methods offer students the opportunity to develop a deep understanding of the material through meaningful discourse. Embedded teacher support helps to ensure that students have the appropriate scaffolds to process and understand the lesson content. These supports include English Learner scaffolds, math language routines, and questioning grounded in effective teaching practices. *Reveal Math* also provides rich differentiation resources, including intervention resources, to support all students in the learning process. Focus: Communication, critical thinking, problem solving, self- discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning

Training	Training for Reveal Math will be targeted through: Summer in-person training, focused training from PCI instructional coaches, and product support from PCI's curriculum and instruction support staff. Ongoing support for teachers will be through staff development days with PCI instructional coaches and mentor teachers.

Science Curriculum Overview

Table 18. Science Grades K-12

Grades K-12	
Curricular Resources	**OpenSciEd** **PCI Virtual Science Courses:** **Biology, Physical Science, and Chemistry**
Rationale	The OpenSciEd Instructional Model uses a storyline approach– a logical sequence of lessons that are motivated by students' questions that arise from students' interactions with phenomena. Among US college students, degree completion in the STEM field is half of what it was in 1960. We realize that National data from ACT scores in Math and Science 2008 show less than 43 percent of the test taking students are prepared for postsecondary coursework in the STEM disciplines. At NEW PACIFIC SCHOOL we have accepted the challenge to prepare our students for emerging opportunities in the workforce of STEM opportunities. A study done by the MTSS International, an independent nonprofit research organization, on The Role of STEM High Schools in Reducing Gaps in Science and Mathematics explored how students in STEM schools progressed in terms of advanced science and mathematics course taking and passing, with a focus on students who are underrepresented in STEM (https://files.eric.ed.gov/fulltext/ED570098.pdf.) The study included inclusive STEM schools primarily accepting underrepresented students with lower end-of-grade science and math test scores. The key findings suggested that STEM schools are more equitable than the non-STEM schools. STEM schools were more successful in reducing the achievement gap in taking and in passing advanced mathematics and science classes. Another longitudinal, nationally representative study of the influence of STEM instructional practices (Hansen & Gonzalez, 2014) in secondary school found that hands-on materials in mathematics was positively related to students subsequently pursuing a degree in a STEM field, whereas those who reported frequent use of computers in mathematics were less likely to earn STEM degrees. In science, students who reported more lecturing by their teacher and frequent book use to learn how experiments should be run were less likely to go on to receive a STEM degree (Maltese & Tai, 2011). Granite Peak Charter strives to not only offer project-based learning opportunities in science, but equally engaging, inquiry focused learning in science to encourage students to eventually take the most rigorous courses in advanced sciences and mathematics via dual enrollment or after graduating.

Features	To help teachers and students advance through a unit storyline, the instructional model takes advantage of five routines—activities that play specific roles in advancing the storyline with structures to help students achieve the objectives of those activities. The routines typically follow a pattern as students kick off a unit of study, investigate different questions they have, put the pieces together from those investigations, and then problematize the next set of questions to investigate. The Five Routines: 1. Anchoring Phenomenon Routine This routine is used to kick off a unit and drive student motivation throughout the unit. It provides a common experience with a phenomenon that is engaging and puzzling, eliciting student questions and a drive to figure things out. As part of the routine, students make connections between the classroom experience and their own life experiences and resources. This routine provides the excitement and curiosity that drives the rest of the unit as the students and the teacher have a shared mission to figure out the phenomena or solve the design problems. 2. Navigation Routine The Navigation Routine enables students to link learning across lessons and activities and see how it is connected to their original questions about the phenomena. Positions students as problem-solvers and partners in figuring out how the world works. 3. Investigation Routine The Investigation Routine is used to gather additional information the class needs to help answer the questions on the Driving Question Board. Rather than following lab procedures dictated by the teacher, students develop plans for the investigations and data collection and then make sense of what the data means. 4. Problematizing Routine This routine reveals potential problems with the current model, explanation, or design solution. The problems and disagreements elicited are useful in motivating students to extend or revise their thinking. 5. Putting the Pieces Together Routine In this routine, students take the pieces of ideas they have developed across multiple lessons and figure out how they can be connected to account for the phenomenon the class is working on. This helps students take stock of their learning and engage with the class to develop a consensus model.

Granite Peak Charter believes that the OpenSciEd equips teachers with high quality training and project-based curriculum that allows students to explore career paths in Health Sciences and Engineering.

Granite Peak Charter values the expertise needed to teach engaging, high-quality inquiry-based science. Granite Peak Charter students are offered advanced courses in science that compete in engagement and relevance to STEM through the PCI Virtual Platform. Our PCI teachers are the key to the success of our advanced science courses.

Course offerings are strategically selected for student success. Students begin as freshmen developing baseline skills and progress with the goal in mind of college readiness and career exploration. All Granite Peak Charter students are expected to showcase their learning to their peers, parents and community on a weekly basis as they progress through projects and investigations.

Application

Middle school	**6th grade science**	7th grade science	8th grade science
High school	**Science Course**		
Year 1	Physical Science – Freshman course focusing on science study skills and inquiry skills. Conceptual physics and earth science standards are explored.		
Year 2	Biology investigations include; Forensic Dissection, Climate Patterns and Species Distribution, Exploring Electrophoresis, Evolution in Real time with Bacteria		

Year 3	Chemistry Investigations include; Energy transformations with irradiated salt, chemical reaction rockets, heat of combustion in Biofuels, Petri Dish Electrolysis, Super water-absorbent polymers		
Year 4	Human Body Systems – Students examine the interactions of human body systems and apply what they know to solve real-world medical cases Through projects such as determining the identity of a skeleton using forensic anthropology and DNA analysis.	AP Statistics – This course covers the basics of statistical research and analysis, teaching methods for data collection, interpretation, and analysis	
Training	OpenSciEd – 3 day training - summer series Science Courses – Mentorship and collaborative participation PCI science teachers		

History-Social Science

Social studies courses focus on the California History-Social Science Framework published by the California Department of Education in 2017. The framework clearly lays out by grade level the expected content for the students to master. This Framework complements the independent study model, so students are able to work individually as well as collaborate with other peers. . The students will research, develop, produce, and present the Framework concentration that Granite Peak Charter utilizes allowing for in-depth understanding of the period at their grade level. Students will use primary sources to develop an understanding of the period. This will be supported by online subscriptions that are rich in content and accuracy including United Streaming (Discovery Education), university libraries, and local libraries, as well as prior PCI adopted McGraw Hill social studies curriculum, Impact (K-5), and Actively Learn. This work will ensure that students understand their roles in society as citizens. Students will demonstrate through demonstration and discourse their understanding of the subject matter. This assessment process will include summative and formative assessment opportunities with peers and the teacher. Students begin with the guiding questions from the adopted Framework. For example, the 2nd grade students are prompted with the following questions about 'people who make a difference': How do families remember their past? Why do people move? How can we best describe California? How does the government work? What makes someone heroic? Teachers will guide students through the inquiry while also increasing their depth of knowledge. The English language arts content selections, math exploration, and science project-based learning will complement the Framework to ensure students are able to contextualize the historical or ideological timeframe with the literature and arts that occurred at that time.

Training: Teachers will collaborate prior to the semester to develop idea trees for the students based on the Framework key questions. Teachers utilize rubrics to determine students' formative and summative understanding of history through student-centered expressions of work and analysis.

Fine Arts

Granite Peak Charter recognizes the importance of visual and performing arts and offers a variety of venues and mediums at all grade levels to expose students to a quality fine arts program and to develop their talents. The Charter School will employ the available resources including Proposition 28 to develop a meaningful arts program. The Charter School will use the State Board of Education-Adopted Arts Framework (2020) as a guiding tool for the art program. The design of the Arts Framework focuses on the action of art, which applies to the hands-on project-based learning at Granite Peak Charter. Publishers provide materials that teachers are able to select through student interest derived from individual and collaborative discussions. The arts will be integral to the whole child's development and will provide students the opportunity to blend the arts into their project-based learning in science. The students will be exposed to diverse artistic impressions that are both local and global to develop a full appreciation of the arts including dance, media arts, music, theater, visual arts, and industrial arts. A culturally relevant curriculum is the key to maximizing inclusivity and to building relational trust in the classroom.

Teacher Training and Professional Development: Teachers will collaborate in developing curriculum goals and expectations with partners including arts programs in Calaveras county and the surrounding cities. Teachers will review quarterly using student reflections, parent surveys, and analysis of outcomes against goals.

Physical Education

Granite Peak Charter students engage in a physical education curriculum that is inclusive and data driven. The goal of the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and social-emotional practices. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. Also, sports and games from other cultures augment classroom units of study. The program content will reflect the guidelines from the *Physical Education Model Content Standards for Kindergarten Through Grade 12 (January 2005).* The school will also incorporate the Presidential Youth Fitness Program that promotes the students' personal endeavors, including the Active Lifestyle program. Students will become stronger, more flexible, eat healthier, and develop life-long habits towards fitness and a healthy lifestyle. These personal goals will be coupled with the schoolwide goals and , including opportunities for collaboration and personal reflection. Students in grades five, seven, and nine complete the physical fitness assessment through the state of California in the spring of each year. The school requires the elements outlined by the California standards for physical education with the goal of instilling a positive self-image and creating an internal motivation for fitness and a healthy lifestyle.

All students in grades 5, 7, and 9 will complete the statewide Physical Fitness Test ("PFT"). The main goal of the test is to help students in starting life-long habits of regular physical activity.

Training: Teachers will work with the PCI team, physical education experts,
and fitness experts to outline the instructional plan. The team will include use of online tools and goal setting. With regular professional development sessions and quarterly training actual success will be measured by comparing student outcomes against the goals initially set.

Professional Development Goals for Teachers

The school implements goals by adopting specific best practices established for teachers and other school staff. Such professional practices include and are not limited to:

1. Ensure that students are ready for college by maintaining a common set of high standards for every student.
2. Instill powerful teaching and learning in schools by designing rigorous instruction that fosters the development of critical thinking and problem-solving skills.
3. Redefine professionalism by having a collaborative work orientation and a commitment to improving the capacity of staff.
4. Foster shared leadership by developing a shared mission for their school and shared leadership for improved student outcomes.
5. Personalize educational resources by knowing students well enough to help them achieve academically.
6. Implement a purposeful design by allocating resources so best practices become common practice (NCNS, 2013b)

Additionally, all staff are assigned mandatory trainings upon hire that include the following subjects:

- Bloodborne Pathogen Exposure
- CIPA: Compliance w/ the children's internet protection act
- CA SB 553 Workplace Violence Prevention
- Cyberbullying
- IPM Integrated Pest Management
- Mandated Reporter
- Sexual Harassment Prevention
- Students Experiencing Homelessness
- Youth Suicide Awareness Prevention

We recognize that, effective January 2024, California Education Code Section 218.3 mandates the development of an online training platform for LGBTQ+ cultural competency, requiring all teachers and certificated employees in grades seven through twelve to complete at least one hour of training annually starting in the 2025–26 school year, and we commit to fully complying with these requirements.

J. Pacific Charter Institute Graduation Requirements

The chart below indicates the minimum graduation requirements for Pacific Charter Institute students to earn a standard high school diploma. Eligible students with exceptional needs may apply for (or otherwise grant as required by law), and Granite Peak Charter will appropriately facilitate, alternative diploma pathways as applicable. Students wishing to be eligible for freshman admission at UC/CSU must complete two years of a Foreign Language and one year of Fine Art in addition to the minimum graduation requirements.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

An outline of the standard requirements follows.

REQUIRED COURSES

History/Social Science
- ☐ 1 year World History (10 credits)
- ☐ 1 year US History (10 credits)
- ☐ 1 semester American Government (5 credits)
- ☐ 1 semester Economics (5 credits)
- ☐ 1 semester World Geography (5 credits)

English: 4 Years
- ☐ 9th grade English (10 credits)
- ☐ 10th grade English (10 credits)
- ☐ 11th grade English (10 credits)
- ☐ 12th grade English (10 credits)

Mathematics: 3 years
- ☐ Integrated Math I or Algebra 1 (10 credits)
- ☐ Additional year of Mathematics (10 credits)
- ☐ Additional year of Mathematics (10 credits)

Science: 2 years
- ☐ 1 year Physical Science (10 credits)
- ☐ 1 year Life Science (10 credits)

Foreign Language/ Visual/Perf. Arts/ CTE:1 year
- ☐ 1 year of one of the above (10 credits)

Physical Education: 2 years
- ☐ 1 year PE (10 credits)
- ☐ 1 year PE (10 credits)

Health
- ☐ 1 Semester (5 credits)

Additional Coursework
- ☐ Additional elective courses as needed to reach 220 credit minimum (60 credits)

K. Dual Enrollment: Advanced Education

Granite Peak Charter high school students will be encouraged to pursue dual enrollment at their local community college as soon as they are prepared for the curriculum and the college environment (consistently demonstrate the requisite maturity). Students will meet the minimum requirements of the college, and upon approval by the counselor and family, the student will take courses at the community college to augment learning at Granite Peak Charter. Staff will monitor and support the students who are taking college courses to ensure that they are successful. Techniques that will support the students include accompanying the student to the school as needed, meeting the professor, and ensuring the right textbook and materials will be purchased. In addition, students will be helped with assignments by email, phone, or in person, and help the student plan the semester using the syllabus. The teachers also ensure that the students are aware of and familiar with all the academic support programs on the college campus. Pacific Charter Institute schools have successfully graduated hundreds of students who completed at least one course at the community college. In addition, a handful of students have completed their AA or UC/CSU transfer credits concurrently with high school graduation.

L. Instructional Method and Self-Determination

Instruction in the independent study model developed by PCI combines individualized instruction and the best of online support. Explicit instruction will be the model that all teachers and parents will be encouraged to use when conducting lessons. The key to this instructional methodology will include three main parts: 'I do it, we do it, you do it'. This notion will mirror the medical doctor methodology of learning; 'See one, do one, teach one'.

Professional Learning Communities

The staff of Granite Peak Charter School will rely on Professional Learning Communities ("PLC") as outlined by DuFours to ensure that every student will be learning, using the three Big Ideas including:

- You believe the fundamental purpose of your school or district is to ensure all students learn at high levels and you are committed to becoming a lifelong learner to make this a reality.
- You think collaborative teamwork and interdependence among teachers and administrators is a great way to continuously improve your school or district.
- You are hungry for evidence that students are learning and are ready to respond immediately when timely feedback tells you otherwise.

Regular meetings include review of work completed since the last meeting, assessment completion or planning, and lesson planning.

Academic Triangle ©

Granite Peak Charter School relies on three critical elements to successfully educate the students: the parent, the student, and the qualified teacher. The dynamics surrounding this vital geometry ensure that the student and parent both realize the scope of the overarching goals for all students at

the school. The teacher manages the directional elements to help the student develop the personal learning tools to successfully complete the curriculum.

M. Integrated Technology

Granite Peak uses technology to support and enhance student learning. The PCI Information and Technology Department employs a toolkit of software solutions to keep our students safe. This includes Microsoft Intune for software deployment, ConnectWise software for remote support and Linewize, a 24/7 content filtering software. This toolkit ensures that the most stringent Children's Internet Protection Act, ("CIPA"), protocols are in place. PCI also utilizes effective, discrete online programs to supplement learning. The use of technology will support and enhance student learning and help students with the Smarter Balanced Assessment Consortium ("SBAC") standardized test.

The school will utilize software programs and resources aligned with the state standards. The programs include, but are not limited to, Sonday (Winsor Learning), Exact Path, Lexia, Reading Eggs, mClass, Rosetta Stone, Math Seeds, IXL, Babble, and online curriculum resources. As technology advances, programs listed will be complemented with new products or replaced with better ones. In addition, students use desktop programs including Word, Excel, and PowerPoint and take a basic keyboarding course as needed. The school also uses online instructional tools from major publishers. Finally, Pacific Charter Institute developed and implemented its own A-G and middle school virtual platform with teachers from the organization offering math, science, and language arts as needed.

Granite Peak will use the full suite of PowerSchool and Parsec to monitor student achievement. These tools allow teachers to make targeted decisions for academic direction. PCI single subject teachers utilize Google Classroom to build, teach and monitor students in specific content areas and at the high school level A-G mathematics and science. Google Classroom coupled with Microsoft 365 allows teachers to seamlessly communicate with families.

N. College and Career Advising

Granite Peak wants every student that chooses to enroll at the school to arrive at a learning plan and develop a course of studies that meets his or her individualized needs. Granite Peak will ensure the student is exposed to a wide range of cross-curricular strands. Because of the breadth of students' abilities and interests, the college and career counselor will spearhead the counseling component to create the best possible opportunities. Granite Peak Charter counselors will offer a variety of choices for students, including collegiate mentoring, career planning programs, field trips to local colleges including community colleges, state colleges and universities as well as specialty programs including culinary academies, automotive, welding, construction, medical, coding, practical engineering, and information technology. Families will have regular communication with their student's counselor, including taking part in individual meetings.

O. Professional Development and Staff Collaboration

Granite Peak Charter professional development requirements for teachers, specialists, and classified staff will be essential to meeting the goals for the school, students, staff and families. Teachers will be expected to be innovative in their daily interaction with their students including curriculum analysis and data analysis, program implementation, and instructional strategies. Teachers will regularly analyze curriculum and student learning through the lens of the students and parents. Through these

data sources, the Granite Peak Charter team developed a plan for addressing the greatest identified needs. This will be an ongoing continuous improvement process.

A key function of teacher collaboration will be to dissect best practices with the curriculum, engage in and attend professional development, collect data, analyze student achievement, and to provide learning opportunities for other teachers at Granite Peak Charter. We know that our curriculum and PBL collaboration will accelerate student learning. Our staff realizes that every student will be different, so the programs used are adjusted to ensure academic growth for every student. This team will collaborate with the PCI Academic Team ensuring the usage of the appropriate professional development and collaboration tools from the educational partners. Key elements of whole-staff development include analysis of student achievement by using different disaggregated data sets, differentiated instruction strategies particularly focusing on strategies such as curriculum mapping and Backward Design[17] to gather feedback and ideas for classroom instruction.

Granite Peak Charter will adopt a reflective model of professional learning wherein teachers will be encouraged to share ideas, discuss successes and areas growth, and then refine their instruction based upon reflection and analysis. Informal and formal classroom observation with teaching peers and administration will be a key method for growth.

Current professional development priorities include aligning new approaches to math teaching and learning, PBL, ELD Framework and Methods, Bias Training and Cultural Proficiency, PBIS, Digital Literacy/Digital Citizenship, and Exceptional Learner Accommodations, School Safety, strategies and planning which includes Social Emotional Learning and conflict resolution strategies. PCI also ensures all trainings are completed that surround the safety of our students and staff including Sexual Harassment: Policy and Prevention, digital awareness, bullying, mandated reporting, CIPA, Youth Suicide: Awareness, Prevention, and Postvention, diversity awareness and all state mandated trainings.

P. At-Promise Students: Plan for Students Who are Academically Low Achieving

All students have access to state standards-based curriculum along with the support services offered by the school. The students are assessed in reading by NWEA MAP or DIBELS to determine their independent and instructional reading levels. Students that are identified as needing support in reading or math, are placed in an intervention, provided targeted supports, or weekly tutoring. Direct intervention supports with a Charter School teacher may be provided twice weekly, for example, in the specific standard and strand that requires support and is coupled with the FIAB's to ensure mastery or follow up for additional instruction. Along with the academic assessment, the students' transcripts and report cards will be analyzed to determine the shortcomings both in terms of grades received and number of credits completed. The NWEA MAP assessment also determines if gaps exist in students' mathematical background. Students can fill the gap using programs such Exact Pathor IXL, along with direct instruction using the appropriate curriculum to support the student. Teachers are trained in interpreting the test scores and then using that data to identify needs-based curriculum from our library and/or online resources.

The staff interviews students and parents to determine whether other factors will interfere with the academic progress expected at the school. These same measures to determine whether a student is at-risk will also be used to exit the student from this category once the student closes the gap in both learning and performance.

The school uses authentic assessments to determine the academic level of students. Students are provided with experienced, qualified tutors as needed who are available to supplement the online programs in addition to their qualified teachers, as well as opportunities to participate in additional instructional experiences in the community. When students become deficient in their mastery of one or more standards, the entire system mobilizes to make sure that students are identified and re-taught. At-risk students are provided support with their daily work while catching up with skills and concepts that they do not understand. All Granite Peak Charter School students will remain competitive with their peers at the traditional public schools while maintaining a focus on their future goals. Therefore, it is imperative that each participant in the academic triangle consistently and effectively re-teaches standards, skills, and concepts not mastered.

Staff development that helps teachers effectively work with at-risk students as well as low achieving students is a critical element of the educational program. Staff development includes modeling effective instructional strategies, using assessment results to guide instruction and intervention, ways to support language acquisition, and scoring and giving feedback on student writing, as well as how to use online resources more effectively.

Response to Intervention and Multi-Tiered System of Supports

Granite Peak Charter teachers and staff will utilize the Response to Intervention Model ("RTI") and the Multi-Tiered System of Support ("MTSS") to ensure learning occurs even when students do not have success within the current instruction. After an appropriate RTI process, students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team ("SST"). The SST uses a systematic problem- solving approach to assist students. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function, but at Granite Peak Charter, the special education personnel is involved for continuity. Many students benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, have behavioral issues, or are having trouble in language acquisition.

Anyone who has a concern for a student can refer that student to an SST for consideration based on the RTI model. All interested and appropriate stakeholders are included in the SST to provide information about the student's strengths, specific concerns, and effective or ineffective strategies used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement. The meetings are designed to bring together a team of advocates who work together for the benefit of the student. After implementation of an SST plan and follow-up, if the problems persist, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Granite Peak Charter Teachers, Staff, and a student's parent/guardian who has a concern for a student will be able to refer that student to an SST based on the MTSS model for consideration. All interested and appropriate stakeholders will be included in the SST to provide information to share about the student's strengths, specific concerns, and effective or ineffective strategies used in the past. The student's SST members may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and specialists from PCI. The meeting will be designed to bring together a team of advocates who work together for the benefit of the student. After implementation of an SST plan and follow up, if the problems persist, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST. Although the SST process is not a special education function, a special education teacher may be assigned to support via push into the classroom and will be available for guidance and strategies as needed. In addition, the counselor will also push into the classrooms to provide observational and strategic support during the class day.

Q. Plan for Students Achieving above Grade Level

To provide effective programs and curriculum for high achieving and gifted students, Granite Peak Charter will offer a continuum of approaches and options that meets a wide range of abilities, interests, and learning styles.

The NWEA MAP assessment is used as a formative tool along with embedded assessments to determine the areas in which the student will be excelling in the curriculum. Teachers can build advanced learning goals using a variety of tools including individualized instruction, concurrent enrollment, supplemental curriculum, and online age-appropriate support for the student.

High-achieving students are also identified based on their grades from their previous schools, as well as interviews with the students, their parents, and their CAASPP scores. Since all learning plans are individualized, the students are accelerated into a higher-level curriculum and courses. Students in the elementary level working above grade level are given materials that are academically appropriate yet also appropriate for the age level. For instance, a 3rd grade student performing at the 6th grade level in mathematics is provided with support materials from Math Seeds or IXL in addition to direct instruction from teachers, parents, and tutors. Such approaches will include a variety of options for acceleration. At the junior high school level, a gifted seventh grade math student might enroll in Integrated 1. At the high school level, an eleventh-grade student may concurrently enroll in a credit bearing (college level) English class at a community college or other post-secondary instruction. In all cases, the California State Standards state will be used to help guide these decisions.

R. Plan for Emerging Biliterate Learners

Overview

Granite Peak Charter will meet all applicable legal requirements for ELs, including Long-Term English Learners or English Learners at risk of becoming Long-Term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, integrated and designated language development instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and state mandated assessment requirements. Granite Peak Charter will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Granite Peak Charter will utilize designated and integrated best practices and ELD Standards, the California English Learner Roadmap, and the ELA/ELD Framework into its classroom instruction and invest more resources into professional development in these areas as needed.

Home Language Survey

Prior to initiating the Home Language Survey ("HLS"), Granite Peak Charter will inquire whether the student has already been enrolled in a California public school. If a student has already been enrolled in a California public school, the HLS will not be administered and identifying information regarding language status will be pulled from the California Longitudinal Pupil Achievement Data System ("CALPADS"). However, if the parent or legal guardian indicates that the student has never been enrolled in a California public school, the HLS will be administered and kept on file. Once a new student registers and either CALPADS identified the student as an EL, or the parent indicated on the HLS as speaking a language other than English in the home, the assessment coordinator will be notified, and an appointment will be scheduled to administer one of the two different English Language Proficiency Assessments for California tests. This assessment will determine whether the student will be designated as an EL and offered integrated and designated ELD or will be designated Initially Fluent English Proficient and does not require language development assistance.

Once a student is identified as an Emerging Biliterate Learner ("EBL"), teachers will meet with a team of administrators, parents, and our EL coordinator to develop an Individualized Learning Plan to address the needs of the English Learner. The plan will be guided by the California ELD Standards and the California English Learner Roadmap. At the end of the year the ELPAC Coordinator will reassess the student to determine if they meet local criteria for reclassification to English Proficient. The English Learner team meets each trimester to review the English Learner's progress toward meeting goals.

English Language Proficiency Assessment

All students who indicate that their home language is other than English, will take the ELPAC. The ELPAC has four proficiency levels (Level 4: well-developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner or as Initially Fluent English Proficient. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK-12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA")

EL's will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA will only be given to students who have previously been identified as an EL based upon the IA results to measure how well they are progressing with English development in each of the four domains. The results will be used as one of four criteria to determine if the student will be ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC IA and SA will be administered in a combination of computer-based, and/or paper-pencil format, dependent on grade level, and will be administered in seven grade spans K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains will be administered individually. In grades 2-12, the test will be administered in groups, exclusive of speaking which will be administered individually. Duration of testing will vary depending upon the grade level, domain, and individual student.

The IA testing window is year-round (July 1-June 30). Any student whose primary language is other than English as determined by the Home Language Survey and who has not previously been identified by an English Learner by a California public school or for whom there is no record of results from an administration of an English Language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, but not before July 1 of the current school year.

The SA testing window will be a four-month window (February 1-May 31). The English language proficiency of all the currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Granite Peak Charter will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Teachers at Granite Peak Charter will rely on both formative and summative assessments to evaluate content knowledge and language development. Formative Assessments will include, for example, teachers collecting exit slips, listening to group collaboration, or regular informal checks for understanding. Summative assessments take a variety of forms including tests, written assignments, presentations, digital portfolios, or a student produced project. Teachers will monitor students' growth to ensure students are meeting or exceeding grade level standards and that students are continuing to make academic and linguistic progress.

For our students designated as EBL we will review their ELPAC results in addition to other assessment results to further inform our instructional supports, services, practices, and the instruction

for our students. We will also implement our own local measures of assessing through the NWEA/MAP or DIBELS assessments or other state approved assessments given three (3) times per year.

Strategies for Emerging Biliterate Instruction and Intervention

Students identified as Emerging Biliterate Learners may be supported through a combination of integrated and designated English language development (ELD) instruction. The strategies for supporting an Emerging Biliterate Learner's capacity for acquiring both social and academic language proficiency in reading, writing, speaking, and listening will be visible in and outside of classrooms at Granite Peak Charter. A GPC EL support teacher, and grade level teachers, will plan their lessons and curriculum in alignment with both CCSS and ELD standards through an integrated model of classroom instruction, as well as individual and group direct instruction. As teachers at Granite Peak Charter recognize that every Emerging Biliterate Learner has a different language proficiency teachers will make appropriate adjustments to curriculum and instruction by considering language proficiency, language demands of tasks, and the students' linguistic and cultural assets.

Some additional strategies teachers implement will include sentence frames, graphic organizers, presenting content through multiple modalities (visually, verbally, in writing), emphasizing key content and academic vocabulary, implementing peer collaboration, providing low-stakes feedback, offering alternative assessments, and offering a variety of hands-on materials. Further, teachers will be skilled at analyzing language demands of assignments and implementing strategies to reduce the cognitive load for language learners. Frequent formative assessments by the teacher and support staff will ensure that the learner will make adequate progress in alignment with the ELD and Content Standards, as well as school-wide early literacy goals.

Granite Peak Charter will also use a variety of supplementary curriculum that supports language acquisition in alignment with the ELD Standards. Using an integrative model, along with direct instruction, teachers will adapt lessons and curriculum to meet the linguistic needs of all the learners in their classroom by scaffolding lessons and activities.

The supportive school culture at Granite Peak Charter will also support a high expectations, low-stakes environment for language acquisition. When an English Learner joins Granite Peak Charter, teachers and staff will form an open line of communication with the parents or legal guardians. New English Learners will be matched with supportive peers and a network of adults at the school site who will regularly check-in with the student and family's social and emotional well-being. Granite Peak Charter will recognize the value of cultural and linguistic diversity, and we seek to provide enriching opportunities for students and their families to share their cultural and linguistic heritage with our classrooms and in our larger community. As outlined in the CA English Learner Roadmap, bilingual instruction will be supported. Granite Peak Charter refers to California Department of Education's "Quality Indicators" in providing translations to native language(s) to encourage parent involvement in the school, in sharing important school updates, and in sharing information about a child's progress in school.

ELPAC and mClass (DIBELS), and or NWEA-MAP, scores will be used to develop an Individualized Learning Plan ("ILP") for the student that includes goals and a plan for meeting those goals through integrated classroom support and potentially designated English Language Development instruction. The ILP will be constructed by a team of teachers, including the GPC EL support teacher, administration, and the students' parents/guardians. The ILP will be reviewed and updated annually upon the receipt of the ELPAC, mClass, and NWEA-MAP, results. If the student's goals are not met, the

school support team will review current supports, and if needed provide alternative interventions modification, and or additional resources to ensure adequate progress is made..

Teachers at Granite Peak Charter will receive annual training in the ELD standards and methods of instruction with the objective of ensuring that all classrooms at Granite Peak Charter provide research-based designated and integrated methods of instruction to enrich the instructional environment for language acquisition for all levels of EBLs. Teachers will receive several hours of professional development in ELD in pre-service professional development and they will also receive collaboration time at least monthly to focus on curriculum mapping and unit design ensuring integration of ELD Standards.

Granite Peak Charter recognizes that additional professional development and training from the statewide and county Curriculum and Instruction Departments in EL best practices and effectiveness of support, instructional scaffolding, and the curriculum framework and standards would be beneficial to further develop instructional approaches to instructing multilingual students. Particularly staff development in implementing the California English Learner Roadmap, the ELD Standards, the content standards, and the ELA/ELD Framework will be priorities for staff development through the next Charter Term.

Reclassification Procedures

Multiple criteria will be used in determining whether to classify a pupil as Reclassified Fluent English Proficient including, but not limited to, all the following listed below:

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

English learner reclassification, a crucial process in education, denotes the transition of a student from English learner status to fluent English proficient ("RFEP") status. This transition is marked by the attainment of specific linguistic and academic benchmarks established by both the state and the Pacific Charter Institute family of schools. Students are eligible for reclassification upon successfully meeting four key criteria:

Criterion 1: Language Proficiency: Demonstration of proficiency in English language skills through standardized assessments or other approved measures.

Assessment of English Language Proficiency

- Summative ELPAC

- Overall score of 4

- Summative Alternate ELPAC
    - Overall score of 3

Criterion 2: Academic Achievement: Attainment of academic benchmarks set by the school and State Standards, ensuring readiness for mainstream curriculum.

Basic Skills Relative to English Proficient Students (Local determination)

- CAASPP ELA performance
    - SBAC ELA mid-score of "Nearly Met" range.
- NWEA/MAP historical performance
    - Reading or Language RIT score at the 40thpercentile or higher
- mCLASS (DIBELS) performance
    - Meets grade-level Benchmark criteria in oral reading fluency

Criterion 3: Teacher Evaluation: Evaluation by qualified educators to assess the student's ability to participate effectively in English-only instruction. (Local determination)

Criterion 4: Parental Consultation: Consultation with parents or guardians to ensure understanding and support of the reclassification process. (Local determination)

Once English learner students have met these four criteria, they undergo the reclassification process, signaling their readiness to engage fully in English-medium instruction and academic pursuits.

Monitoring

EL students will be continuously monitored for academic progress. Once a student has been designated as an English Learner, an ILP team will develop a plan for monitoring the implementation of instruction and student progress. Using student data derived from both formative and summative assessments including the CAASPP, NWEA/MAP, and classroom benchmark assessments, teachers and administrators will determine if the regular program is addressing student needs or if further language development is required. Granite Peak Charter will evaluate the effectiveness of its education program for EL students by:

- Adhering to Granite Peak Charter adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Implementing the California English Learner Roadmap and monitoring progress in meeting ELD standards as aligned with the ELD/ELA Framework.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Granite Peak Charter is committed to ensuring students who are classified as ELs and will meet all federal and state requirements for serving these students, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and

writing, reclassification of ELs, and communication with parents/guardians of ELs. If the Charter School enrolls more than 21 ELs, there will be an English Learner Advisory Committee ("ELAC"). Teachers, administrators, and advisors will work collaboratively to provide ELs full access to the curriculum and to facilitate English language development.

S. Plan for Students with Exceptionalities

Overview

Granite Peak Charter will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 , the ADA and IDEA.

Granite Peak Charter will be deemed an independent local educational agency ("LEA") for purposes of special education, and will seek membership in a Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). PCI schools belong to three SELPAs, including Twin Rivers Unified School District SELPA, Lodi Area Special Education Region ("LASER") SELPA, and the El Dorado County Charter SELPA. Granite Peak Charter will seek membership in the Eldorado County Office of Education ("EDCOE") SELPA.

Upon acceptance in the SELPA, the Charter School shall provide the District evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

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.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School will ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA. The Charter School will be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the "IDEA"

The following description regarding how special education and related services are provided and funded by the charter school for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition and is not binding on the District. The specific manner in which special education and related services are provided and funded are outlined in the Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the charter school and the SELPA. A copy of the MOU will be presented to the District upon request.

The Charter School will provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEA,

Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will implement policies and procedures for seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. The Charter School will be exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification and implementation). The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff will participate in in-service training relating to special education by the Charter School and when appropriate, the SELPA.

The Charter School will be responsible for the hiring, training, evaluation, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, instructional assistants and aides, and resource specialists. The Charter School will ensure that all special education staff hired by the Charter School will be qualified pursuant to SELPA policies, as well as meets all legal requirements. The charter school will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to charter school students, including, without limitation, speech pathologists, occupational therapists, physical therapists, behavioral therapists, and psychologists. Documentation of qualifications will be maintained on-site for inspection.

Response to Requests

The Charter School will promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

The Charter School will be responsible to identify, refer, and work cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil will be referred by the Charter School for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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

Assessments

The term "assessments" has the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School will work to obtain parent/guardian consent to assess Charter School students when it suspects the student may have a qualifying disability under the IDEA.

IEP Meetings

The Charter School will arrange and hold the necessary IEP meetings. IEP team membership in the meetings will comply with state and federal law. The Charter School will be responsible for the following individuals to be in attendance at the IEP meetings: the principal, director and/or the charter school designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in general coursework; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School will arrange for the attendance or participation of all other necessary staff that may include, but not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. All eligible Charter School students will be provided programs, services, and placements in accordance with the policies and procedures of the SELPA and requirements of state and federal law.

IEP Implementation

The Charter School will be responsible for implementation of IEPs and supervision of services. The Charter School will provide the parents with timely reports on the student's progress. "progress reports", as provided in the student's IEP at least as frequently as report cards for the charter school's non-special education students. The Charter School will also provide all home-school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

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

federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

The Charter School will be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School promptly addresses parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies and procedures for responding to parental concerns or complaints related to special education services. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School will appropriately respond to any complaint or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

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 will be 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.

Instructional Process for Students with Exceptionalities

Upon enrollment, students identified as requiring special education services will have their enrollment packet forwarded to the enrollment team, including the student services analyst. Typically, the enrollment team will request the special education file (filed confidentially in school districts) for

the student. During this time, the Special Education team will arrange an IEP to ensure the placement will be appropriate for the student. An IEP meeting will be held, and specific plans will be put into place for the student, with the Charter School offering services to the special education student specific to the benchmarks outlined in the IEP.

Granite Peak Charter will maintain the option to hire, or contract, part-time with education specialist teachers to manage the students until such time that the position requires a full-time teacher. Teachers of students identified as having gaps in their learning but not identified as special education will have modifications completed using the Student Study Team Pre-modification packet as the first step with the RTI. The teachers will record the specific changes that they make and any progress or lack of progress that occurred during the following six-to-eight-week period. Students that do not make improvement with adjusted direct instruction and curriculum will be referred to either the Student Study Team for further modifications or the special education team for testing and an initial IEP. Students that qualify for special education will be processed through the Special Education Information System ("SEIS") and the students will begin using the agreed upon curriculum and instructional techniques. Some of the curriculum available to students beyond the state adopted materials include, but not limited to Lexia and Sonday Reading System. When students require more resources than available at Granite Peak Charter, this will be addressed in the IEP, with resolution to this need determined at that time as agreed by the IEP team and outlined in the Parent Handbook.

Staff development for all the teachers regarding special education include the various appropriate interventions, modifications, and accommodations to ensure the student progresses in the general education setting. In addition, the teachers will work individually with the special education program specialists to develop individual strategies for specific cases based on the IEP goals. Students with IEPs will have their IEP goals monitored regularly to ensure adequate progress is occurring. The progress reports will be shared with the IEP team and will be part of the documentation at the next IEP meeting.

T. Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment, is eligible for protections under Section 504.

The Charter School Director, or designee (e.g. 504 coordinator), assembles a 504-team including the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student to discuss the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social-emotional, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services will be appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section
504. The student evaluation will be conducted by the 504 team and will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes 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 will be used and will be administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests that will be selected and administered to ensure that when a test will be 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 will be made by the 504 team in writing and notice will be 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 of the student, the 504 team obtains information indicating possible eligibility for special education per the IDEA, a referral for assessment under the IDEA is 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 will be needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers 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 Charter School's professional staff.

The 504 Plan describes 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, will have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. The students file contains a copy of the 504 Plan. 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.

U. Plan for Health and Wellness

The wellness of all students will be a priority at Pacific Charter Institute. PCI began a wellness program in 2019 by developing a confidential School Culture and Student Support Survey of students to ensure that students' mental health is being supported. The Wellness Team developed an additional program to assist students and families in navigating support within PCI, resources out in the community, and offer a safe place to discuss needs/concerns to improve the overall well-being and health of students and their families. The Wellness Team is made up of psychologists, school counselors, and the school nurse. Understanding that wellness is very personal; multiple confidential levels of support have been created. School counselors will be available to receive confidential information and hold discussions regarding students, and school psychologists can be brought in to consult as needed. A confidential Wellness Referral Link that has also been established and is prominently placed on the Pacific Charter Institute website, and PCI Counseling websites will also be on the Granite Peak Charter webpage. The Wellness Referral Link may be completed anonymously and can be left by anyone in the PCI family with the ability to attach images and screenshots as needed.

2. Element 2: MEASURABLE PUPIL OUTCOMES

"'The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."

-Education Code Section 47605(c)(5)(B)

A. Assessment Assumptions

The purpose of student assessments will be to support and guide the learning process. Granite Peak Charter will implement rigorous assessments to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Our classroom-based assessments will be multi-faceted and developed in order to grasp a complete understanding of each students' areas of growth and mastery of content. Assessments at Granite Peak Charter will be developed and implemented based upon the following beliefs and practices:

- Teachers utilize assessments to understand student learning to drive instructional choices.
- To the degree possible, assessments should allow students multiple ways to show what they know.
- Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity.
- Assessments should include reflective opportunities for students to self-evaluate their learning.

Granite Peak Charter documents student achievement in relation to the State Standards through its compliance in administering annual state-mandated assessments. Students in grades 3-8 and 11 participate in the CAASPP, and students participate in all other mandated accountability programs (e.g., ELPAC, the California Science Test, etc.)

Granite Peak Charter will also use NWEA/MAP assessments and mCLASS/DIBELS (or another CCSS based 3rd party screener) which will allow us to measure growth and skill mastery for every student at Granite Peak Charter. These common assessments help teachers at Granite Peak Charter target instruction and help the Charter School administrators and teachers make well-informed system-wide decisions. Through these local assessments, Granite Peak Charter faculty also will have the opportunity to compare student performance and growth to local, state, and national norms. It is understood that exit outcomes and performance goals may need to be modified over time.

When measuring student success in 21st Century Learning skills, Granite Peak Charter teachers will utilize developmentally appropriate rubrics that align with pedagogical and cultural expectations. A sample of matching life skills and goals as outlined in Table 19.

Table 19. Life Skill and Goal Matching	
Life Skills	**Goals Students will….**
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes
Goal Setting	Learn to set their own short-term and long-term goals in keeping with their own goals and abilities
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community
Technology	Be familiar with current technology and use technological tools appropriately in their schoolwork and community service.

Teachers at Granite Peak Charter will facilitate parent educators use of projects and individualized curriulum and lesson planning for each core subject according to the State Standards and statewide frameworks.

B. Measuring Student Progress

Granite Peak Charter will use data from a variety of sources to determine the success of its programs. In addition to state assessments such as the CAASPP, ELPAC, California Alternate Assessments, and the California Science Test ("CAST"), Granite Peak Charter implements CAASPP Interim Assessments, the NWEA/MAP assessments and mCLASS/DIBELS assessments. Achievement data will be housed in internal custom data dashboards, Amplify's mClass program, and Parsec. These data storage options allow teachers and administrators to disaggregate student data based upon early literacy skills, common core content strands, student subgroups, grade level, and teacher. In addition, the NWEA/MAP assessments and mCLASS/DIBELS assessments will allow us to collect longitudinal normative data that allows teachers, parents, and administration to see if students are growing at an expected pace, regardless of where the student started. NWEA/MAP and mCLASS normative data will also allow us to make predictions about what kind of growth is typical and atypical.

Use and Reporting of Data

Our online data housing system will allow us to collect, analyze, and report data related to student achievement in a timely fashion. With this information, teachers at Granite Peak Charter engage in regular opportunities to analyze student data. Using Common Assessments and State Assessments teachers will analyze trends among grade level groups, reflect upon reasons for gaps and areas of achievement, and share instructional strategies to address gaps in achievement. Teachers will rely on proven strategies for data analysis and planning including curriculum mapping and backward design. Further, the Granite Peak Charter will allow for both vertical and horizontal student achievement particularly related to subpopulations of students to discuss, analyze, and develop strategies to support student learning. This process of collaborative reflection with data will inform decisions for professional development, optimizing curriculum effectiveness, and if necessary, the choice in curriculum.

Data on student achievement will be shared with our community at least tri-annually in both formal and informal settings with the teachers and staff, Zoom meetings, LCAP Meetings, and public Board of Directors Meetings. Data about individual student achievement is shared with students and parents in informal and formal conferences, in progress reports, and at reporting periods in report cards. These communications will happen in person and will be memorialized using student-parent-teacher communication systems.

The school team will analyze the assessment and using the cycle of inquiry will determine the best academic plan for the students and the course of action of the teacher. dThe school team will determine the specific causes for upward and downward trends, and action will be taken to modify or revise current instructional practices as necessary. Student achievement data will provide additional insight into teacher effectiveness and maybe utilized as one component within the revised teacher evaluation process. The Granite Peak Charter staff will present the process and results of student assessment data at regular meetings with the Charter School DirectorPCI leadership, and the board of directors as needed.

All findings from the analysis of state and local assessments, and state and district comparisons continue to drive the allocation of the Charter School's resources. Funding recommendations and the scheduling of professional development activities will be made by the principal based on careful analysis of student achievement data. These recommendations will be passed on to the PCI Academic Team for academic feedback and reviewed with the business manager for fiscal planning. The final determination of implementation of all policies and initiatives will be the responsibility of the Executive Director in consultation with the PCI Leadership Team.

Student-Teacher-Parent Conferences

Family partnership will be an essential component of Granite Peak Charter. We will seek active family participation in every aspect of our school. While parent communication and informal conferences will be a vital component of our educational program, formal Student-Parent-Teacher Conferences will be held regularly to share students' progress and goals throughout the academic year. Students will have some role in leading the team meetings. With a gradual release of responsibility, students will be expected to lead their own Student-Teacher-Parent conferences in upper grades.

School Accountability Report Card ("SARC")

Granite Peak Charter will publish student results annually through the School Accountability Report Card in compliance with the legal requirements. The report will include facts and data about Granite Peak Charter and will be made available to the public as required by law. This posting will logically begin in year two as there is no data for the school year one as the school did not exist the prior year.

Annual Parent Survey

Granite Peak Charter will administer an annual Parent Survey in order to gather data on our culture and climate. In this survey, parents will evaluate their child's educational experiences at Granite Peak Charter. The survey will measure parent satisfaction in the areas of student instruction, engagement, support and challenge with learning. In addition, the survey will allow parents to provide feedback on their perception of a healthy and safe school climate, parent involvement in a meaningful way, and satisfaction with communication, organization, and administration of the school.

Benchmarks

Benchmark testing will be conducted throughout the year that reflects the normative curriculum expected outcomes in language arts, mathematics, and English language development (English learners).

The CDE approved NWEA/MAP test will be used as a bi/tri-annual assessment in grades 3-11. The MAP assessment is a standards-based adaptive measurement that utilizes an innovative computer-adaptive, internet- based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results will be immediately available, providing an accurate evaluation of the student's abilities and a learning path developed for the student to continue instructional support.

In addition to monitoring benchmark assessments, teachers and administration will collect and analyze data from Smarter Balanced Assessments in ELA and Math, CAST, ELPAC, and publisher created benchmark assessments. Benchmark assessment data will be clustered in alignment with the Smarter Balanced data to enable Granite Peak Charter to monitor progress and predict growth on the California School Dashboard.

Individual Student Sample Assessment Reports

NWEA/ MAP assessments will be accompanied by diagnostic reports for parents, teachers, and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies, for all sub skills in the assessment
- Clear, easy-to-read graphics
- Nationwide longitudinal data as a tool to compare student achievement and growth
- Detailed instructional suggestions and intervention techniques
- Analysis of student growth over time

Granite Peak Charter faculty and administration will establish benchmark assessments at every grade

level in reading and math. The benchmark assessments are monitored using the CDE interim assessment blocks coupled with Common Core standard support materials. Data from these benchmark assessments aids in tracking student progress toward academic standards. Meetings with teachers, parents, and administration focused on the achievement of students and how to support student growth in achievement will be held on a regular basis.

Granite Peak Charter's schoolwide and pupil outcomes will align with the mission, curriculum, and assessment systems of the school. The Granite Peak Charter program will be designed to help all students achieve a high level of academic success and be prepared for entry into four-year colleges and universities and / or career technical success. Students will demonstrate the core academic and lifelong learning skills further described in the tables below which describe the Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities, which will be developed to align with the State Standards including NGSS, and to align with the State Priorities as further detailed in the next section of this charter petition. The assessment methods used will be those required by state or federal law, those required by external agencies (e.g., College Board), and those created/adopted by Granite Peak Charter. The assessments developed by Granite Peak Charter faculty and administration will be subject to review by PCI Academic Team, PCI Leadership Team, and the Pacific Charter Institute Board of Directors, which will oversee the school.

Some desired pupil outcomes will be objectively measurable. For Granite Peak Charter, these will include acquiring the knowledge specified in the State Standards for public education as currently measured by the CAASPP, taking and passing the courses necessary to be eligible for admission to the UC ('A-G' courses), and taking the ACT and/or SAT for students' intent on four-year colleges that require them. In addition to these traditional measures, the school will measure certificate completion, and dual enrollment. Our primary measurable goal in all categories compares favorably with other schools in the region with similar demographics.

Teachers will also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments, and exams. Teachers will discuss these assessments on a regular basis with parents and students. Students in grades K-2 will be tested three times a year using the DIBELS Data System and mCLASS math. This piece will inform the teacher and parent in the direction of future academic goals and highlights academic strategies for achieving those goals. Students in grades 6-12 will complete embedded assessments in their curriculum including math, science, language arts, and social studies. These assessments occur in periods no less than every six weeks. Finally, as described above, the school will use interim assessment blocks for grades 3-12 aligned with the Common Core standards.

There will be additional academic and non-academic pupil outcomes and qualities, however, which, while not objectively measurable, will still be considered vitally important. Specifically, students utilizing their skills developed through multiple social emotional learning frameworks will:

- Demonstrate an understanding of complex societies by applying cultural and historical knowledge, from field trip experiences provided by Granite Peak Charter, to written and projects and tasks
- Demonstrate an understanding of the natural world through scientific and mathematical knowledge garnered through hands-on coursework and seminars
- Apply mathematics as a language which helps us understand natural phenomena and drive human endeavors through the STEM programs offered by Granite Peak Charter
- Communicate effectively, confidently, and collaboratively in writing tasks, project-based demonstrations of learning, writing/external assessments, and competitions.

- Model behavior that is appropriate for a diverse community of scholars (evidenced via the student and parent handbook guidelines) by interacting with individuals from a multitude of backgrounds both at the school site and on field trips organized by the school
- Develop a sense of responsibility for their community (evidenced via parent and student participation in activities and student affairs) by continual interaction with community members, institutions, and stakeholders
- Demonstrate intellectual curiosity, critical thinking, and research skills to study topics in depth (evidenced via science fair and other external competitions, and through course projects)
- Apply technological and digital literacy to access, organize, research, and present information and knowledge (evidenced via submission requirements)
- Establish and defend a thesis or argument (evidenced via scoring by Common Core standards-based writing rubrics)
- Demonstrate academic competencies on core subject benchmark assessments in grades TK-12 to ensure students advance in their academic readiness for the next grade

C. Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Granite Peak Charter's goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d). The Charter School firmly believes that all students can progress academically, so the goals, actions, and outcomes in the State Priorities described below are the same schoolwide as they are for all student subgroups, except as State Priorities apply to specific subgroups.

Granite Peak Charter shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Granite Peak Charter reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Granite Peak Charter shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by Granite Peak Charter.

Table 20. Charter School Goals, Actions and Outcomes Aligned to the Eight State Priorities		
State Priority #1. The degree to which teachers are appropriately assigned (Education Code Section44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section17002(d))		
Annual Goals to Achieve Priority #1	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and will learn in a well-maintained school environment.	• The director ensures personnel provide appropriate evidence of credentials and applicable licenses/authorizations held. • The Director oversees the purchase of standards-aligned instructional materials. • The Director provides resources for teachers to develop standards-aligned unit/lesson plans and monitors implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers. • The director trains staff in safety procedures and ensures regular maintenance and repairs are made in a timely manner.	• Charter school personnel files demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations. • Every teacher provides the Director with unit/lesson plans to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students, both high and low-achieving. • The charter school keeps a well-maintained school environment as evidenced by 100% clear maintenance and repair records and a visual inspection of the school environment.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
Annual Goals to Achieve Priority #2	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
• Charter School will implement the	• The Director provides	• Every child will receive

CCSS. • All students will receive instruction in the academic and performance standards adopted by the state board, and ELs will receive additional support, scaffolding, and English language development instruction to access the content areas and gain English proficiency.	professional development to instructional staff on the implementation of CCSS. • The Director allows teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons. • The Director works with each teacher to review ELD strategies and instructional goals for EL students • Teachers create unit/lesson /course of study plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs. • Using a data management system, performance for all students and significant subgroups is tracked on school wide benchmarks or other performance assessments.	instruction in CCSS, as evidenced by: ○ unit/lesson plans developed by teachers and overseen by the Director ○ agendas for staff development showing CCSS-related professional development. • English learners will make measurable progress (defined as 10% and re-classified as fluent English proficient as defined by annual ELPAC testing) in language proficiency and have access to the content areas, as evidenced by: ○ ELPAC scores or other applicable state-measure relating to English Language Proficiency ○ Reclassification rates of English Learners ○ Teacher-created formal and informal observations and anecdotal records. ○ Performance, formative, and summative assessments.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation		
Annual Goals to Achieve Priority #3	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
All students will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.	• Parents are actively involved in their children's learning. • The Director establishes partnerships with community organizations. • The Director/designee tracks parent attendance at school events and parent meetings. • The Director invites parents to serve on school committees, volunteer, participate in school events, and attend board meetings. • The Director ensures that materials relating to parent involvement are translated into Spanish and any other languages commonly spoken by the Charter School's parent community. • The Director will conduct surveys among students, staff, and parents. • The Director will hold parent meetings at different times to accommodate parent/guardian schedules to inform parents about important school news and receive parental input.	• The Charter School will demonstrate high parent involvement and participation and provide opportunities for input as evidenced by: ○ record tracking by parent signing of assignment logs and student work from home logs ○ attendance rates at school events, documented by sign-ins whenever possible ○ documentation of parents serving on school committees ○ documentation of parent meetings held at a variety of times, with agendas showing time designated for parental input 90% positive feedback in parent surveys ○ Parent logins, views, likes, or other metrics from social media communication

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the State board.

B. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the state board.

D. The English learner reclassification rate.

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

F. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

Annual Goals to Achieve Priority #4	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
• Students at the Charter School, including those in numerically significant subgroups, will show measurable progress on state mandated assessments. • Charter School will meet or exceed state requirements for the California School Dashboard. • English Learners will show consistent gains in language proficiency.	• The Director ensures that the charter school meets the participation rates for statewide assessments and implements testing according to state regulations. • The Director develops growth metrics with the academic team to ensure charter school meets or exceeds state requirements for the California School Dashboard. • The Director ensures the ELPAC is administered according to state regulations. • The Director and instructional staff monitor reclassification rates of ELs. • Teachers use formal and	• Students at Charter School, including those in numerically significant subgroups, will show measurable progress on state mandated assessments. • Charter School will demonstrate progress for all students and student subgroups (or other applicable measure) on the state and local indicators, as mandated by the State Board of Education. • English Learners will show consistent gains in language proficiency as evidenced by: ○ ELPAC assessment

	informal assessments to document students' progress in language proficiency.	○ 75% of English Learners continuously enrolled for five (5) years or more will achieve reclassification to Fluent English Proficient
State Priority #5. Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (Education Code52052.1(a)(3)) D. High school dropout rates E. High school graduation rates		
Annual Goals to Achieve Priority #5	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
Students at Charter School will demonstrate positive engagement in learning.	• The Director monitors school attendance rates regularly and employs strategies to maintain a high attendance rate. Strategies may include educating parents about the correlation between attendance and student achievement. • The Director oversees additional efforts to be made with parents of students with chronic attendance issues, including individual meetings or home visits. • The Director ensures a positive learning environment will be in place during classroom and school walkthroughs. The Director will facilitate training as needed to help teachers ensure students are engaged and feel safe and respected. • The Director serves as a model for positive interactions through their demeanor and daily interactions with the Charter School community.	• The Charter School will achieve a 95% Average Daily Attendance ("ADA") rate as evidenced through attendance records • The Charter School will decrease dropout rates annually on a rolling three-year average • The Charter School will graduate 90% of eligible students that attend the school for three consecutive years as high school students

State Priority #6. School climate, as measured by all of the following, as applicable:

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

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Students at charter school will demonstrate respect for individual differences, self-regulation, and character values of integrity and personal ownership.	• The Director ensures that a positive learning environment is in place for student and teacher interaction. The Director facilitates training as needed to help teachers ensure students are engaged and feel safe and respected. • The Director serves as a model for positive interactions through their demeanor and daily interactions with the charter school community. • The Director ensures that parents and students understand the school's behavior expectations and related consequences through parent orientation and parent meetings. • The Director monitors suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school's current efforts to create a positive school climate. • The Director oversees the distribution of parent, student, and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school's efforts to create a positive school climate.	• The Charter School will demonstrate suspension and expulsion rates lower than the school district, as measured through student discipline records. • The Charter School will show a positive school climate as evidenced by student, parent, and staff surveys.

State Priority #7. 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, Free or Reduced Price Meal ("FRPM")-eligible, or foster youth; Education Code42238.02) 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. (Education Code51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (Education Code51220(a)-(i))

Annual Goals to Achieve Priority #7	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
• All Charter School students will receive a well-rounded education and instruction that integrates content areas. • All ELs and students with exceptional needs, both high and low-achieving students, will receive modifications and a differentiated curriculum to meet their needs.	• The Director provides instructional staff with the resources to create unit/lesson plans that differentiate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education. • The Director ensures all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular review of grades, attendance, teacher reporting, and online student management systems. • The Director ensures that progress will be monitored using data and assessment management systems, like Google sheets, DIBELS, mClass, and NWEA MAP, to track performance of numerically significant subgroups. • The Director provides teacher coaching, opportunities for collaboration in PLCs, and regular feedback to ensure all students receive a broad course of study and instruction according to CCSS.	• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will participate in a broad course of study, as described in Education Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. This will be measured by school-wide data relating to: • Unit/lesson/CCSS plans demonstrate standards-alignment in a broad course of study and modifications/adaptations for ELs, exceptional students, high and low-achieving students. • Visits with teacher and students

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
Annual Goals to Achieve Priority #8	**Actions to Achieve Annual Goals**	**Measurable Outcomes and Methods of Measurement**
• Students at the Charter School will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education). • Charter School students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework[4] and California Common Core and Content Standards.	• The Director ensures implementation of the academic program as described in State Priority #1. • The Director ensures multiple measures are used to measure student knowledge and achievement as described in Element 3.	All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. This will be measured by school-wide data relating to: • Reading Skills: Smarter Balanced Assessment or other applicable state tests, running records, performance assessments, benchmark assessments. • Writing Skills: Smarter Balanced Assessment or other applicable state tests, performance assessments. • Speaking Skills: Rubrics relating to class presentations, teacher observations, performance assessments. • Listening Skills: Teacher observations of students during lessons and

		interactions with peers. • Mathematics Skills: Smarter Balanced Assessment or other applicable state tests, curriculum benchmark tests, performance assessments. • Science Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. • History/Social Studies Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. • Subgroup reports: Data tracking performance of each numerically significant subgroup.

D. Overview of Subject Matter Competencies

Granite Peak Charter expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved. The competencies are based on the State Standards, including Next Generation Science Standards, as well as on in-depth discussions of what students should know, the skills they should demonstrate upon graduation, and the entry-level expectations of two and four-year colleges.

For Mathematics CCSS, students will, in summary:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

For English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects CCSS, students will, in summary:

1. Demonstrate independence in comprehending and evaluating complex texts, constructing arguments, and effectively seeking out resources
2. Build strong content knowledge through purposeful reading, listening, research, study, and sharing
3. Respond to the varying demands of audience, task, purpose, and discipline as warranted by the reading, writing, speaking, listening or language use task
4. Comprehend as well as critique by questioning an author's or speaker's assumptions and premises and assessing the soundness of the reasoning
5. Value evidence when offering an oral or written interpretation of a text
6. Use technology and digital media strategically and capably to acquire useful information efficiently and enhance their communication goals
7. Come to understand other perspectives and cultures through reading and listening and through communicating and collaborating effectively with people of varied backgrounds

E. Lifelong Learning Skills

Granite Peak Charter believes students need to become self-motivated, competent, and lifelong learners through a mastery of the following skills:

- Character Development: The ability to exercise moral sensitivity, moral commitment, ethical reasoning all while prioritizing personal growth
- Communication: The ability to listen, speak, read, and write confidently as appropriate to the intended audience in school, at home, in the workplace, or in the community
- Critical Thinking: The ability to analyze, evaluate, interpret, and synthesize information to form an argument, solution, or conclusion
- Caring and Respect: The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members
- Citizenship: The ability to understand the complexities of society and work collaboratively to make a positive impact at all levels
- Collaboration: The ability to celebrate differences as strengths to optimize listening, brainstorming and pursuing creative solutions
- Relationship Building: The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and seek and offer help when needed
- Responsibility: The ability to make constructive choices centered around understanding expectations, goals, and developing plans to maintain integrity with others and self
- Study Skills: The ability to utilize note-taking strategies, questioning strategies, library and Internet research skills, time management, and test taking strategies
- Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance

These goals will be measured through surveys conducted of the Academic Triangle©, as well as other stakeholders involved with the students.

3. Element 3: METHODS TO ASSESS PUPIL OUTCOMES

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

-Education Code Section 47605(c)(5)(C)

The academic progress of students is tracked through a range of formal and informal assessments. The formal assessments will include the CAASPP assessment system (e.g., the Smarter Balanced Assessments, California Alternate Assessments, and the CAST), the PFT, the ELPAC, and students' SAT and ACT test results if applicable. Students and parents receive regular progress reports using PowerSchool including tools built in such as to communicate with parents. Granite Peak Charter also utilizes a wide range of internal assessments to ensure students are learning, including NWEA/MAP, DIBELS/mCLASS, FIAB's, and embedded assessments.

Please refer to Table 21 in Element 2 (Measurable Pupil Outcomes) for the overview of the assessments Granite Peak Charter utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. These elements are described in detail in section C.

Granite Peak Charter affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2 of this Charter is consistent with the way information will be reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Formative Assessments: Teachers use a variety of assessment techniques to monitor student learning informally, including benchmark assessments, observations, oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performance tasks. Rubrics are used to inform students of the course, assignment, or project objectives and expectations. Students are assessed by standards in language arts, mathematics, and the sciences, and testing systems such as NWEA/MAP and CAASPP Interim Assessment Benchmarks to collect and analyze the data. The standards-based assessments will be instrumental in identifying the areas that students require for re-teaching. The key measurement methods are listed below (Table 27).

Table 21. Key Measurements

Measurement Outcome	Method of Measurement	When
State Standards	CAASPP and CAST tests	Annually
Content Mastery	California standards-based assessments administered through NWEA/MAP (or equivalent), mCLASS/DIBELS, IAB, or other state adopted materials	Ongoing throughout the year

UC/CSU Eligibility	Course enrollments in 'A-G' courses, course grades, SAT/ACT test results if required, and GPA. California Department of Education DataQuest College-Going Rate	Enrollments and grades each semester; PSAT and ACT preparatory materials 8th grade through 12th grade
College Level Coursework	Final Grades earned by students	End of Course
Measurable School Outcomes/Goals	Local Benchmark Instruments	State-Level Year-End Assessments
Improve \ Granite Peak Charter students	Formative Assessments wit, student progress reports, report cards, NWEA/MAP	CAASPP, CAST, ELPAC, Dashboard Data
100% of Granite Peak Charter classroom teachers will receive professional development on CAASPP assessment strategies	CAASPP Interim Assessments	Throughout the school year
		Throughout the school year
Provide an effective environment for learning based on whole child tenets.	Reduced number of suspensions, Community Surveys, Student Information System	Healthy Kids survey or similar tool, Reduced number of suspensions evidenced on CAASPP Dashboard
Provide an effective environment for learning based on whole child tenets.		

A. Use and Reporting of Data

The results of assessments are used in five different ways. First, assessment results will provide individual students and their families with a clear idea of how well the student will be mastering the academic materials and the requirements of each course. Students requiring extra assistance and/or time will have several resources available to them. Teachers will meet regularly, one-on-one with their students. Granite Peak Charter will offer support to students with individual needs as determined through assessments. Students will advance to the next course level unless an intervention, SST, or Response to Intervention suggests a different path, such as tutoring.

The second way assessments are used will be to inform Granite Peak Charter staff the mastery of content by students, the effectiveness of instruction, and when additional and/or different instruction will be needed. This use of assessment data will occur on multiple levels. The first level will be to assist Granite Peak Charter in identifying the progress of individual students, providing staff the opportunity to recognize and respond appropriately to students' individual progress.

Teachers will use the CAASPP data, along with other data, to provide specific assistance to each student as needed. This will include counseling students on accelerated/enrichment learning opportunities. Once again, the learning team, along with the content area specialists, will work closely together to determine the most effective path. By triangulating multiple measures, including CAASPP, NWEA/MAP (or equivalent program), IAB's, informal, and formal assessments, an optimal learning plan will be implemented.

Thirdly, assessment data will be used to identify situations during the school year where groups of students are not meeting expectations in a specific course or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.

The fourth use of assessment data will be to evaluate and continually improve the educational program through a review of the curriculum, instructional strategies, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill will trigger an evaluation by teachers, a department or the entire school of the instructional effectiveness and resources used by staff. At all times, the staff will reflect upon student progress and modify as needed to maximize student achievement.

Finally, as described in Elements 1 and 2 of this charter, assessments will provide an overview of the success of the Granite Peak Charter academic program. As a college preparatory school as well as one providing school-to-career options, Granite Peak Charter will consider all information including grade point average, the percentage of students receiving acceptance to their college of choice, which colleges students will be attending, college assessments if applicable, and CTE certificates completed. The broader assessment picture will also include information from surveys of Granite Peak Charter graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests will occur regularly by the Board of Directors and Executive Director (when applicable). Applicable elements will then be shared with teachers at staff meetings.

B. Active Monitoring Results to Drive Instruction

1. Granite Peak Charter will use a variety of tools including internal custom data dashboards to monitor standards- based instruction effectiveness and guide re-teaching for students throughout the year. A combination of online tools and embedded assessments simplify delivery, aggregation, and disaggregation of data, providing teachers and administrators with timely information that allows them to make better decisions and design more individualized learning programs.

Ongoing analysis of multiple assessment measures allows for authentic and continuous monitoring of student progress. Granite Peak Charter actively reviews formative, benchmark, and summative assessment data to ensure instructional effectiveness and to make timely adjustments to instruction. This monitoring process supports targeted interventions, standards mastery, and data-driven instructional planning to improve student outcomes across all grade levels and content areas.

The importance of PBL will allow for authentic monitoring of students with rubrics that complement the embedded and benchmark assessments. Granite Peak Charter actively monitors student data to provide the following actions:

- Implement, and calibrate, data outcome with CCSS and NGSS standard completion.
- Report the results of statewide pupil assessment programs in aggregate and disaggregate forms for analysis by administrators and teachers to plan for improved pupil achievement.
- Quickly identify achievement gaps.
- Link results of assessments to instructional strategies that will be aligned to state-adopted content standards and the curriculum frameworks.
- Provide information that will be tailored to individual pupils' school, and/or state-level data.
- Establish effective teacher planning with consolidation of data.
- Align instruction to address academic deficiencies and strengths identified by both standardized and criterion-referenced academic assessments.

C. Annual Performance Review

The PCI Board of Directors will annually review the effectiveness of Granite Peak Charter. The review is guided by three key questions:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school true to the charter?

4. Element 4: GOVERNANCE STRUCTURE

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

- Education Code 47605(c)(5)(D)

A. Non-Profit Public Benefit Corporation

Pursuant to Education Code Section 47604(a), "[a] charter school may elect to operate as, or be operated by, a nonprofit public benefit corporation." Granite Peak Charter will be operated by PCI, a California non-profit public benefit corporation pursuant to California law, which has its 501(c)(3) tax-exempt status recognized by the Internal Revenue Service. PCI successfully operates seven independent charter schools serving students in sixteen counties.

The PCI Board of Directors is the governing body that oversees each of the charter schools that it operates, including Granite Peak Charter upon charter approval, with a director at each charter school overseeing day-to-day operations. The Board oversight focuses on academic success and fiduciary compliance and viability. A detailed description of the Board's duties, the Executive Director's duties, the Granite Peak Charter Director's duties, and the roles and responsibilities of staff and parent involvement in governance are included below.

Granite Peak Charter operates autonomously from the District with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and PCI. Pursuant to Education Code 47604(d), the District is not liable for the debts and obligations of Granite Peak Charter, or for claims arising from the performance of acts, errors or omissions by Granite Peak Charter as long as the District has complied with all oversight responsibilities required by law.

Experienced educators formed PCI in 2005. PCI operates seven high-quality TK-12 homeschool, site based, and independent study programs serving over 3,4,000 students in multiple counties. PCI is eligible to serve students in the contiguous counties of Sacramento, Solano, Placer, Yolo, Sutter, Calaveras, Contra Costa, San Joaquin, Santa Clara, Alameda, Yuba, Colusa, Glenn, Butte, and Amador counties. Heritage Peak Charter School has operated continuously since the 2005-2006 school year and Rio Valley Charter School has operated continuously since the 2010-2011 school year. Valley View Charter Prep began operation in 2014-2015 and Sutter Peak Charter Academy in the 2015-2016 school year. New Pacific Charter Roseville began serving students in the 2022-2023 school year, New Pacific Charter Rancho Cordova began serving students in the 2023-2024 school year, and New Pacific Charter Arden Arcade began serving students in the 2024-2025 school year. The charter schools operated by PCI maintain a strong reputation at the local and state level as models for striving towards the goals of the state of California.

B. Board of Directors

The Pacific Charter Institute Board has a strong record of educational leadership, stability, and fiscal responsibility. PCI's outstanding academic success, strong and stable management, successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the operation of Granite Peak Charter.

The current Board of Directors is listed in the table below. All seven directors offer specific expertise to support the organization as it grows regionally (Table 22).

Table 22. PCI Board of Directors

John Brennan brings extensive experience in commercial property development and management in Northern California. With a background in finance John is committed to community service, having volunteered in education, sports, and community support.

Judy Miller served as Director of Fiscal Services for the Covina-Valley Unified School District and also held positions on the Supervisory Committee for San Gabriel Credit Union, the Board of Directors for Credit Union of Southern California, and the Heritage Park Community Rules and Regulations Advisory Committee. She is a Retiree Representative for the California Association of School Business Officials.

Joshua Modlin brings a wealth of experience to our charter school community. With an educational background in Career and Technical Studies and a CTE Teaching Credential, he helps support the development and mission of PCI. He currently serves as Senor Director for Workforce Development for the Foundation of California Community Colleges.

Jarrett Osborne-Revis, a Senior Counsel in Buchalter's Sacramento office, contributes invaluable expertise to our charter school board. Recognized as a "Northern California Super Lawyers Rising Star" from 2019-2023 and honored as Sacramento Magazine's 2023 Top Lawyer in Banking & Financial Services, his commitment to legal excellence enhances our board's capabilities.

Jean-Paul Prentice, PhD is a seasoned Management Consultant and Project Manager with extensive experience in overcoming challenges and driving sustained growth and success. His rich expertise ensures effective navigation through complex business landscapes.

Candice Lamarche has extensive experience working with Charter Schools. Throughout her career, she has held multiple leadership positions with leading Charter School Organizations, such as CCSA and CharterSAFE. Currently, Candace serves as an Operations Specialist at the Charter Schools Development Center.

Amanda Santini holds the position of principal at Delta Charter Home School. Her extensive experience in the education sector adds a unique perspective to our board.

PCI Board of Directors Composition, Meetings, and Duties

The PCI Board of Directors ("Board") will operate Granite Peak Charter. The PCI Board governs Granite Peak Charter pursuant to the adopted bylaws, which may be subsequently amended from time to time, and which shall be consistent with this charter. See r the PCI Articles of Incorporation, and Bylaws.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations. See Appendix 4 for the PCI Conflict of Interest Code. The Board shall comply with the requirements under AB 1234 and AB 2158 that all charter school Board members shall receive at least two hours of relevant ethics training (as defined by law) every two years, inclusive of training on the Brown Act and conflict of interest laws.

The PCI Board of Directors includes up to seven directors. Each director brings significant experience and a strong commitment to the organization. In addition to the directors listed, MTUESD shall have the right to appoint a representative to the Board in accordance with Education Code Section 47604(c). If the District exercises this right, the total Board membership shall expand accordingly, and PCI may appoint an additional member to ensure that the Board is maintained with an odd number of directors. As outlined in the bylaws, directors serve three-year renewable terms.

The Board addresses program concerns regarding the operation and improvement of Granite Peak Charter. The Board is the final policy-making authority for Granite Peak Charter. The Board, working with the Executive Director, recommends programs, policies, and schedules designed to meet the evolving educational needs of Granite Peak Charter students, parents, and teachers.

All Board meetings are held in accordance with the Brown Act and Education Code Section 47604.1(c) and are open to the public; each agenda includes time for community input with regards to Granite Peak Charter.

The PCI Board is appointed by majority vote of the directors. In addition, each officer position, including Executive Director Secretary and Treasurer, is nominated and voted on by the directors. Minutes are taken to record the protocols and business items discussed during each meeting.

The Board meets at least six times or more per year and focuses on the academic, fiduciary, and policy items to ensure smooth operation, as well as compliance with all applicable laws. The Board's oversight and duties as executed by the Executive Director include, but are not limited to, the following:

- Financial and operational management of Granite Peak Charter
- Adoption of the Granite Peak Charter annual financial budget
- Oversight of the receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act
- Oversight of solicitation and receipt of grants and donations to Granite Peak Charter
- Personnel policies and procedures and employee disciplinary matters under the direction of the Executive Director and staff designees
- Approval of contracts with outside entities or persons under the direction of the Executive Director

- Financial audit oversight
- Relations with the chartering entity
- All matters related to charter approval, amendment, or revocation

Board Training

The PCI Board of Directors are provided access to annual board trainings at the California Charter Schools Association Conference, the Charter Schools Development Center conference, or through training from Young, Minney, & Corr, LLP for ethics and governance best practices.

Board Member Selection

Board members are selected through an active recruitment and vetting by the board president and the executive director. The board president and Executive Director provides the resume and background of the candidate. The board also has the opportunity to meet the new board member candidate. The board member candidate is voted on by the board of directors at a board meeting as an agendized item.

Annually, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Organization Chart for PCI

The organization chart below in Figure 4, illustrates the substantial support that PCI will provide to Granite Peak Charter. The support will be critical to ensure that the students receive academic support in each subject area that will help them succeed during and after elementary and secondary school. The individuals supporting Granite Peak Charter are experts in their field and dedicated to supporting the outcomes expressed in the charter document.

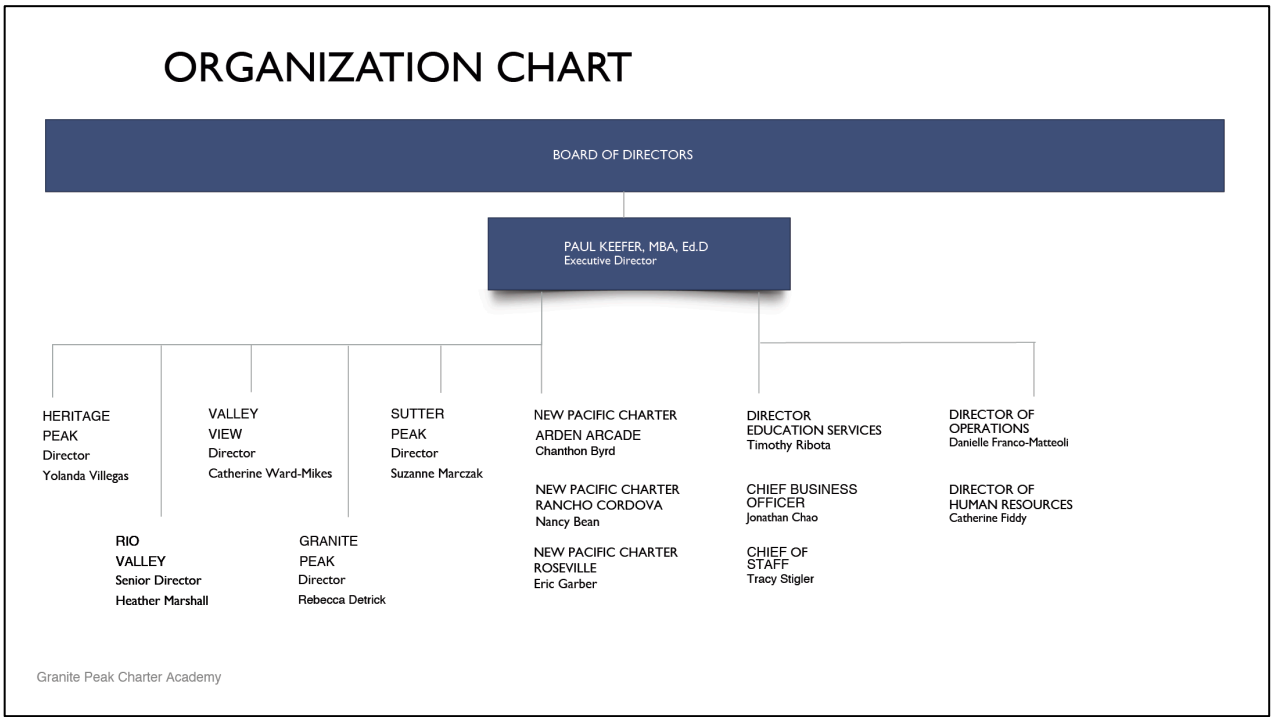


Figure 4. Organizational Chart

C. Existing Fiscal and Managerial Expertise for PCI

PCI is an organization that provides fiscal and administrative expertise. PCI employs the highest quality business staff, including former county and district executive-level staff. In addition, the PCI Board has extensive knowledge of budgeting and fiscal operations at the charter school, district, state, and federal levels.

Legal Expertise and Policy/Operations Support

PCI utilizes the legal expertise of Young, Minney, & Corr, LLP, and Heyer Gutierrez LLP.
Granite Peak Charter benefits from the expertise provided by its Board of Directors, as well as from the statewide organizations representing charter schools including CCSA, CSDC, and APLUS. PCI belongs to these organizations and utilizes each for resources to successfully operate charter schools.

Managerial Expertise of School Team

Granite Peak Charter benefits from the mature educational, administrative, and fiscal systems and procedures and from the experienced staff supporting PCI. The management team for PCI has developed the infrastructure with the ability to manage multiple schools under the PCI umbrella. The individuals listed below will have the capacity to manage multiple schools due to tactical strategies.

With the leadership of PCI's experienced Executive Director, Granite Peak Charter operates under the Pacific Charter Institute Leadership Team. The Pacific Charter Institute Leadership Team includes the Executive Director Dr. Paul Keefer, Chief Business Officer Jonathan Chao, Director of Education Services Tim Ribota, Director of Operations Danielle Franco-Matteoli, Director of Human Resources Catherine Fiddy, Chief of Staff Tracy Stigler, and Founding Director Rebecca Detrick.

Executive Director Dr. Keefer is a regionally recognized expert on charter schools focused on students that may not fit into the traditional public education system. Dr. Keefer has over 35 years of private and public sector management experience including seven years at United Parcel Service and twenty years leading charter schools. Dr. Keefer earned his Doctorate in Educational Leadership from the University of Phoenix in 2007. Dr. Keefer has served as Executive Director of Pacific Charter Institute, Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy, New Pacific Roseville, and New Pacific Rancho Cordova since 2005. Dr. Keefer has served on the Sacramento Board of Education Area 3 since 2018. Dr. Keefer also sits on the Executive Committee for the El Dorado County Office of Education Charter SELPA.

Chief Business Officer, Jonathan Chao has accumulated 9 years of progressive experience in a wide range of school finances. Chao has expanded his expertise, handling responsibilities including but not limited to accounts payable, accounts receivables, payroll, benefits administration, STRS/PERS reporting, system administration, and financial reporting, contributing to the efficient financial management of Pacific Charter Institute (Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific Charter Roseville, and New Pacific Charter Rancho Cordova).

Director of Education Services Tim Ribota has over 20 years of educational experience including Director of Student Services, Director of Special Education, School Psychologist and ELPAC/ EL Team support. Mr. Ribota brings academic expertise encompassing professional development, data analysis, assessment support, and student achievement accountability.

Director of Operations Danielle Franco-Matteoli brings a wealth of experience and dedication to her role as the Director of Operations at Pacific Charter Institute (PCI). Since joining PCI in 2005, Danielle has played an integral role in the institute's growth and development, assisting in its expansion from a single school to a network of seven schools over the course of 20 years.
Committed to the evolution and success of PCI, Danielle possesses a deep well of institutional knowledge that has been instrumental in guiding the institute's operations. Her tenure and experience provide a solid foundation for ensuring the smooth functioning and continued advancement of PCI.
Danielle's particular skills and duties span across various domains, including real estate management, compliance oversight, insurance coordination, operational audits, facilities management, fiscal support, and marketing strategies. Her multifaceted expertise enables her to address diverse challenges and opportunities effectively, contributing to PCI's sustained growth and success.
With her steadfast commitment to excellence and her passion for education, Danielle Franco-Matteoli is a key asset to the PCI team, contributing to the institute's mission of providing quality education and opportunities for all students.

Director of Human Resources Catherine Fiddy is an experienced professional with over a decade of experience at PCI. With prior expertise garnered from the private sector in payroll, human resources, labor management partnership, and HRIS implementation, Catherine brings a wealth of knowledge to her role. Her proactive approach to HR is rooted in a strong belief in communication, support, and adherence to legislation, all underpinned by a compassionate and partnership-driven mindset. Holding an HR management certification from Sacramento State, Catherine's leadership is marked by her dedication to fostering a culture of collaboration and empowerment, ensuring the institute thrives in its commitment to excellence.

Founding Director Rebecca Detrick brings many years of teaching English Language Arts at the high school and middle school level, and joined Pacific Charter School in 2020. For the past six years she has been an independent study teacher, instructional coach, and is currently the site leader of our Rio Valley resource center in Sacramento. She completed her BA in English with a minor in Music at California State University, Sacramento; and her Masters in Education with a focus on Empathy in Education at the University of California, Davis.

Executive Director

The Executive Director oversees all schools operated by the Pacific Charter Institute. The Executive Director reports to the Board and is responsible for providing overall leadership and direction to the organization in pursuing the fulfillment of the Board policies and priorities. The Executive Director promotes the vision of the Board and will be the Board's chief advisor, overseeing the strategic and operational plans of the corporation's schools.

The Executive Director has overall day-to-day management responsibilities of the corporation and its schools, determined by the Board as outlined in the bylaws, job description, and the Executive Director's employment contract. The Executive Director ensures the corporation operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with state and federal laws applicable to charter schools and the PCI Bylaws. The Executive Director works with the Board to ensure the corporation makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Executive Director ensures that the schools maintain a focus on student achievement. The Executive Director (or designee) serves as a spokesperson for Granite Peak Charter to further the school's prominence within the local, state, and national education and charter school communities.

Specifically, the responsibilities of the Executive Director, or their designee, include, but are not limited to, the following:

- Oversee the strategic and operational plans of PCI, including those of Granite Peak Charter
- Oversee the day-to-day management PCI, including the operations, human resources, and fiscal oversight of Granite Peak Charter
- Develop Board meeting agenda in conjunction with the Board President in compliance with the Brown Act
- Supervise and evaluate the corporate leadership including all school directors, principals, and department managers and directors
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Communicate with legal counsel and any outside consultants
- Stay abreast of education laws and regulations

- Oversee all purchasing, pay warrants, requisitions, and other expenditures
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures
- Oversee all necessary financial reports as required for proper ADA reporting
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present the adopted annual budget, P1, P2, and P-annual attendance reports to the Board
- Supervise student disciplinary matters when necessary
- Attend all Board meetings as necessary, or assign a designee for said duty
- Establish procedures designed to carry out Board policies
- Oversee all responsibilities, obligations, and duties not assigned to the Board

The Board and the Executive Director work together to set annual goals. The Board approves these annual goals for the Executive Director. The Board evaluates the Executive Director's performance at least annually.

Chief Business Officer

The Chief Business Officer is the chief financial officer of PCI. The Chief Business Officer reports to the Executive Director and will be responsible for providing management of budgeting and financial operations. The primary objective of the Chief Business Officer is to work with Administration to ensure that PCI is operating in a fiscally and administratively responsible manner that will be consistent with the corporation's mission. The essential duties and responsibilities of this position include but are not limited to the maintenance of the appropriate fiscal controls, payroll, budget and budget oversight, financial, tax preparation, accounts payable, and business operations.

Under the direction and supervision of the Executive Director, the Chief Business Officer will:

- Prepare and present to management and the Board of Directors the following financial Reports:
    - Adopted Budget
    - First Interim Report
    - Second Interim Report
    - Third Interim Report
    - Unaudited Actuals
- Coordinate annual audit
- Process payroll twice monthly
- Prepare and submit direct deposit, STRS reports, and other necessary statutory reports / payments
- Process accounts payable weekly
- Reconcile all balance sheet accounts monthly
- Review and submit attendance data including P-1, P-2 and P-Annual
- Present financial progress reports to management monthly
- Manage banking procedures including sweeps and cash flow
- Prepare and submit SB 740 funding determinations
- Assist in student budget calculations
- Manage PCI 401(k) program
- Interface with the independent auditor
- Work on additional duties as directed by the Executive Director or the Executive Director's designee

Director of Education Services

- Work with the academic, student services, and special education staff within the organization to develop a common language toward academic success that will affect all students at PCI.
- Coach and monitor the academic team strategies to monitor and improve student achievement using NWEA MAP (or equivalent program), PowerSchool, and curriculum-specific tools that align with the California School Dashboard, 5X5 Grid Placement, and PCI academic initiatives.
- Directs assigned department operations in the maintenance of services and the implementation of new programs and/or processes to provide services within established timeframes and in compliance with related requirements.
- Monitor and execute with the support of school-level leadership appropriate changes to curriculum, assessment, and professional development to increase student achievement.
- Maintain an ongoing report of all areas of the California School Dashboard and 5 X 5 Grid Placement and review monthly with PCI Leadership that is updated by the academic team and special education designee and execute plans for academic change required based on the results with school leadership.
- Supervise a special education team that coordinates and monitors activities leading to identification, placement, and instruction of students needing special education services.
- Support and advise when required personnel functions (e.g., interviewing, evaluating, training, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity or personnel, and achieving objectives for the academic team and special education
- Develops, monitors, and executes the budget for the academic team and special education programs and assists with preparing claims as appropriate
- Establishes and maintains a clear flow of communication for all team members under the academic team and special education.
- Maintains positive relationships with all SELPAs partnered with PCI and maintains all relevant relationships expected including but not limited to district or county staff of charter authorizers
- Attends appropriate professional meetings and conferences at local, state, and/or district levels.
- Provides school leadership resources to establish programs and processes that support safe, welcoming, healthy, and inclusive environments for all students at PCI.
- Provides information regarding practices and procedures to remain compliant with current laws and regulations related to special education to PCI Leadership
- Other related duties as assigned by the Executive Director

D. Parental Involvement

Parental Involvement in Governance

Parents and guardians play a significant role in supporting their child and providing vital feedback to the Charter School through participation in various committees and councils, as well as directly to Charter School administration and the Board. Parent involvement will be critical to the success of the Granite Peak Charter. The Academic Triangle© -- which includes family or guardians, teachers, and students -- remains a vital connection ensuring the teachers are walking in "lockstep" with their students and the student's parent/guardian. The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for, acceptance to, or continued enrollment at, the Charter School.

Parental Input Regarding the Educational Program

As required by Education Code Section 47605, Granite Peak Charter will use a range of methods to consult with and receive parental input. These methods will include collaboration, email and phone PowerSchool/ systems communication, parent and student surveys, parent participation in school activities and parent contributions to school protocol development.

The Academic Triangle© will be a powerful and unique feature of the school in which the three major stakeholders—the teacher, the student, and the parents or guardian—work together to develop solid academic plans for the student based on various criteria. The criteria will include the student's past academic performance, personal direction in education, home life, personal goals, affiliations and relationships, and current academic status. Based on these criteria, the Academic Triangle© will best be able to determine the intensity of the educational experience and the right combination of opportunities.

Staff will utilize school approved communication tools, and school email access to communicate with students and their families. Teachers will be readily available to students to reinforce the one-on-one connection with the teacher that the Academic Triangle© highlights. In addition, staff will use a variety of school approved communication practices to communicate to families with the most up to date academic information.

Parents and students will be surveyed regularly and at least annually to determine their satisfaction with Granite Peak Charter. This reflective survey will help the school make program modifications to better serve the students and monitor the well-being of the students. The faculty, administration, and the Board will review the results of the surveys to determine how Granite Peak Charter compares to other schools in the region. In addition to the satisfaction survey, the families will be surveyed for purposes of the LCAP. Please see Appendix 10 for a sample of the 2025 Annual Family Survey.

Parent and Community Advisory Committee

The director will work with parents and community members to develop organizational strategies for the school and to advise them of issues and plans surrounding the school. Parents and community members meet regularly with the Director and teacher representatives to ensure an open, honest line of communication and to provide guidance on the planning and effectiveness of school priorities.

When required, the committee reports back to the Pacific Charter Institute and the Board of Directors through newsletters, memos, meeting minutes, and reports. This committee makes decisions by consensus, and its decisions must fall within the parameters of the charter document, Pacific Charter Institute, the Education Code, and the school handbook for both parents and students. The committee will be crucial to the steering of Granite Peak Charter. This core group will be instrumental in forming school priorities (LCAP Priority 3 parent engagement). The Parent and Advisory Committee will meet any applicable requirements for size and composition. This voluntary committee will have no restrictions of attendance or attendees other than attendees must be parents or interested community members in Granite Peak Charter.

These committees will be established upon opening as required due to student demographics. For example:

- Granite Peak **Parent and Community Advisory Committee**: This voluntary committee has no restrictions of attendance or attendees other than attendees must be parents or interested community members in Granite Peak Charter.

Roles and Responsibilities

All statewide committees, councils, and advisory subcommittees will follow the roles as outlined by the California Department of Education. All school centered committees will follow the direction of the teams' norms of operation.

Parent and Community Advisory Committee

- Advise the Director on planning, issues, and solutions involving Granite Peak Charter. The Director will work with parents and community members to develop organizational strategies
- Engage as a community the school priorities, status of priorities, and feedback loop to ensure success towards goals

5. Element 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."
-Education Code Section 47605(c)(5)(E)

A. Hiring Process and Employee Qualifications

PCI recruits professional, effective, and well-qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in our instructional and educational philosophy. In accordance with Education Code 47605(e)(1), PCI is nonsectarian in its employment practices and all other operations. PCI does not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, sexual orientation, gender, gender expression, gender identity, disability, or upon any of characteristics prohibited by state and federal law. All employees of Granite Peak Charter are employees of PCI and will be at-will employees working under an employment contract with a yearly salary determination. The district does not require any employee to work at Granite Peak Charter.

Employee qualifications for all key employees of Granite Peak Charter are listed below. Granite Peak Charter requires vital employee roles to meet the academic needs of the students. The following general statements and job descriptions outline the qualifications to be employed at Granite Peak Charter.

Executive Director

The Executive Director is responsible for the leadership of Pacific Charter Institute, defining and implementing the vision, academic expectations and management of schools and public relations. The Executive Director provides meaningful and measurable support and leadership to Pacific Charter Institute and the learning center, which it governs.

- Master's degree in an education discipline; doctorate preferred.
- Must hold a valid California credential.
- Must have experience in the following: organizational leadership, creating, maintaining and evaluating all organizational systems and departments, grant writing through a variety of agencies and organizations.
- Must have knowledge of California Education Code specific to independent study, SB 740, and charter schools.
- Works with the Board of Directors in developing an organizational Strategic Plan.
- Ability to develop relationships with district and state personnel in the charter school community.
- Ability to open and develop new charter schools in a collaborative manner in multiple districts.

Chief Business Officer

The Chief Business Officer provides meaningful and measurable support to Pacific Charter Institute and all its schools in varying capacities to all fiscal responsibilities and reporting relating to budgeting, payroll, accounts payable, accounts receivable and cash flow. This role ensures PCI meets all reporting expectations and timelines of the sponsoring school districts, county offices of education, the State of California, and the Internal Revenue Service. Assists with coordination,

implementation, and maintenance of all policies and procedures for business and finance activities including accounting, payroll, purchasing, student, site and school budgets, and conferences. Oversees monthly, quarterly, and annual accounting close processes and reporting.

- Bachelor's degree in business administration preferred, or equivalent work experience in public school finance
- 4+ years hands on experience working with budgets, accounts payable, purchasing and payroll
- CBO and/or CPA certification preferred
- Must have a proven record of accomplishment in completing fiscal tasks and meeting all deadlines.
- Ability to organize multiple work assignments and establish priorities
- Ability to pay close attention to detail and ensure accuracy of all reports and data
- Ability to communicate with employees and various business contacts in a professional and courteous manner
- Ability to make sound decisions using available information while maintaining confidentiality
- Ability to create a team environment and sustain employee commitment
- Ability to work individually as self-directed and as part of a team that is highly motivated and maintains positive interpersonal working relationship
- Ability to commit to and adapt strategic goals and vision
- Ability to gather, compile and report on data and information
- Ability to handle confidential information with appropriate discretion
- Ability to exercising independent judgment and discretion on important matters
- Able to be a proven team player.
- Able to work successfully with teachers, students, business entities, parents, and support staff.
- Must be flexible with system implementation.
- Must be able to analyze and create procedures to optimize office operations.
- Interpersonal skills utilizing tact, patience, and courtesy
- Skilled in research, data collection, and financial analysis, and preparation of financial documentation and reports
- Knowledge of PCI policies and procedures
- Knowledge of manual and computer-assisted accounting and fiscal record-management systems
- Knowledge of modern office methods & equipment, computers & application software
- Knowledge of data processing applications related to the budget and finance process
- Extensive knowledge of organizational processes

Granite Peak Charter Director

Provides leadership and direction daily. The Director works closely with the Pacific Charter Institute's Executive Director to oversee operations between the corporate office and the school. The school Director supervises instructional and non-instructional staff. The Director is the instructional leader of the school and is responsible for helping students achieve outcomes and outlined in the education program. The Director is responsible for executing PCI policies, the conduct of educational activities, the recruitment, the training and evaluation of staff assigned.

- Possession a valid California Teaching Credential preferred

- Possession of a standard administrative credential preferred
- Established record of leadership
- Must be a proven team player
- Must be able to analyze and create procedures to optimize center operations
- Work independently to problem solve to implement processes, programs, and solutions to ensure student success
- Proven record of accomplishment that demonstrates taking a project from concept to completion
- Proven ability in recruiting and retaining students
- Effective communication across pedagogical platforms
- Understand current educational practices and mandates (ex. State Standards, Special Education, A-G Requirements and State Testing Requirements)

Independent Study Teacher

The Independent Study Teacher facilitates student success in academics and interpersonal skills by implementing school and state approved curriculum, addressing the specific educational goals and supporting social emotional needs for each student assigned. They assess and deliver instruction to students to improve their academic success; monitoring academic achievement in relation to the specific learning objectives and California Standards.

- Possess and maintain valid California Teaching Credential for level of instruction
- English Learner authorization
- Experience and knowledge of the Common Core standards and standards-based curriculum, behavior management techniques, record keeping, student assessment, planning for individual student learning needs, and child development
- Knowledge of state curriculum standards and frameworks, including Common Core
- Knowledge of appropriate and effective teaching methods, including utilization of technology to maximize student achievement, engagement and critical thinking strategies
- Knowledge to utilize research-based curriculum, instructional materials, and strategies to meet each student's individual needs and/or development
- Ability to perform and evaluate appropriate educational assessments and student performance, then provide instructional strategies based upon results
- Able to use data (e.g. standardized and criterion referenced tests) as a means of supporting academic learning
- Able to operate across pedagogical platforms within the specific curricular areas
- Able to understand current educational practices and mandates
- Able to work independently in a dynamic, fast-paced environment
- Able and willing to collaboratively work successfully with students, parents and staff
- Able to maintain standards of student behavior in a non-traditional environment
- Able to appropriately motivate students toward predetermined academic goals
- Able to ensure a proper and safe learning environment within the instructional program

English Learner (EL) Support Teacher

The Independent Study Teacher facilitates student success in academics and interpersonal skills by implementing school and state approved curriculum, addressing the specific educational goals and supporting social emotional needs for each student assigned. They assess and deliver instruction to students to improve their academic success; monitoring academic achievement in relation to the

specific learning objectives and California Standards.

- Possess and maintain valid California Teaching Credential for level of instruction
- English Learner authorization
- Experience and knowledge of the Common Core standards and standards-based curriculum, behavior management techniques, record keeping, student assessment, planning for individual student learning needs, and child development
- Knowledge of state curriculum standards and frameworks, including Common Core
- Knowledge of appropriate and effective teaching methods, including utilization of technology to maximize student achievement, engagement and critical thinking strategies
- Knowledge to utilize research-based curriculum, instructional materials, and strategies to meet each student's individual needs and/or development
- Ability to perform and evaluate appropriate educational assessments and student performance, then provide instructional strategies based upon results
- Able to use data (e.g. standardized and criterion referenced tests) as a means of supporting academic learning
- Able to operate across pedagogical platforms within the specific curricular areas
- Able to understand current educational practices and mandates
- Able to work independently in a dynamic, fast-paced environment
- Able and willing to collaboratively work successfully with students, parents and staff
- Able to maintain standards of student behavior in a non-traditional environment
- Able to appropriately motivate students toward predetermined academic goals
- Able to ensure a proper and safe learning environment within the instructional program

Education Specialist

To provide meaningful and measurable support to Pacific Charter Institute and its schools while planning, implementing, and evaluating instructional activities for individual students. Education Specialists will provide a learning environment that allows for individual differences and respect for the dignity and worth of each student. Additionally, working cooperatively with the entire staff to promote effective student learning experiences.

- Bachelor's Degree with a valid California Teaching Credential authorizing service in learning handicapped; preferred master's degree and/or post graduate course work
- Teaching experience at various grade levels with learning disabled students
- State curriculum standards and frameworks, including Common Core
- Appropriate and effective teaching methods to maximize student achievement, engagement, and critical thinking strategies
- Knowledge of rules and regulations of California Code of Ed., Title V
- Knowledge to utilize research-based curriculum, instructional materials, and strategies to meet each student's individual needs and/or development
- Skilled in preparation of confidential detailed student assessment reports
- Able to work as a proven team player
- Ability to perform and evaluate appropriate educational assessments and student performance then provide instructional strategies based upon results
- Able to understand overall dynamics of the program including school procedures, paperwork requirements, and scope of curriculum

- Ability to provide specialized academic instruction to students as specified in the IEP
- Ability to provide re-mediation, pre-teaching, and/or re-teaching of skills to students
- Ability to organize multiple work assignments and establish priorities
- Ability to pay close attention to detail and to ensure accuracy of reports and data
- Possess strong interpersonal skills in working with parents, students, and school personnel
- Must have a proven track record working successfully with teachers, students, and parents
- Ensure proper and safe environment for conducting the instructional program
- Able to utilize technology in coordination with PCI recommended online platforms

Counselor

Under the direction of the Director with guidance from Student Services, provide counseling and guidance services to students; provide students with information, assistance and advice concerning educational and career opportunities; identify and counsel students with special needs and behavioral, social and school adjustment; make referrals to other community resources, support groups and social service agencies as appropriate.

- A bachelor's degree from an accredited college or university with major coursework in psychology, child development, or related field. A Master's degree is desirable.
- Valid California Pupil Personnel Services Credential
- Other qualifying experience in student academic/career counseling
- Knowledge of Microsoft Office with a proven track record of learning new software programs
- Knowledge of a student information system (PowerSchool preferred)
- Able to comfortably work with and present to teachers, students and parents
- Must possess excellent communication, interpersonal, and team building skills
- Must possess strong organizational skills, with the ability to manage multiple complex roles and responsibilities
- Requires a well-developed knowledge of and skill in using English grammar
- Ability to work in a fast-paced, diverse organization and/or community
- Ability to work collegially with other staff members, responding to and supporting the needs of the department
- Demonstrated knowledge of higher education application processes, scholarships, and occupations/careers
- Ability to outreach to civic organizations, trade schools, and representatives from colleges and universities, all with the objective of supporting students with career and college transitions
- Working knowledge of occupational resources, trends, and opportunities, college programs, entrance requirements, and application procedures
- Working knowledge of district registration policies and procedures, graduation and higher education course requirements
- A bachelor's degree from an accredited college or university with major coursework in psychology, child development or related field. A master's degree is desirable
- Valid California Pupil Personnel Services Credential (experience may substitute for PPS credential) OR Intern eligible for California Pupil Personnel Services Credential
- Possess other qualifying experience in student academic or career counseling

School Nurse

The School Nurse will work directly under the supervision of the Assistant Director of Special Education or designee and will adhere to applicable laws and regulations of the state, county and school district governing board to plan, carry out and evaluate health services and activities as appropriate.

- Bachelor of Science or higher degree in Nursing from an approved institution
- Valid Registered Nurse License issued by the State of California
- Public Health Certificate
- School Nurse Services Credential (Preliminary Credential is acceptable)
- School Audiometric Certificate
- Valid standard first aid and cardiopulmonary resuscitation (CPR) certificate
- Knowledge of operational characteristics, services, and activities of a school health program
- Knowledge of the principals of nursing
- Knowledge of first aid practices, procedures, methods, and techniques
- Knowledge of principles of public health administration
- Knowledge of childhood diseases
- Knowledge of pertinent Federal, State, and local laws, codes, and regulations
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Ability to interpret and explain policies and procedures related to the school health
- Ability to prepare clear and concise reports
- Ability to communicate clearly and concisely, both orally and in writing
- Ability to establish and maintain effective working relationships with those contacted in the course of work
- Ability to make sound decisions
- Ability to demonstrate intellectual capabilities
- Ability to drive to various school sites

Site Manager

The Site Manager organizes, prioritizes, oversees, and performs a range of duties while applying knowledge of office work and information flow, attendance, registration, records, and budget. The Site Manager performs responsible and complex administrative support to ensure the efficient operation of all site functions and activities. The Site Manager coordinates and performs administrative support for the Director or Principal that requires the ability to develop, install and monitor work methods and standards that represent best practice and are consistent with the policies, guidelines and directives established by Pacific Charter Institute.

- Bachelor's degree preferred (Associate Arts degree or combination of education and work experience can be considered)
- Five years of advanced level administrative experience (school experience preferred)
- Training or coursework in basic accounting, bookkeeping, business office organization and planning preferred
- Advanced knowledge of Microsoft Office and other programs and a proven track record to learn new software programs.

- Advanced knowledge of modern office methods and equipment, computers, and application software.
- Advanced knowledge of accurate record keeping techniques.
- Advanced knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary.
- Must possess strong interpersonal skills in working with parents, students, and school personnel.
- Demonstrated ability to analyze, create, and implement procedures and fiscal record management systems.
- Able to plan, schedule and perform a wide variety of complex administrative functions, duties, and activities.
- Able to establish and maintain a variety of records, files, and operational systems.
- Able to communicate orally and in writing clearly and concisely.
- Understand and carry out oral and written directions.
- Skillfully prepare reports, correspondence, and related materials.
- Able to assemble data and/or information and prepare clear, comprehensive, and concise reports.
- Regularly demonstrated successful maintenance of complex and varied files and records.
- Actively establish and maintain cooperative and effective working relationships with others.
- Ability to work in a dynamic, fast paced environment.
- Proven ability to meet schedules and timelines.
- Proven ability to multitask a variety of projects simultaneously.
- Proven ability to work independently with little direction.
- Maintain a professional appearance on all days when school is in session.

Business Technician

The Business Technician will provide meaningful and measurable support to Pacific Charter Institute and its schools while performing complex and highly specialized administrative support duties. Performs various clerical duties associated with new account setup, maintaining student and site account budgets, purchasing supplies, services and equipment, and maintaining site and departmental records.

- Bachelor's degree preferred (Associate Arts degree or combination of education and work experience can be considered)
- Five years of advanced level administrative experience (school experience preferred)
- Training or coursework in basic accounting, bookkeeping, business office organization and planning preferred
- Advanced knowledge of Microsoft Office and other programs and a proven track record to learn new software programs.
- Advanced knowledge of modern office methods and equipment, computers, and application software.
- Advanced knowledge of accurate record keeping techniques.
- Advanced knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary.
- Must possess strong interpersonal skills in working with parents, students, and school personnel.
- Demonstrated ability to analyze, create, and implement procedures and fiscal record management systems.
- Able to plan, schedule and perform a wide variety of complex administrative functions, duties, and activities.

- Able to establish and maintain a variety of records, files, and operational systems.
- Able to communicate orally and in writing clearly and concisely.
- Understand and carry out oral and written directions.
- Skillfully prepare reports, correspondence, and related materials.
- Able to assemble data and/or information and prepare clear, comprehensive, and concise reports.
- Regularly demonstrated successful maintenance of complex and varied files and records.
- Actively establish and maintain cooperative and effective working relationships with others.
- Ability to work in a dynamic, fast paced environment.
- Proven ability to meet schedules and timelines.
- Proven ability to multitask a variety of projects simultaneously.
- Proven ability to work independently with little direction.
- Maintain a professional appearance on all days when school is in session.

B. Hiring Standards and Procedures

All employees will possess the knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by PCI.

All employees will be fingerprinted and will have successfully passed all required background checks as required by state law.

In accordance with the applicable law, PCI will reserve the right to recruit, interview, and hire anyone at any time that has the best qualifications to fill any of its positions and/or vacancies.

PCI will use a range of procedures and resources in the identification and hiring of well qualified employees. Job descriptions appropriately detail the work responsibilities and subject matter competence required by the employees. Recruitment may include the use of comprehensive job listings services such as EdJoin, Indeed, CareerBuilder, Education Week, and relationships with local college job boards. Other sources such as a university and college placement service may also be used. The hiring process for full-time staff will be intense. It typically includes a rigorous paper screening process and multiple structured interviews. Participants in the hiring process may include administration, teachers, and staff. Teaching applicants participate in activities during interviews and/or practical example lessons to demonstrate knowledge base. This procedure will be indicative of PCI's commitment to find the best possible employees who will be committed to supporting high levels of student achievement and to the mission and vision of PCI.

C. Professional Development: Retention and Development of Qualified Faculty

Teachers employed by the organization will participate in ongoing professional development as an integral part of professional practice for all teachers and administrators at Granite Peak Charter. Ongoing professional development will be essential to the continued growth of educational skills and expertise and to the retention of high-quality faculty members. Granite Peak Charter professional development will focus on supporting teachers in implementing the state standards in a meaningful manner. It will remain vital that the teachers are trained in all curriculum and programs prior to the start of school and updated throughout the year.

All teachers will collaborate between staff and with statewide charter organizations, county and state-

sponsored opportunities, and local colleges and universities. All full and part-time employees will be evaluated at least annually. The faculty evaluation system focuses on student achievement and personal growth of the employee and will include the professional development standards outlined in Section B? (see more information below).

D. Employee Compensation and Benefits

PCI will provide competitive salaries and benefits to its employees in comparison to the surrounding school districts and charter schools. PCI recognizes the importance of providing employees who work at Granite Peak Charter with competitive salaries and benefits. PCI will also pay all applicable employment and retirement taxes and fees including social security, STRS, and 401k (for those participating).

Employees will be informed of their benefits, their rights, and policies and procedures through the PCI Employee Handbook. The handbook includes information regarding recruitment, working conditions, salaries, benefits, and employment policies, benefits, and working conditions are reviewed annually by administration and recommendations for change will be made to the Board.

Payroll for all PCI employees is processed in-house using a comprehensive payroll and accounting system (currently Skyward Q). All full-time employees will be paid a salary and offered annual employment agreements or salary determinations. Other employees will be compensated in alignment with their job description.

E. Evaluation of Employees

Teachers

Teachers will be evaluated annually pursuant to an evaluation process that includes test score evaluations, observation, professional development, and a professional growth plan adopted by PCI. Teachers will be evaluated using a reflective process in which the teacher completes a self-evaluation, and the director will evaluate the employee with a clearly defined rubric, including that of the teacher's job description and the standard professional expectations of a teacher. Beginning in the 2021-2022 school year PCI implemented the PerformYard performance management system. Considering the teacher's responses and the Director's observations, the Director rates the teacher on performance goals across a variety of specific areas. Teacher evaluations are based on the California Standards for the Teaching Profession (CSTPs) published by the California Commission on Teacher Credentialing. The CSTPs are as follows:

CSTP1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
CSTP2: CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR ALL STUDENTS
CSTP3: MAKING SUBJECT MATTER COMPREHENSIBLE TO ALL STUDENTS
CSTP4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
CSTP5: ASSESSING STUDENTS FOR LEARNING
CSTP6: DEVELOPING AS A PROFESSIONAL EDUCATOR

These criteria will anchor the process of the continual improvement that teachers are expected to demonstrate annually at Granite Peak Charter.

Granite Peak Charter Director

The staff of Granite Peak Charter develop goals aligned with the Pacific Charter Institute Strategic Plan (see more information above in Section A). The Executive Director will evaluate the Director based on the job description, specific goals aligned with the Charter School's mission, and operational expectations developed for the role.

Granite Peak Charter Staff

Supervisors evaluate staff using a proven tool that allows for flexibility within the job positions to accurately assess how they are performing in the charter school environment.

6. Element 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i)That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive of paragraph (2) of subdivision (a) of Section 33282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

-Education Code Section 47605(c)(5)(F)

To provide safety for all students and staff, Granite Peak Charter will implement full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Granite Peak Charter's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. Granite Peak Charter shall ensure that staff will be trained annually on the health and safety policies. A complete copy of these procedures will be available to MTUESD upon request.

All staff members complete most required training through the PCI human resources department using online (Vector solutions) (or similar training program) and in person training. The summary of health and safety policies that require training or protocols are listed below.

Procedures for Background Checks

Employees and contractors of Granite Peak Charter will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must complete the LiveScan fingerprinting process with the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1. The Director of Human Resources monitors compliance with this policy. The Executive Director designee will monitor the fingerprinting and background clearance of all employees and report to the PCI Board of Directors on a regular basis. The Director of Human Resources shall monitor the fingerprinting and background clearance of the Executive Director. Regular volunteers (those who will volunteer 16 hours a month or 32 hours per year) and volunteers who come in contact with students without the direct supervision of a credentialed employee will be DOJ fingerprinted and must receive background clearance prior to volunteering in accordance with AB 506 (2022).

The Charter School will also comply with the provisions of AB 2534 (2024) and SB 848 (2025) requiring charter schools to inquire about any credible complaints or investigations related to egregious misconduct against applicants for employment.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

Granite Peak Charter shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Granite Peak Charter will follow the requirements of Education Code 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees (at least once every four years), and of volunteers who have frequent or prolonged contact with students.

Immunizations

Granite Peak Charter will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075. All enrolled students who receive classroom based instruction will be required to provide records documenting immunizations as required at public schools. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

CPR/First Aid Training

Designated employees must maintain CPR/First Aid certification (Red Cross). The Charter School shall maintain Automated External Defibrillators ("AED") on Charter School premises and shall train Charter School personnel on the use of AEDs.

Medication in School

Granite Peak Charter will adhere to Education Code 49423 regarding administration of medication in school. Granite Peak Charter will adhere to Education Code Section 49414 regarding epinephrine auto- injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision/Hearing/Scoliosis

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

Diabetes

Granite Peak Charter shall make type 1 diabetes informational materials accessible to the parent or

guardian of a pupil when the pupil is first enrolled in elementary school. Granite Peak Charter will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Oral Health Examinations

Granite Peak Charter will require its students to comply with all oral health examinations pursuant to Education Code 49452.8.

Suicide Prevention Policy

Granite Peak Charter will follow the PCI policy on student suicide prevention in accordance with Education Code Section 215 and shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. (Vector solutions) Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. This policy will include methods for addressing the needs of high-risk youth including, but not limited to:

(A) Youth bereaved by suicide.
(B) Youth with disabilities, mental illness, or substance use disorders.
(C) Youth experiencing homelessness or youth in out-of-home settings, such as foster care.
(D) Lesbian, gay, bisexual, transgender, or questioning youth.

The policy will also address training on suicide awareness and prevention to be provided to teachers. The PCI policy on student suicide prevention includes materials approved for training that include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall always stock the school's restrooms with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle and high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- if the comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, procedures that comply with Section 32282(a)(2)(K)(i)-(iv)
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency responses, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Director and, if there is merit to the concern, the Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

Granite Peak Charter will meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. PCI has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, HIV and hepatitis B virus ("HBV"). This plan includes the training of staff.

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

Drug Free/Alcohol Free/Smoke Free Environment

Granite Peak Charter will maintain a drug, alcohol, and smoke-free environment.

Integrated Complaint and Investigation Procedure

Granite Peak Charter will utilize PCI's existing complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Executive Director or designee will be responsible for the investigation, remediation, and follow-up of matters submitted through this procedure not managed by the director of Granite Peak Charter. All issues not resolved by the school site may be resolved at the executive level including corporate human resources.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Granite Peak Charter will be committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Granite Peak Charter will use policies adopted by the PCI Board regarding discrimination harassment (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature will be very serious and will be addressed in accordance with the PCI anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

Granite Peak Charter shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school-site employees and all other school-site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ+ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Facility Safety

Granite Peak Charter shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

7. Element 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school."

-Education Code Section 47605(c)(5)(G)

Granite Peak Charter will strive, through recruitment and admission practices, to achieve a population balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of MTUESD and the adjacent counties. Students will be considered for admission without regard to race or ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation, or any of the characteristics listed in Education Code Section 220, including immigration status.

Granite Peak Charter will implement recruitment strategy that includes, but will not necessarily be limited to, the following elements, which focus on achieving and maintaining a population balance among students that will be reflective of the general population residing within the territorial jurisdiction of MTUESD and adjacent counties :

- Granite Peak Charter will be present at various local community events
- Recognize that linguistic diversity enriches our community
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- Provision of materials in languages other than English
- Foster an inclusive environment reflecting a wide range of cultural perspectives
- Press releases and other communications with local print and broadcast news media
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions
- The development and distribution of promotional and informational materials that reach out to all the various racial and ethnic groups represented in the territorial jurisdiction of Calaveras County and the surrounding adjacent counties
- Communication with District personnel

As part of its outreach to Spanish speakers, Granite Peak Charter translates into Spanish:

- General information sheets and other key documents, including the school vision and mission statement
- Information and announcements on the Granite Peak Charter website
- Communication with district personnel
- When possible Spanish speaking support staff acts as translators during parent and teacher meetings

8. Element 8: ADMISSION POLICIES AD PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)."

-Education Code Section 47605(c)(5)(H)

This policy, adopted by the Board of Directors of PCI (June 17, 2019; Revised September 10, 2020, September 19, 2024), applies to all charter schools operated by Pacific Charter Institute. Each individual charter school is referred to in this Element as the "Charter School" or "PCI."

A. Outreach Policies and Procedures

The Charter School strives to achieve a student population reflective of the neighborhood(s) in which the Charter School is located and/or the low-income population served by the Charter School's authorizer. Because the Charter School's mission is to eliminate the achievement gap, during the admission process, the Charter School puts forth best efforts to proactively contact local families who are in greatest need and may be least likely to hear about new educational opportunities. To this end, extensive outreach is conducted by Charter School leaders, PCI central staff, and volunteers. This outreach may take place door-to-door and in a wide variety of community venues, from houses of worship to Head Start programs, to local libraries, to local stores. Neighborhoods chosen for targeted outreach may include those that are near the Charter School, those identified as socioeconomically disadvantaged according to census tract analysis, and those near schools either eligible for differentiated assistance or with both a Free and Reduced Price Meal-eligible student population above 50 percent and standardized test scores well below state averages. The Charter School strives to share information about our program as broadly as possible, especially to students currently attending underperforming schools.

The recruitment activities extend to all students in grades TK through grade twelve in Calaveras County and immediately adjacent counties to promote a diverse student base. In addition, an informative website will be available and regularly updated with information about The Charter School and our admission process.

Please see Appendix 8 for a copy of PCI's Policies and Procedures for Student Outreach, Application, Lotteries, and Enrollment.

B. Application Policies and Procedures

The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned

characteristics). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to the Charter School, except in the case of a public random drawing (or "lottery"), shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Enrollment at Granite Peak Charter is open to any resident of Calaveras County and immediately adjacent counties who is committed to completing an academically rigorous program in an independent study format. Granite Peak Charter is a school of choice, and no student is required to attend the Charter School. Enrollment is not based on prior academic achievement. Granite Peak Charter is a partnership between the school, the student, and the student's family. In this partnership, each party has responsibilities. As part of the admission process, all three parties—Granite Peak Charter, the student, and their parent or guardian—must first meet with the Granite Peak Charter Director or their designee. The parent and student then sign the agreements that outline the expectations of all stakeholders. In addition, enrollment is ongoing unless staffing prevents additional students from being enrolled.

The application process requires submission of a student application which collects basic student information (e.g. name, date of birth, grade level entering) necessary to enter the student into a lottery, if needed, and contact information of the student and the student's parent/guardian. Prior to admission into the Charter School, no information is collected on demographic features such as income, home language, ethnic background, or any special needs a student may have, as these do not factor into the application and/or lottery process.

Public Random Drawing

Applications will be accepted during one publicly advertised application period each year for admission in the following school year. The Charter School shall admit all pupils who wish to attend the school subject only to capacity. Capacity will be determined by the availability and placement of qualified, trained, credentialed teachers to serve as the teacher of record for students who wish to attend.

Submission of an application is not a guarantee of enrollment in the Charter School; the application is an entry into the public random drawing, if the Charter School receives more applications than spaces available.

Charter School's existing students who wish to continue at PCI must have confirmed their intent to return prior to the end of the application period. Students who do so are guaranteed admission in the following school year. Following the application period, PCI shall determine the number of available seats which shall be equivalent to Charter School's capacity minus the number of students confirmed to return. In the event that the number of students seeking admission during the enrollment period exceeds the Charter School's number of available seats, a lottery shall be held for the impacted area(s).

In any year in which a lottery is not required because the number of applications does not exceed the Charter School's capacity, the Charter School will admit all students who meet the admission and

application requirements stated in the Charter and these Policies.

As described above, if any area serviced by a PCI teacher has received more applications than available places during an application period, a lottery will be held. It is not necessary for students or parents/guardians to be present at this lottery to be selected. The lottery will be conducted using Pacific Charter Institute's online lottery system containing application information for all students who have submitted applications during the application period.

Admission preferences in the case of a lottery shall be provided in the order outlined in each respective PCI charter. The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. PCI will use an electronic lottery process integrated with each charter school's Student Information System (PowerSchool). Priorities for admission established for each charter school are pre-programmed into the system. All applications for each area are reviewed at one time giving preference to the priorities outlined for each charter school and then randomized for placement in available spots. If there are more applicants than capacity, a waitlist will be created for each area. Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be placed on a waitlist in an order according to their draw order in the lottery. This waitlist will allow students the option of admission in the case of an opening between the lottery and the start of the school year, or a new opening during the school year once underway. The waitlist will not be carried over to the next school year.

The Charter School will conduct the lottery in the spring for admission in the fall of that year. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on each Pacific Charter Institute charter school website. Public notice for the date and timeof the public random drawing will also be posted once the application deadline has passed.

For each Pacific Charter Institute charter with an admission preference for siblings, admission or enrollment of an applicant's sibling gives this applicant preference in the application process. In implementing this preference, it is Pacific Charter Institute's policy that if a student is on a waitlist for the Charter School and the student's sibling is subsequently admitted to the Charter School, the student is moved to the top of the waitlist (below any other siblings on the waitlist) for the area for which the student applied.

If a student is admitted through an admission preference, the Charter School may require supporting documentation (e.g., proof of address) from the parent/guardian as part of the student's enrollment package. The Charter School shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered admission via a preference and the Charter School deems that the student does not qualify, the student will immediately forfeit admission and be placed at the end of the waitlist.

C. Enrollment Policies and Procedures

After completion of the lottery, the Charter School will make best efforts to contact the parent/guardians of all applicants to notify them of their admission and/or waitlist status(es) within two weeks of the drawing. To confirm an offer of admission in the Charter School, the parents/guardians must submit all required enrollment documents to the staff member responsible for enrollment at the Charter School by the stated deadline.

In addition, the Charter School feels strongly that success for students requires a commitment from both students and parents to the mission and vision of the Charter School as set forth in the Charter. During the enrollment process, all parents or guardians shall be asked to sign a Commitment Letter indicating they understand the Charter School's philosophy and program. However, students will not be denied admission or disenrolled for failing to sign the Commitment Letter.

If the Charter School does not receive the required enrollment documents for a student by the stated deadline, after making our best attempt to contact the student, the student will be deemed to have declined his/her/their admission to the Charter School and will forfeit his/her/their spot. Notwithstanding the above, the Charter School will not penalize a homeless student or foster youth for inability to timely present some part of the required enrollment documents, consistent with our Homeless Education Policy.

If the Charter School receives any applications after the application period and lottery and before the applicable school year has started, the Charter School will place students in the Charter School in the order the applications are received, if the area serviced by a PCI teacher has capacity to serve the students.

Decisions on any aspect of applications, lotteries, or enrollment not addressed specifically in these Policies or in the Charter School's charter may be made by the Executive Director, consistent with all applicable law, these Policies, and the Charter School's charter.

9. Element 9: ANNUAL FINANCIAL AUDITS

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

-Education Code Section 47605(c)(5)(I)

An annual independent fiscal audit of the books and records of Granite Peak Charter will be conducted as required under Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of Granite Peak Charter will be kept in accordance with the generally accepted accounting principles and as required by applicable law, the audit will employ generally accepted accounting procedures for public schools in the state of California. The audit of Granite Peak Charter may be included in the audit of all schools operated by PCI so long as the audit provides separate revenues and expenditures for each charter school as well as the balance sheet data for each charter school. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

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

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. A review of each year's audit occurs at a Board of Directors meeting. The Executive Director, along with the audit committee (if applicable), reviews any audit exceptions or deficiencies and then reports to the Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies are corrected by the time of the audit submission, along with supporting documentation. Additionally, the Charter School will inform the District of any outstanding exceptions or deficiencies at the time of audit submission and how they are resolved to the satisfaction of the District along with an anticipated timeline for the same. Typically, all audit exceptions or deficiencies will be addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Element 14 of this charter.

The independent fiscal audit of Granite Peak Charter will be a public record and is provided to the public upon request.

In accordance with Education Code 47604.3, Granite Peak Charter will promptly respond to all reasonable inquiries of the chartering agency. Granite Peak Charter will recognize the right of the chartering agency to inspect or observe any part of Granite Peak Charter at any time.

For over the last twenty years PCI has received positive fiscal and compliance audits from the highly qualified firms of Perry-Smith LLC, Gilbert and Associates, and James Marta & Associates. Please see Appendix 5 for a copy of the latest financial audit for Pacific Charter Institute.

10. Element 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's education rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

- Education Code Section 47605(c)(5)(J)

A. Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline will include but will not be limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

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 this Policy, corporal punishment will 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[5] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and its Administrative Procedures are available upon request at the director'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 Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the

[5] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to 1) a school activity, 2) school attendance occurring at the Charter School or at any other school, or 3) a Charter School sponsored event. A Student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds.
- while going to or coming from school.
- during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined by the Director, Executive Director or designee that the student:

    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, 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 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, which includes but is not limited to, electronic files and databases
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    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 a student's own prescription products by a student.

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 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. 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.
m. 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
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school district property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
s. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
t. 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:

a. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
c. Causing a reasonable student to experience substantial interference with their academic performance.
d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    a. A message, text, sound, video, or image.
    b. A post on a social network Internet Web site including, but not limited to:
        i. 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.
        ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        iii. 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    c. An act of cyber sexual bullying.
        i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
        ii. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. 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.

A student 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 student 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)(a)-(b).

b. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the director's or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, 0r 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self- defense.
c. Unlawfully possessed, used, 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, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
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 a student's own prescription products by a student.
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. Knowingly received stolen school property or private property, which includes but is not

limited to, electronic files and databases.

l. 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.
m. 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.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined above.
u. A student 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 student 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 (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
    b. Brandished a knife at another person.
    c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
    d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

Granite Peak Charter will use the following definitions:

1. The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, (B) a weapon with a blade fitted primarily for stabbing, (C) a weapon with a blade longer than 3½ inches, (D) a folding knife with a blade that locks into place, or (E) a razor with an unguarded blade.
2. 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.
3. The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce,
4. mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
    - Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director 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 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).
- This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians
   - At the time of suspension, the Director 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(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If 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 Placement/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 Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Director or designee upon either of the following conclusions: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension
   - In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

     In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

B. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA)) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 student. The notice shall include:

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

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Granite Peak Charter may, upon finding a 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 which shall be examined only by the Board of Directors, the administrative panel, 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 student.

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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing to present in the hearing at the time the complaining witness 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 entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence will both be 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 their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

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 of Directors, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the accused student, 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 their testimony heard in a session closed to the public.

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.

Expulsion Decision

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

If the expulsion hearing panel decides not to recommend expulsion, or if the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of

the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

C. Disciplinary Records

Granite Peak Charter shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the chartering authority upon request.

D. No Right to Appeal

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

E. Expelled Students/Alternative Education

Students 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.

F. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 (1) year from the date of expulsion when the student may reapply to Granite Peak Charter for readmission.

G. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously

expelled student from another school, school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board of Directors following a meeting with the Director and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding the Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the charter school's capacity at the time the student seeks readmission or admission to the Charter School.

H. Notice to Teachers

Granite Peak Charter shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

I. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

a. Notification of SELPA
    1. The charter school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA regarding the discipline of any student with a disability or student who the charter school or SELPA would be deemed to have knowledge that the student had a disability.

b. Services During Suspension
    1. 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 participated in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

c. Procedural Safeguards/Manifestation Determination
    1. 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.

2. 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. f 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 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/guardian 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/guardian, 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 direct 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.

a. Due Process Appeals
    1. The parent/guardian 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.
    2. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.
    3. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.
    4. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the

hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

b. Special Circumstances
    1. Granite Peak Charter 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.
    2. The director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

c. Interim Alternative Educational Setting
    1. The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

d. Procedures for Students Not Yet Eligible for Special Education Services
    1. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district'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.
    2. The Charter School shall be deemed to have knowledge that the student will have a disability if one of the following conditions exists:

        a. The parent/guardian will express 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 PCI supervisory or administrative personnel, or to one of the child's teachers, that the student will be in need of special education or related services.
        b. The parent/guardian will request an evaluation of the child.
        c. The child's teacher, or other school personnel, will express 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 IDEA-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 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

11. Element 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."

-Education Code Section 47605(c)(5)(K)

All full-time employees at Granite Peak Charter participate in a qualified retirement plan including, but not limited to, State Teachers' Retirement System ("STRS") and/or the federal social security system, based on their eligibility to participate.

Eligible PCI certificated employees participate in STRS. Non-credentialed staff will have the opportunity to participate in a 401(k) plan and automatically participate in social security. All staff after meeting the criteria may participate in the 401(k) program, which includes employer matching by PCI on a specific schedule. Staff will have access to other employer-sponsored retirement plans according to policies developed by the PCI Board. The Chief Business Officer is responsible for ensuring that appropriate arrangements for retirement coverage will be made for all employees.

12. Element 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

-Education Code Section 47605(c)(5)(L)

No student may be required to attend Granite Peak Charter. Students who opt not to attend Granite Peak Charter may attend the schools in the school district where they reside or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled at Granite Peak Charter are informed on admission forms that the students have no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in Granite Peak Charter, except to the extent that such a right will be extended by the local education agency.

13. Element 13: EMPLOYEE RETURN RIGHTS

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of returns to the school district after employment at a charter school."

-Education Code Section 47605(c)(5)(M)

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

Sick or years of service credits at MTUESD or any other school district will be reviewed with the possibility of service credit on the salary schedule. Employment by PCI will provide no rights of employment at any other entity, including any rights in the case of closure of Granite Peak Charter.

14. Element 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."

-Education Code Section 47605(c)(5)(N)

Intent

The intent of this dispute resolution process will be to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on MTUESD, and (3) ensure a fair and timely resolution to disputes.

Public Comments

The staff of Granite Peak Charter, PCI, the PCI Board, and MTUESD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. While a disputed charter matter progresses through this dispute resolution process, parties of the dispute will refrain from public commentary regarding the matter.

Disputes Arising from Within the School

Disputes arising from within Granite Peak Charter, including all disputes among and between students, staff, parents, volunteers, advisory, partner organizations and the PCI Board, are resolved pursuant to applicable complaint policies and processes adopted by PCI.

MTUESD will not intervene in any such PCI and/or New Charter School internal disputes without the consent of the Board of PCI and will promptly refer any complaints or reports regarding such disputes to the Board or the Executive Director for resolution pursuant to PCI's policies. MTUESD will agree not to intervene or become involved in an internal dispute unless the dispute has given MTUESD reasonable cause to believe that a violation of this charter or related laws or agreements or issues of student health or safety have occurred, or unless the PCI Board has requested MTUESD to intervene in the dispute.

Granite Peak Charter shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Granite Peak Charter will adopt BP 1312 PCI General Complaint Policy and Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

Disputes Between Granite Peak Charter and MTUESD

Granite Peak Charter recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below will be intended as a starting point for a discussion of dispute resolution procedures. Granite Peak Charter will be willing to consider changes to the process outlined below as suggested by MTUESD.

Granite Peak Charter and the District will be encouraged to attempt to resolve any disputes with the

District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Granite Peak Charter and MTUESD, Granite Peak Charter staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent (or designee) and Executive Director (or designee) of Granite Peak Charter. In the event that the MTUESD Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Granite Peak Charter requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the 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 prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607and its implementing regulations.

The Executive Director or designee and the MTUESD Superintendent or designee will 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 will identify two board members from their respective boards who will jointly meet with MTUESD Superintendent or designee and the Executive Director or designee and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the MTUESD Superintendent or designee and the Executive Director or designee will meet to jointly identify a neutral third-party mediator to engage the parties in a non- binding mediation session designed to facilitate resolution of the dispute. The MTUESD Superintendent or designee and the Executive Director or designee will develop the format of the mediation session jointly. Mediation will be held within 60 business days of receipt of the dispute statement. The costs of the mediator will be split equally between MTUESD and Granite Peak Charter. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of MTUESD and Granite Peak Charter.

15. Element 15: CLOSURE PROTOCOL

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."

-Education Code Section 47605(c)(5)(O)

Closure of Granite Peak Charter will be documented by official action of the PCI 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.

Granite Peak Charter will promptly notify parents and students of Granite Peak Charter, the School District, the Calaveras County Office of Education, the school's SELPA, the retirement systems in which the 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) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Granite Peak Charter will ensure that the notification to the parents and students of Granite Peak Charter of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the school.

Granite Peak Charter will also develop a list of pupils in each grade level and the courses they have completed, together with information on the pupils' districts of residence, which they will provide to PCI. As applicable, Granite Peak Charter will provide parents, students and the 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 FERPA 20 U.S.C. § 1232g. Granite Peak Charter will ask the District to store original records of Granite Peak Charter students. All student records of Granite Peak Charter shall be transferred to the District upon closure. If the MTUESD will not or cannot store the records, Granite Peak Charter shall work with the Calaveras County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practicable, Granite Peak Charter will prepare final financial records. Granite Peak Charter will also have an independent audit completed within six months after closure. Granite Peak Charter will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the 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.

Granite Peak Charter will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Granite Peak Charter, all assets of Granite Peak Charter, including but not limited to all personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, will remain the sole property of the Granite Peak Charter and, upon the dissolution will remain the property of, the PCI non-profit public benefit corporation, PCI reserves the right to distribute these assets in accordance with the Articles of Incorporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon Granite Peak Charter closure to the 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, Granite Peak Charter shall remain solely responsible for all liabilities arising from the operation of Granite Peak Charter.

As Granite Peak Charter is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Granite Peak Charter, 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 5, Granite Peak Charter will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. District Oversight

Granite Peak Charter will be a wholly separate and independent entity from MTUESD.

Granite Peak Charter will receive funding in accordance with Education Code 47630 et seq., and applicable federal law. Granite Peak Charter will receive its funding directly from the state or through any other available mechanism. Any funds that flow through MTUESD that will be due to Granite Peak Charter will be promptly forwarded to Granite Peak Charter in accordance with law. PCI and Granite Peak Charter will negotiate in a good faith to develop a memorandum of understanding that establishes the specific financial and service relationship between the two parties.

In accordance with Education Code Section 47613(a), MTUESD may charge for the actual costs of supervisorial oversight of Granite Peak Charter not to exceed one (1) percent of the revenue of Granite Peak Charter. MTUESD may charge up to three (3) percent of the revenue of Granite Peak Charter if Granite Peak Charter will be able to obtain substantially rent-free facilities from MTUESD. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. MTUESD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code 47604.32 and/or necessitated by the charter.

These supervisory oversight services include, but will not necessarily be limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter
- Regular review, analysis, and dialogue regarding the annual performance report of the school
- Monitoring of compliance with the terms of this charter and related agreements
- Good faith efforts to implement the dispute resolution and related process described in the Charter
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

B. Fiscal Strength and Support

PCI has significant financial strength. This strength includes strong financial reserves to ensure smooth cash flow and meet all obligations. Granite Peak Charter demonstrates it has very strong financials. (See Appendix 6 for budget and cash flow documents.)

Granite Peak Charter conducts its own financial systems provided under PCI. These include accounting and payroll services, including STRS reporting and state reporting to the California Department of Education. PCI uses PowerSchool, a student information system ("SIS") used extensively in California and throughout the United States. PowerSchool is used for student attendance accounting (average daily attendance claims and support of attendance for audits) by the California Department of Education. This SIS also provides comprehensive student databases, state reporting, scheduling, and administrative tools.

C. Internal Financial Controls

Granite Peak Charter, with the support of PCI, uses internal financial controls as first established by PCI for Granite Peak Charter. Over the last nineteen years, independent auditors including Gilbert and Associates, Perry Smith, LLC, and James Marta & Company all agree in their analysis that PCI and its schools successfully segregate duties to ensure financial controls are in place. All accounts payable for the school will be processed by the Business Department in the accounting system. The Executive Director or Designee signs off on all requisitions. The Chief Business Officer and the business team will process all of the purchase orders through the purchasing systems consisting of workflows that lead to the Executive Director or designee for final approval in the accounting system. The Chief Business Officer, the designee, and the business team review invoices of the requisitions prior to check mailing. Upon review and approval, the checks are mailed to vendors. No purchases will be approved by Granite Peak Charter without the process described above. Columbia Bank will successfully clear checks in real time making ledger reconciliation timely and accurate. The Executive Director will maintain full accountability of all purchases made by the school.

All payroll will be managed by the Executive Director and the Chief Business Officer with support from the business and human resource teams twice a month upon submission by all staff with signed payroll forms approved by corresponding supervisors. The Chief Business Officer will compile all payroll for the organization. The Director of Operations and the Director of Human Resources or designees will review all payroll for each pay period in the accounting payroll system, and then approve the transactions to be reviewed and processed by the Chief Business Officer. Once this review is completed, the payroll will be submitted to Columbia Bank for final dispatch of direct deposit into the employees' accounts.

The Chief Business Officer will manage the retirement plans (STRS & 401k) monthly through the accounting payroll system. Payments and reports will be submitted to CCOE before the end of each month in accordance with county office deadlines.

Accounts receivables will arrive to the Chief Business Officer after designees log check information into a shared electronic document, who will deposit the checks directly to Columbia Bank (or other bank, as approved by the Board). The receipts will then be recorded for posting. The bank account will be reconciled on a regular basis and the reconciliation will be signed off by the Chief Business Officer.

All of the above procedures are analyzed annually by James Marta & Company or other state-approved auditor during the independent audit procedures.

D. Budgets and Cash Flow

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

- Education Code Section 47605(h)

See Appendix 6 for Granite Peak Charter's three-year budget and cash flow, including financial projections and startup costs. These documents are based upon the Local Control Funding Formula and the best estimates of revenues and costs available to the charter school at this time.

E. Financial Reporting

Granite Peak Charter will provide reports to MTUESD and the County as follows, and will provide additional fiscal reports as requested by MTUESD:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, of the second year of operation an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Granite Peak Charter's annual, independent financial audit report for the preceding fiscal year will 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 un-audited report for the full prior year. The report submitted to the District will include an annual statement of all Granite Peak Charter's receipts and expenditures for the preceding fiscal year.

PCI and Granite Peak Charter will maintain appropriate records. In accordance with the timelines required by Education Code 47604.33, a copy of the proposed fiscal year budget for Granite Peak Charter, financial reports, and unaudited actuals will be forwarded to MTUESD. Granite Peak Charter operates in accordance with generally accepted accounting principles ("GAAP"). A business operations process will be utilized for Granite Peak Charter's day-to-day business functions. The Charter School promptly responds to all reasonable inquiries, including inquiries regarding financial records.

Reporting Requirements

The following reports will be submitted to MTUESD:

- California Basic Educational Data System
- Actual Daily Attendance Reports, Budget (J210 or other approved document) both preliminary and final
- LCAP
- Copies of annual, independent financial audits employing generally accepted accounting principles

F. Insurance

PCI has secured and maintains, on behalf of Granite Peak Charter, commercially reasonable general liability, worker's compensation, and other necessary insurance coverage as set forth below to protect Granite Peak Charter from claims that may arise from its operations:

- Workers' compensation insurance in accordance with the provisions of the California Labor Code, adequate to protect Granite Peak Charter from claims under Workers' Compensation Acts, which may arise from its operations;

- General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than $2,000,000 for each occurrence. The policy will be endorsed to name MTUESD as an additional insured.

(These amounts may be altered upon recommendations of the insurer as required by agreement between the MTUESD and PCI.)

PCI maintains adequate property and liability insurance for Granite Peak Charter. Types and amounts are agreed upon in an operational agreement between MTUESD and PCI. Proof of insurance will be provided to MTUESD upon request. Please see Appendix 9 for a Certificate of Liability Insurance.

G. Administrative Services

"The manner in which administrative services of the charter school are to be provided."

-Education Code Section 47605(h)

PCI conducts all administrative and business services on behalf of Granite Peak Charter on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, and executive management from PCI at its office located at 2241 Harvard Street, Suite 310, Sacramento, CA 95815. Any additional contracts are vetted for conflict of interest as adopted by the PCI Board of Directors. Granite Peak Charter and PCI provide their own academic support and special education services except for those agreed upon with the District as listed above.

PCI will provide all administrative duties, further ensuring high quality services in a cost-effective manner.

H. Facilities

"The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate."

-Education Code Section 47605(h)

Granite Peak Charter is an independent study charter school, requiring fewer facilities than a traditional school setting as only a portion of students are on site at any one time. The Charter School will ensure that the facilities align with all building and fire codes for instructional purposes as provided in Education Code Section 47610.

Granite Peak Charter intends to locate within the Mark Twain Union Elementary School District.

I. Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district."
-Education Code Section 47605(h)

Pacific Charter Institute, a California nonprofit public benefit corporation, operates Granite Peak Charter. This corporation is organized and operated exclusively for charitable purposes within the meaning of 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code 23701(d).

Pursuant to Education Code 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will 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 the oversight responsibilities required by law. Granite Peak Charter will work diligently to assist the School District in meeting any and all oversight obligations under the law, including meetings as requested, statutory fiscal reporting, or other requested protocols to ensure the District will not be liable for the operation of Granite Peak Charter.

PCI Bylaws provide for indemnification of the PCI Board, officers, agents, and employees, and PCI purchases and maintains general liability insurance, directors' and officers' insurance, and workers compensation insurance. The District will be named an additional insured on the general liability insurance of Granite Peak Charter.

J. Transportation

Granite Peak will be a school of choice and therefore it will be the responsibility of the parents/guardians to provide transportation of students to and from the school, except as required by law for students with disabilities in accordance with a student's IEP.

K. District Visitation and Inspection

Granite Peak Charter will comply with the District visitation and authorization process which includes
a formal visit at least annually by MTUESD. During this formal visit and inspection, Granite Peak Charter provides information needed to validate the Charter School's performance and compliance as a public charter school. Granite Peak Charter agrees to and submits to the right of the School District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with the Education Code Section 47607.

L. Response to Inquiries

Pursuant to Education Code Section 47604.3, Granite Peak Charter promptly responds to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the School District, County Board of Education, and the State Superintendent of Public Instruction.

Attachments (Appendices)

The documents and materials attached to this charter (e.g., appendices) are for informational purposes only and are not part of the charter.

CONCLUSION

By approving this establishment charter petition, MTUESD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Granite Peak Charter is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, Granite Peak Charter pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter petition. We request a charter for the period of five (5) years commencing July 1, 2026, through June 30, 2031.

APPENDIX 1

TEACHER SIGNATURES

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***teachers*** who are meaningfully interested in teaching at the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer		
Name	Signature	Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Jennifer Andrews		1-9-26
Address, City, State	**Email**	**Phone**
4681 LaBeth, Valley Springs CA 95252	Jenni.andrews@pacificcharters.org	209-247-0043

Name	Signature	Date
Lisa Polk		1-9-26
Address, City, State	**Email**	**Phone**
5346 Giovanni Ct. Linden CA 95236	klopasil@hotmail.com	916 207-6136

Name	Signature	Date
Ken Meyer		1-9-26
Address, City, State	**Email**	**Phone**
11726 S. Mohler Rd	kenmeyer@hotmail.com	209 765 2320

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***teachers*** who are meaningfully interested in teaching at the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Rosie Romine	Rosi Romine	1/8/26
Address, City, State	**Email**	**Phone**
2155 E. Canal Drive Turlock, CA 95380	Rosie.Romine@pacificcharters.org	(209)595-4701

Name	Signature	Date
Address, City, State	**Email**	**Phone**

Name	Signature	Date
Address, City, State	**Email**	**Phone**

PARENT SIGNATURES

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Shawn Jue		1-12-26
Address, City, State	Email	Phone
137 Apple Blossom Dr.	ShawnJue@yahoo.com	5305249529
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
02/8/17	06/20		

Name	Signature	Date
Natasha Romero		1-12-26
Address, City, State	Email	Phone
10480 Mnt. Ranch Road	Nromero3606213@icloud.com	(209) 7430403
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
1/2/13	12/4/20	6/18/22	5/22/24

Name	Signature	Date
Melissa Fragoza	Melissa Fragoza	1/12/26
Address, City, State	Email	Phone
427 Alfreda street San Andreas CA 95249	melissafischer2509@hotmail.com	209-304-2874
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
12/2017			

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Emmalena Arvin	Emmalena Arvin	01/08/26
Address, City, State	Email	Phone
590 ½ S Stewart Apt 4 Sonora, CA	emmalenaarvin@gmail.com	(209)334-4997
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
03/02/2022	09/16/2020		

Name	Signature	Date
Rosalie Soliz	Rosalie Soliz	01/08/26
Address, City, State	Email	Phone
10999 Fawn Ct Sonora, Ca	roossiiee27@gmail.com	209.470.1245
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
01/03/04/21			

Name	Signature	Date
Patricia Jordan	Patricia Jordan	1/08/26
Address, City, State	Email	Phone
730 Sheep Ranch Rd	tricia.jordan77@yahoo	209-213-8831
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
Feb 2022	Oct 2018	Aug 2015	

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Melinda Binder		1-12-26

Address, City, State	Email	Phone
4041 Northwood dr Murphys CA	Melindabinder2222@yahoo.com	209-265-6108

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
07/2017	02/2020	~~07/2017~~	

Name	Signature	Date
Jenna Florent		1/12/26

Address, City, State	Email	Phone
2118 S. Ranchero Rd Valley Springs	Jenna.Florent@gmail.com	(707) 334-3636

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
06/2019	03/2022		

Name	Signature	Date
Katherine Hopp	Katherine Hopp	1/12/26

Address, City, State	Email	Phone
3156 Greenmeadow Court	hoppkatherine@yahoo.com	(209) 768-7064

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
Jan 2010	May 2012	April 2021	

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature — Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Kelly Thomas		1-12-26
Address, City, State	Email	Phone
8713 S. Hwy Valley Springs CA	Robt3@caltel.com	209. 814. 72
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
2013			

Name	Signature	Date
Laura Ichord		1-12-26
Address, City, State	Email	Phone
4225 Highway 49, San Andreas 95249	lauramk56@icloud.com	760-207-5568
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
3/2018	10/2020		

Name	Signature	Date
Elizabeth Schar		1.13.26
Address, City, State	Email	Phone
1515 MT Ranch Road San Andreas CA 95249	elizabeth_schar@yahoo.com	209-217-4322
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
10/2013	7/2015	2/2017	9/2019

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Jayme Weldon	Jayme Weldon	1/13/26

Address, City, State	Email	Phone
2360 Blake Ln. Valley Springs, CA 95252	weldon8704@gmail.com	209-304-6237

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
5/2009	12/2011	6/2014	4/2022

Name	Signature	Date
Lorena Barajas		1/13/26

Address, City, State	Email	Phone
4717 Hillvale Dr. Valley Springs CA. 95252	lorenabarajas06@gmail.com	650 422 9735

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
12/06/2016	06/13/2019		

Name	Signature	Date
CHARLES FERRUCCI		1/13/26

Address, City, State	Email	Phone
6706 Connor Dr.	C_ferrucci	209-256-5150

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
08/16/2015	09/25/2013		

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Deron Bitner		01/13/24
Address, City, State	Email	Phone
5345 Midoo Way	deron.bitner@gmail.com	(209) 768 5179
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
07/11/23	—	—	—

Name	Signature	Date
Address, City, State	Email	Phone
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

Name	Signature	Date
Address, City, State	Email	Phone
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***teachers*** who are meaningfully interested in teaching at the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature — Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Brieann Trevillyan	B T	1-12-26
Address, City, State	**Email**	**Phone**
4786 Lake View Rd. Valley Springs, CA 95252	brietrevillyan@gmail.com	(209)735-8335

Name	Signature	Date
Address, City, State	**Email**	**Phone**

Name	Signature	Date
Address, City, State	**Email**	**Phone**

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer

Name | Signature | Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Scott Frazier		1/13/26
Address, City, State	Email	Phone
10433 Knoll Dr. Valley Springs CA		209 786 8551
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
01/2011			

Name	Signature	Date
Christine Frazier	Christine L. Frazier	1/13/2026
Address, City, State	Email	Phone
10433 Knoll Dr. Valley Springs CA	frazier momof4@gmail.com	209-559-8284
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
01/2011			

Name	Signature	Date
	Ryan Frazier	
Address, City, State	Email	Phone
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Rosie Romine	Rosie Romine	1/8/26

Address, City, State	Email	Phone
2155 E. Canal Dr. Turlock, CA 95380	Rosieromine@gmail.com	(209)595-4701

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
10/2017	10/2020		

Name	Signature	Date

Address, City, State	Email	Phone

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

Name	Signature	Date

Address, City, State	Email	Phone

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

GRANITE PEAK
CHARTER SCHOOL

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer

Name | Signature | Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Jennifer Long		1/13/26
Address, City, State	**Email**	**Phone**
10741 Pleasant Valley Cir	GINNE@sbcglobal.net	2094826924
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
11/2012			

Name	Signature	Date
Nancy McKissick	Nancy McKissick	1/13/26
Address, City, State	**Email**	**Phone**
10308 Almanor Cir. Stockton, CA 95219	nanmckissick@aol.com	209 401 5222
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
03/18/10			

Name	Signature	Date
Beth Zylstra	Elizabeth Zylstra	1.13.26
Address, City, State	**Email**	**Phone**
232 Emerald Lane Valley Springs	desomberbeth@gmail.com	209.662.1032
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
6.12.17	10.2.19		

GRANITE PEAK
CHARTER SCHOOL

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer — Name | Signature | Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Janet Glass		1/13/2026
Address, City, State	**Email**	**Phone**
11704 Sun Road	janetandrade15@gmail.com	661-233-5301
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
01/2019	01/2018		

Name	Signature	Date
Melissa Allen		1/13/26
Address, City, State	**Email**	**Phone**
5290 David ct. Linden CA	melissadavey5@gmail.com	209-481-3639
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
02/2018	09/20		

Name	Signature	Date
Storme Goldsmith		1/13/26
Address, City, State	**Email**	**Phone**
1009 White lane	Storcal88@yahoo.com	209-639-13[illegible]
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
3/7/16	8/6/18		

GRANITE PEAK
CHARTER SCHOOL

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature — Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Daniel Rocci		1/13/2026
Address, City, State	**Email**	**Phone**
8953 E. Highway 26	DanRocci@Gmail.com	2096249144
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
7/20/16	7/20/16		

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Karen Blaisdell	KBlaisdell	1/14/25
Address, City, State	**Email**	**Phone**
4619 Lake Beth Rd. Valley Springs, Ca	kblaisdell09@yahoo.com	209-499-2225
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
10/1/2011	9/15/2013	11/11/2016	

Name	Signature	Date
Brent Blaisdell	Brent Blaisdell	1/14/25
Address, City, State	**Email**	**Phone**
4619 Lake Beth Rd. Valley Springs, Ca	kblaisdell09@yahoo.com	209-499-2225
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
10/1/2011	9/15/2013	11/11/2016	

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Sarah Adams		1/9/26
Address, City, State	**Email**	**Phone**
1212 Edwards Dr, Turlock	[illegible]@gmail.com	209.765.5378
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
4/14	11/17		

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name: Dashiel Reed	Signature:		Date: 1/9/26
Address, City, State: 800 N Manley Rd., Ripon, CA	Email: dashiel.reed@gmail.com		Phone: 831-331-6087
Birth Month/Year for child one: Oct 2016	Birth Month/Year for child two: Dec 2020	Birth Month/Year for child three: May 2024	Birth Month/Year for child four:

Name: Annaliese Reed	Signature: Reed		Date: 1/9/26
Address, City, State: 800 N Manley Rd Ripon, CA	Email: vidannierreed@gmail.com		Phone: 209 923 0244
Birth Month/Year for child one: Oct/2016	Birth Month/Year for child two: Dec. 2020	Birth Month/Year for child three: May 2024	Birth Month/Year for child four:

Name:	Signature:		Date:
Address, City, State:	Email:		Phone:
Birth Month/Year for child one:	Birth Month/Year for child two:	Birth Month/Year for child three:	Birth Month/Year for child four:

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Belle Alldrin	Belle Alldrin	1-8-26
Address, City, State	Email	Phone
206 S. Daubenberger Turlock CA	martinobelle@yahoo.com	209-535-4468
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
10/2017	07/20		

Name	Signature	Date
Address, City, State	Email	Phone
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

Name	Signature	Date
Address, City, State	Email	Phone
Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Amber Carranza	Amber Carranza	01/08/2026
Address, City, State	**Email**	**Phone**
1964 Altessa Ln, Ceres, CA	Ambergeanie@gmail.com	209-765-7182
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
July, 2015	March, 2020	November, 2021	

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature — Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Sarah Martinez		1/15/25
Address, City, State	**Email**	**Phone**
10919 Lava Bed Ln	sarah.martinez@pacificcharters.org	6096515746
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
9/2/31/16			

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**

Name	Signature	Date
Address, City, State	**Email**	**Phone**
Birth Month/Year for child one	*Birth Month/Year for child two*	*Birth Month/Year for child three*	*Birth Month/Year for child four*

GRANITE PEAK CHARTER SCHOOL

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By the Lead Petitioner:

Dr. Paul Keefer
Name

Signature

Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Kaven Blaisdell	KBlaisdelle	1/14/26
Address, City, State	**Email**	**Phone**
4619 Lake Beth Rd. Valley Springs, Ca	Kblaisdell09@yahoo.com	209-499-2225
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
10/1/2011	9/15/2013	11/11/2016	

Name	Signature	Date
Brent Blaisdell	Brent Blaisdell	1/14/26
Address, City, State	**Email**	**Phone**
4619 Lake Beth Rd. Valley Springs, Ca	Kblaisdell09@yahoo.com	209-499-2225
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
10/1/2011	9/15/2013	11/11/2016	

Name	Signature	Date
Nicole Gollner	Nicole Gollner	1/15/26
Address, City, State	**Email**	**Phone**
13774 Lake Camanche Ln	nburton81@gmail.com	916-895-5331
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
~~10-[illegible]~~ 3-24-2017			

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer		
Name	Signature	Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Chelsea Ham		1/14/26

Address, City, State	Email	Phone
PO Box 1533 San Andreas CA 95249	chelsea.dawn1@gmail.com	209-728-5670

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
Nov 2018	Feb 2023		

Name	Signature	Date
Aleyna Wickl		1/14/26

Address, City, State	Email	Phone
1109 Calaveritas Rd. San Andreas 95249	aleynawickl@gmail.com	505-681-9062

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
~~11-12-1980~~ 2-1-14	2-4-12	1-15-16	5-13-19

Name	Signature	Date
Erin Kannel		1/14/26

Address, City, State	Email	Phone
4782 Hillvale Dr.	erinkannel@yahoo.com	(209)625-5073

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
2015	2017		

GRANITE PEAK
CHARTER SCHOOL

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer — Name

Signature — Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Sarah Martinez		11/15/25

Address, City, State	Email	Phone
10919 Lava Bed Ln	sarah.martinez@pacificcharters.org	6096515746

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four
12/31/16			

Name	Signature	Date

Address, City, State	Email	Phone

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

Name	Signature	Date

Address, City, State	Email	Phone

Birth Month/Year for child one	Birth Month/Year for child two	Birth Month/Year for child three	Birth Month/Year for child four

GRANITE PEAK CHARTER SCHOOL

We, the undersigned, believe the Charter for the creation of Granite Peak Charter School ("Charter School") merits consideration and hereby petition the governing board of the Mark Twain Unified Elementary School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are ***parents or guardians*** who are meaningfully interested in having their children or wards attend the Charter School. The petition is available to review at signing.

By the Lead Petitioner:

Dr. Paul Keefer — Name | Signature | Date

The petitioners recognize Dr. Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mark Twain Unified Elementary School District governing board.

By the Petitioner:

Name	Signature	Date
Robert Ferguson		1/14/26
Address, City, State	**Email**	**Phone**
5398 Giovanni ct.	KFFERGY@gmail.com	916-705-1558
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
July 2014	Sept. 2020		

Name	Signature	Date
Katie Kidwell		1/14/26
Address, City, State	**Email**	**Phone**
5369 Giovanni Ct Linden CA	Ktkidwell@gmail.com	(408)857-6112
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
03/15	07/17		

Name	Signature	Date
Taryn Duncan		11/14/26
Address, City, State	**Email**	**Phone**
5338 Giovanni Ct. Linden		925.219.7737
Birth Month/Year for child one	**Birth Month/Year for child two**	**Birth Month/Year for child three**	**Birth Month/Year for child four**
6/9/08	3/3/10		

APPENDIX 2

2025-2026 Non-Classroom Based Student Calendar

JULY

SU	M	T	W	TH	F	SA
		1	2	3	4	5
					H	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Month 0 Year 0

AUGUST

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Month 15 Year 15

SEPTEMBER

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
	H					
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Month 21 Year 36

OCTOBER

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Month 23 Year 59

NOVEMBER

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
		H				
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30			H	H	H	

Month 14 Year 73

DECEMBER

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
				H		
28	29	30	31			

Month 15 Year 88

JANUARY

SU	M	T	W	TH	F	SA
				1	2	3
				H		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
	H					
25	26	27	28	29	30	31

Month 19 Year 107

FEBRUARY

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
					H	
15	16	17	18	19	20	21
	H					
22	23	24	25	26	27	28

Month 14 Year 121

MARCH

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Month 20 Year 141

APRIL

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

Month 18 Year 159

MAY

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	H					

Month 16 Year 175

JUNE

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
					H	
32	22	23	24	25	26	27
28	29	30				

Month 0 Year 175

LEGEND

First & Last Day of School
August 11, 2025 - First Day of School
May 22, 2026 - Last Day of School

Teacher Work Day
August 4 - 8, 2025

H School Not in Session (Holiday Observed)
July 1 - August 8, 2025
July 4, 2025 - Independence Day
September 1, 2025 - Labor Day
November 11, 2025 - Veteran's Day
November 24 - 28, 2025 Thanksgiving Break
December 22, 2025 - January 2, 2026 - Winter Break
January 1, 2026 - New Year's Day
January 19, 2026 - Martin Luther King, Jr. Day
February 13, 2026 Lincoln's Birthday Observed
February 16 - 20, 2026 Presidents' Week
March 30 - April 6, 2026 Spring Break
May 26, 2026 - Memorial Day
May 27 - June 30, 2026
June 19, 2026 - Juneteenth

Student Instructional Days (175 Days)
August 11, 2025 - May 22, 2026

Teacher Work Year (180 Days)
August 4, 2025 - May 22, 2026

Semester End Dates
Fall December 19, 2025 (18 weeks
Spring May 22, 2026 (18 weeks)

PROPOSED DRAFT

Pacific Charter Institute

APPENDIX 3

State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 2 4 2004

Kevin Shelley

Secretary of State

2657521

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUN 2 4 2004

KEVIN SHELLEY
Secretary of State

ARTICLES OF INCORPORATION
OF
Pacific Charter Institute
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be Pacific Charter Institute.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Pacific Charter Institute.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Sonja Cameron
1951 Green Spring Court
Elverta, CA 95626

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for

services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: June 24-04

Sonja Cameron
Incorporator



A0639795

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2006

BRUCE McPHERSON
Secretary of State

A0639795

ENDORSED - FILED
In the office of the Secretary of State
of the State of California
FEB - 2 2006

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certifies that:

1. They are the President and the Secretary of the Pacific Charter Institute, a California nonprofit public benefit corporation.

2. Page one (1), Article II, Paragraph one (1) of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 1-27-06

Sonja Cameron
Sonja Cameron, President

DATE: 1-27-06

Gary Borden, Secretary

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certifies that:

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DATE: 1-27-06

Sonja Cameron

Sonja Cameron, President

DATE: 1-27-06

Gary Borden

Gary Borden, Secretary

APPENDIX
4

CONFLICT OF INTEREST CODE
ADOPTED: JANUARY 27, 2006
REVISED: APRIL 24, 2015; JUNE 13, 2019; DECEMBER 12, 2019

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the Pacific Charter Institute. (**PCI**)

Individuals holding designated positions shall file statements of economic interests with the **PCI**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **PCI**.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Governing Board and Alternates	1, 2
Corporate Officers (e.g. President, Secretary, Treasurer, etc.)	1, 2
Executive Director of Pacific Charter Institute	1, 2
Director(s)	2
Manager(s)	2
Administrator(s)	3
Program Coordinator(s)	3
Corporate Accountant	2
Program Specialist(s)	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The PCI Executive Director or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The PCI Executive Director or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:

- of any school district that has authorized a PCI charter school, or
- of any facility utilized by PCI's charter school, or
- of a proposed site for a PCI facility.

b) Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by PCI.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school

supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

APPENDIX 5

PACIFIC CHARTER INSTITUTE
DBA HERITAGE PEAK CHARTER SCHOOL
RIO VALLEY CHARTER SCHOOL
VALLEY VIEW CHARTER PREP
SUTTER PEAK CHARTER ACADEMY
NEW PACIFIC SCHOOL – ROSEVILLE AND
NEW PACIFIC SCHOOL – RANCHO CORDOVA

(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

COUNTY OF SACRAMENTO
SACRAMENTO, CALIFORNIA

FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT

FOR THE YEAR ENDED
JUNE 30, 2025

JAMES MARTA & CO. LLP

701 HOWE AVENUE, E3
SACRAMENTO, CA

(916) 993-9494
(916) 993-9489 FAX

WWW.JPMCPA.COM

	PAGE
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Consolidated Statement of Financial Position	4
Consolidated Statement of Activities	5
Consolidated Statement of Functional Expenses	6
Consolidated Statement of Cash Flows	7
Notes to the Financial Statements	8
SUPPLEMENTARY INFORMATION	
Statements of Revenues, Expenditures, and Changes in Fund Balance – Budget (Non-GAAP) and Actual	19
Organization	25
Schedule of Average Daily Attendance	26
Schedule of Instructional Time	29
Schedule of Financial Trends and Analysis	30
Reconciliation of Annual Financial and Budget Report With Audited Financial Statements	31
Schedule of Charter Schools	32
Schedule of Expenditures of Federal Awards	33
Combining Statement of Financial Position	34
Combining Statement of Activities	35
Balance Sheet – Fund Basis	36
Reconciliation of the Fund Basis Balance Sheet to the Statement of Financial Position	36
Statement of Revenues, Expenditures and Changes in Fund Balance – Fund Basis	37

	PAGE
Reconciliation of the Statement of Revenues, Expenditures and Changes In Fund Balance – Fund Basis – to the Statement of Activities	37
Notes to Supplementary Information	38
OTHER INDEPENDENT AUDITOR'S REPORTS	
Independent Auditor's Report on State Compliance and on Internal Control Over Compliance	40
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	45
Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on the Schedule of Expenditures of Federal Awards Required by the Uniform Guidance	46
FINDINGS AND RECOMMENDATIONS	
Schedule of Findings and Questioned Costs	49
Status of Prior Year Findings and Recommendations	52

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Pacific Charter Institute
Sacramento, California

Report on the Audit of the Financial Statements

Opinion

We have audited the consolidated financial statements of Pacific Charter Institute (a California Non-Profit Public Benefit Corporation), which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of Pacific Charter Institute, as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pacific Charter Institute, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibility of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pacific Charter Institute's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pacific Charter Institute' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pacific Charter Institute' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Statements of Revenues, Expenditures, and Changes in Fund Balance – Budget (Non-GAAP) and Actual, Organization, Schedule of Average Daily Attendance, Schedule of Instructional Time, Schedule of Financial Trends and Analysis, Reconciliation of Annual Financial and Budget Report With Audited Financial Statements, Schedule of Charter Schools, Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards* (Uniform Guidance), Combining Statement of Financial Position, Combining Statement of Activities, Balance Sheet – Fund Basis, Reconciliation of the Fund Basis Balance Sheet to the Statement of Financial Position, Statement of Revenues, Expenditures and Changes in Fund Balance – Fund Basis, Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance – Fund Basis – to the Statement of Activities, and Note to Supplementary Information are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the Statement of Revenues, Expenditures, and Changes in Balance – Budget (Non-GAAP) and Actual, Organization, Schedule of Average Daily Attendance, Schedule of Instruction Time, Schedule of Financial Trends and Analysis, Reconciliation of Annual Financial and Budget Report with Audited Financial Statements, Schedule of Charter Schools, Schedule of Expenditures of Federal Awards, Combining Statement of Financial Position, Combining Statement of Activities, Balance Sheet – Fund Basis, Reconciliation of the Fund Basis Balance Sheet to the Statement of Financial Position, Statement of Revenues, Expenditures and Changes in Fund Balance – Fund Basis, Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance – Fund Basis – to the Statement of Activities, and Notes to Supplementary Information are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2025 on our consideration of Pacific Charter Institute's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pacific Charter Institute's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pacific Charter Institute's internal control over financial reporting and compliance.

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 2, 2025

FINANCIAL STATEMENTS

ASSETS

Current assets	
Cash and cash equivalents	$ 20,046,232
Accounts receivable	6,975,597
Prepaid expenses	375,167
Total current assets	27,396,996
Noncurrent assets	
Fixed assets, net	943,967
Total assets	$ 28,340,963

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable and accrued expenses	$ 3,684,312
Total liabilities	3,684,312
Net assets	
With restrictions	2,787,651
Without restrictions	21,869,000
Total net assets	24,656,651
Total liabilities and net assets	$ 28,340,963

NET ASSETS WITHOUT RESTRICTIONS	
Revenues	
State revenue	
State aid portion of general purpose funding	$ 38,801,205
State lottery revenue	730,681
Mandated cost reimbursements	99,267
All other	18,668
Local revenue	
Cash in-lieu of property taxes	5,850,691
All other	570,601
Net assets released from restrictions	12,557,647
Total revenues	58,628,761
Expenses	
Instruction	37,028,168
Instruction-related services	10,905,887
Pupil services	329,216
Plant services	1,916,617
Other outgo	1,832,254
Total expenses	52,012,142
Change in Net Assets without restrictions	6,616,619
NET ASSETS WITH RESTRICTIONS	
Federal revenue	1,418,187
State lottery revenue	349,068
Other state revenue	3,116,510
All other local revenue	2,706,482
Net assets released from restrictions	(12,557,647)
Change in net assets with restrictions	(4,967,400)
Change in net assets	1,649,219
Net assets, beginning of period	23,007,432
Net assets, end of period	$ 24,656,651

	Instruction	Instruction Related Services	Pupil Services	Plant Services	Other Outgo	Totals
Expenses						
Certificated salaries	$ 17,649,972	$ 1,059,787	$ -	$ -	$ -	$ 18,709,759
Classified salaries	1,065,610	3,509,766	28,888	50,685	-	4,654,949
Employee benefits	7,890,540	2,260,811	6,564	4,387	-	10,162,302
Books and supplies	3,816,380	434,763	293,764	24,290	5,374	4,574,571
Services and other operating expenditures	6,605,666	3,640,760	-	1,566,540	837,813	12,650,779
Other outgo	-	-	-	-	989,067	989,067
Depreciation	-	-	-	270,715	-	270,715
Total expenses	$ 37,028,168	$ 10,905,887	$ 329,216	$ 1,916,617	$ 1,832,254	$ 52,012,142

Net Cash Flows Provided (Used) by Operating Activities		
Change in net assets	$	1,649,219
Reconciliation to net cash provided by operating activities:		
Depreciation		270,715
Changes in:		
Accounts receivable		1,016,636
Prepaid expense		(63,614)
Accounts payable		2,616,509
Unearned revenue		(605,652)
Net cash provided (used) by operating activities		4,883,813
Net Cash Flows Provided (Used) by Investing Activities		
Purchase of property and equipment		(360,873)
Net cash provided (used) by operating activities		(360,873)
Net Increase (Decrease) in Cash and Cash Equivalents		4,522,940
Cash and Cash Equivalents, beginning of year		15,523,292
Cash and Cash Equivalents, end of year	$	20,046,232

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. REPORTING ENTITY

Pacific Charter Institute (the "Charter School") is organized as a 501(c)(3) corporation. Pacific Charter Institute manages six individual charter schools: Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific School – Roseville and New Pacific School – Rancho Cordova. In 2005, 2010, 2014, 2015, 2022 and 2023. The State Board of Education granted charter school status to Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific School – Roseville, and New Pacific School – Rancho Cordova respectively, through the authority established in Education Code Section 47605 (Senate Bill 1448, Statutes of 1992, Chapter 781). The State Board of Education can revoke the Charter School's charter if Twin Rivers Unified School District, Lodi Unified School District, New Jerusalem Elementary School District, Nuestro School District, Roseville Joint Union High School District, or Folsom-Cordova Unified, the Charter School's sponsoring Districts, determines that the Charter School did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter petition.
- Failed to meet or pursue any of the pupil outcomes identified in the charter petition.
- Failed to meet generally accepted accounting standards of fiscal management.
- Violated any provision of law.

The Board of Directors is the level of government which has governance responsibilities over all activities related to public elementary school education in the Charter School. The Board is not included in any governmental "reporting entity" as defined by the Governmental Accounting Standards Board, since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. BASIS OF ACCOUNTING AND FINANCIAL STATEMENT PRESENTATION

The financial statements of the Charter School have been prepared in accordance with U.S. generally accepted accounting principles ("US GAAP"), which require the Organization to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without restrictions: Net assets that are not subject to restrictions by an outside entity and may be expended for any purpose in performing the primary objectives of the Charter School. These net assets may be used at the discretion of the Charter School's management and the board of directors.

Net assets with restrictions: Net assets subject to stipulations imposed by outside funders. Some restrictions are temporary in nature; those restrictions will be met by actions of the Charter or by the passage of time. Other restrictions are perpetual in nature, where by the outside party has stipulated the funds be maintained in perpetuity.

Restricted income is reported as increases in net assets with restrictions. When a restriction expires, net assets are reclassified from net assets with restrictions to net assets without restrictions in the statements of activities.

The Charter School had $2,787,651 net assets with restrictions or endowments at June 30, 2025.

C. REVENUE RECOGNITION

Contributions and grants are recognized in full when received or unconditionally promised. All contributions are considered available for unrestricted use unless specifically restricted by donors for future periods or specific purposes. Donor-restricted amounts are reported as increases in temporarily or permanently restricted net assets. Temporarily restricted net assets become unrestricted, and are reported in the statement of activities as net assets released from restrictions, when time restrictions expire or the contributions are used for the restricted purpose. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met. Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Charter School would otherwise need to purchase.

D. CASH AND CASH EQUIVALENTS

The Charter School considers investments with maturity at purchase of three months or less to be cash equivalents.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. INVESTMENTS

It is the policy of PCI to maintain a reasonable diversification of investment assets between asset classes and investment categories at all times. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities.

Consistent with Government Code Section 53601, the following diversification limits will change from time to time as authorized by federal or state law.

Type of Investment	Percentage of Funds Permitted	Maximum Final Maturity
Local Agency Bonds	100%	5 Years
U.S. Treasury Securities	100%	5 Years
U.S. Government Agency Securities	100%	5 Years
State Government Securities	100%	5 Years
California Local Agency Securities	100%	5 Years
Municipal Debt	100%	5 Years
Bankers Acceptances	40%, 30% of a single issuer	180 Days
Commercial Paper	25%, 10% of a single issuer	270 Days
Negotiable Certificates of Deposit	30%	5 Years
Repurchase Agreements	100%	1 Year
Medium-Term Notes	30%, 10% of a single issuer	5 Years
Mutual Funds and Money Market Mutual Funds	20%, 10% in a single fund	N/A
Investment Pools	100%	N/A
Mortgage Pass-Through and Asset-Backed Securities	20%	5 years
Non-negotiable Certificates of Deposit	100%	N/A

F. ACCOUNTS RECEIVABLE

Management provides for uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. It is estimated that all of the accounts receivable will be collected; accordingly, no allowance for doubtful accounts has been established.

G. PREPAID EXPENSES

Certain expenses are treated as prepaid at June 30, 2025. This is to reflect a proper matching of expenses for the year-end financial statements

H. UNEARNED REVENUE

Revenues from federal, state, and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned. There was unearned revenue of $- at June 30, 2025.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

I. CAPITAL ASSETS

Capital assets purchased or acquired, with an original cost of $5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 4 - 30 years depending on asset types.

J. LEASES

A lease is defined as a contract that coveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction. The long-term liability and corresponding asset for financial leases are recorded in the financial statements to the extent that the Charter School's lease capitalization threshold is met, $2,000,000. Amortization of related assets using the straight-line method over the life of the contract. As of June 30, 2025, the Charter School did not have any leases that met the threshold.

K. SUBSCRIPTION BASED INFORMATION TECHNOLOGY ARRANGEMENT (SBITAS)

A SBITA is defined as a contract that coveys control of the right to use another party's (a SBITA vendor's) IT software, alone or in combination with tangible capital assets (the underlying IT assets) as specified in the contract for a period of time in an exchange or exchange-like transaction. The long-term liability and corresponding asset for SBITAs are recorded in the financial statements to the extent that the Charter School's capitalization threshold is met, $500,000. Amortization of related assets using the straight-line method over the life of the contract. As of June 30, 2025, the Charter School did not have any subscription based information technology arrangements that met the threshold.

L. COMPENSATED ABSENCES

At June 30, 2025, the Charter School had no liability for accumulated unpaid employee vacation benefits.

M. ACCUMULATED SICK LEAVE

At June 30, 2025, the Charter School had no liability for accumulated sick leave benefits. The Charter School's policy is to record sick leave as an operating expenditure in the period taken, since benefits do not vest.

N. INCOME TAXES

The organization is organized pursuant to General Nonprofit Law of the State of California and is exempt from State and Federal income taxes under I.R.C. Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision for income taxes has been made in the accompanying financial statements.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

O. FUNCTIONAL ALLOCATION OF EXPENSES

Expenses have been summarized on a functional basis in the statements of activities and of functional expenses. Accordingly, certain costs have been allocated between the functional areas based on management estimates of employees' time incurred and on resource usage.

P. ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

2. CASH AND CASH EQUIVALENTS

Cash and cash equivalents consisted of the following at June 30, 2025:

Per bank	$ 21,096,415
Checks outstanding	(1,050,183)
Total cash and cash equivalents	$ 20,046,232

Cash balances held in banks are insured by the Federal Depository Insurance Corporation (FDIC) up to $250,000. Amounts held in banks in excess of FDIC as of June 30, 2025 were $20,846,415.

Interest Rate Risk. Pacific Charter Institute does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2025, the Charter School had no significant interest rate risk related to cash held.

Credit Risk. Pacific Charter Institute does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk. The Charter School does not place limits on the amount it may invest in any one issuer. At June 30, 2025, the Charter School held all of its cash in Umpqua Bank.

3. LIQUIDITY

The following represents the Charter School's financial assets at June 30, 2025:

Cash and cash equivalents	$ 20,046,232
Accounts receivable	6,975,597
Total Financial Assets	27,021,829
Less assets with restrictions	(2,787,651)
Financial assets available to meet general expenditures over the next twelve months from June 30.	$ 24,234,178

The Charter School's goal is generally to maintain financial assets to meet 60 days of operating expenses (approximately $8,620,000).

4. PROPERTY AND EQUIPMENT

Property and equipment activity for the year ended June 30, 2025, was as follows:

	Balance July 1, 2024	Additions and Transfers	Deductions and Transfers	Balance June 30, 2025
Depreciable assets:				
Sites and improvements	$ 1,454,835	$ 292,925	$ (4,496)	$ 1,743,264
Furniture and equipment	482,391	72,445	-	554,836
Total depreciable assets	1,937,226	365,370	(4,496)	2,298,100
Accumulated depreciation:				
Sites and improvements	(788,071)	(190,612)	-	(978,683)
Furniture and equipment	(295,347)	(80,103)	-	(375,450)
Total accumulated depreciation	(1,083,418)	(270,715)	-	(1,354,133)
Capital assets, net	$ 853,808	$ 94,655	$ (4,496)	$ 943,967

Depreciation expense was $270,715 for the year ended June 30, 2025.

5. COMMITMENTS AND CONTINGENCIES

Pacific Charter Institute has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

6. EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

California State Teachers' Retirement System (CalSTRS):

Plan Description

Pacific Charter Institute contributes to the California State Teachers' Retirement Systems (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirements, disability, and survivor benefits to beneficiaries. Benefit provision are established by state statutes, as legislatively amended, with the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 10.25% of their salary and Pacific Charter Institute is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for the fiscal year 2024-2025 was 19.10% of annual payroll. Pacific Charter Institute's contributions to CalSTRS for the fiscal years ended June 30, 2025, 2024 and 2023 were $3,339,956, $3,180,407 and $2,915,889, respectively, and equal 100% of the required contributions for each year.

California Public Employees' Retirement System (CalPERS):

Plan Description

Pacific Charter Institute contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

6. EMPLOYEE RETIREMENT PLANS (CONTINUED)

Funding Policy

Active plan members are required to contribute 7% of their salary (7% of monthly salary over $133.33 if the member participates in Social Security), and Pacific Charter Institute is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the fiscal year 2024-2025 was 27.05% of annual payroll. The Charter School's contributions to CalPERS for the fiscal years ended June 30, 2025, 2024 and 2023 were $749,749, $672,889 and $541,098, respectively, and equal 100% of the required contributions for each year.

401(k) Plan

The Charter School offers its employees a salary deferral 401(k) Plan. The Plan is available to all employees meeting certain age and length of service requirements. Under the Plan, employees can defer a selected portion of their annual compensation and the Charter School offers a match of 0.25% of contributions up to 4% of the annual compensation. The Charter School's contributions for the years ended June 30, 2025, 2024 and 2023 were $265,365, $248,832, and $246,269 respectively.

7. OPERATING LEASES

The Charter School has entered into equipment and facility operating leases with lease terms in excess of one year. The following is a schedule of future minimum lease payments as of June 30, 2025:

Year Ended June 30,	Payments
2026	$ 1,732,170
2027	1,649,847
2028	1,070,285
2029	393,098
Total	$ 4,845,399

Rent expense for all operating leases totaled $1,490,515 for the year ended June 30, 2025.

8. RELATED PARTY TRANSACTIONS

Pacific Charter Institute, a California non-profit 501(c)(3) public benefit corporation, oversees Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. Heritage Peak Charter School provided administrative services to Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy, which were charged at cost. The amounts charged by Heritage Peak Charter School to Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific School – Roseville and New Pacific School – Rancho Cordova were $1,474,835, $1,359,682, $1,502,632, $87,813, and $73,341 respectively. At June 30, 2025, there are no amounts due from Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy to Heritage Peak Charter School. New Pacific Charter – Roseville and New Pacific Charter – Rancho Cordova made payments according to terms of and resolutions with regards to the Intraorganizational Loans to Heritage Peak.

9. SCHOLARSHIP FUND

The Charter School acts as trustee of funds held for the purpose of awarding scholarships to Charter School graduates. The scholarship fund is not property of the Charter School and is not included in the statement of financial position. The balance of the scholarship fund was $66,137 at June 30, 2025.

10. EXCESS OF EXPENDITURES OVER APPROPRIATIONS

The Charter School incurred unanticipated expenditures in excess of appropriations in expenditure classifications for which the budget was not revised.

Excess of expenditures over appropriations for the year ended June 30, 2025 were as follows:

	Excess Expenditures					
	Heritage Peak Charter	Rio Valley Charter	Valley View Charter	Sutter Peak Charter	New Pacfiic School - Roseville	New Pacfiic School Rancho Cardova
General Fund						
Employee Benefits	$ 839,086	$ 223,131	$ 158,082	$ 237,322	$ 40,264	$ 44,046
Books and supplies	-	-	-	-	7,980	-
Services and other operating expenditures	94,423	-	44,572	-	383	-
Other Outgo	-	-	3,781	-	-	-

The excess is not in accordance with Education Code 42600. The excess expenditures are primarily driven as follows. Heritage Peak Charter's excesses are due to STRS on behalf increases for Employee Benefits and students utilizing more contracted learning services with their discretionary fund.

Rio Valley Charter's excess is primarily due to STRS on-behalf increases for Employee Benefits.

Valley View Charter's excesses are due to STRS on-behalf increases for Employee Benefits, students utilizing more contracted learning services with their discretionary fund, increased rental spaces to provide instructional services and testing, staff participating in more professional development opportunities for Services and Other Operating Expenditures. The excess in Other Outgo relate to shift in ADA increasing in oversight fees and allocated expenditures.

Sutter Peak Charter's excess is primarily due to STRS on-behalf increases for Employee Benefits.

New Pacific Charter – Roseville's excesses are due to STRS on-behalf increases for Employee Benefits, purchasing staff computers, window blinds and replenishing materials for Books and Supplies, and staff computers, and plumbing maintenance to facility restrooms for Services and Other Operating Expenditures.

New Pacific Charter – Rancho Cordova's excess is primarily due to STRS on-behalf increases for Employee Benefits.

11. NET ASSET WITH RESTRICTIONS

Net assets with restrictions as of June 30, 2025 are reserved for the following purposes:

	Heritage Peak Charter School	Rio Valley Charter School	Valley View Charter Prep	Sutter Peak Charter School	New Pacific School - Roseville	New Pacific Schoo - Rancho Cordova	Total Net Asset with Restriction
Purpose Restricted:							
Educator Effectiveness, FY 2021-22	$ 58,173	$ 29,604	$ 22,076	$ 748	$ -	$ -	$ 110,601
Special Education	-	-	7,735	319,312	-	-	327,047
Arts, Music, and Instructional Materials Discretionary Block Grant	496,775	387,158	268,429	123,591	-	-	1,275,953
Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	235,421	204,203	173,340	115,625	34,023	5,560	768,172
A-G Access/Success Grant	71,897	75,000	11,039	13,870	-	-	171,806
A-G Learning Loss Mitigation Grant	26,954	75,000	4,139	5,200	-	-	111,293
Other Restricted State	8,641	7,874	2,787	3,477	-	-	22,779
Total Net Asset with Donor Restrictions	$ 897,861	$ 778,839	$ 489,545	$ 581,823	$ 34,023	$ 5,560	$ 2,787,651

12. SUBSEQUENT EVENTS

On August 7, 2025, Pacific Charter Institute successfully opened Pacific Charter – Arden Arcade, a new school campus located at 2331 St. Marks Way Sacramento, CA 95864-0626.

On June 12, 2025, Pacific Charter Institute approved and facilitated an intraorganizational loan totaling $2.5 million to support facility improvements for New Pacific Charter – Arden Arcade and Rio Valley Charter School. The loan is intended to finance the acquisition, construction, development, renovation, equipping, and furnishing of improvements to educational facilities. Loan proceeds were received on July 1, 2025, subsequent to fiscal year-end.

As part of this financing arrangement, Pacific Charter Institute also authorized up to $750,000 of the total loan amount to be allocated specifically for capital expenditures at NPS – Arden Arcade. This $750,000 represents a portion of the approved financing and is intended to support site-specific facility improvements. No amounts related to this allocation had been drawn as of June 30, 2025.

On November 14, 2025, the Organization entered into a related-party transaction with 1515 Cirby, LLC, a charitable-purpose limited liability company whose sole member is Pacific Charter Institute. 1515 Cirby, LLC is organized and operated exclusively for charitable purposes and was formed to support and further the educational mission of Pacific Charter Institute.

The Charter School's management has reviewed its financial statements and evaluated subsequent events for the period of time from its year ended June 30, 2025 through December 2, 2025, the date the financial statements were issued. Management is not aware of any subsequent events, other than those described above, that would require recognition or disclosure in the accompanying financial statements.

SUPPLEMENTARY INFORMATION

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 14,969,660	$ 14,908,734	$ 14,990,711	$ 81,977
Federal revenue	230,415	509,111	618,198	109,087
Other state revenues	481,674	626,412	1,463,345	836,933
Other local revenues	678,657	750,901	1,227,480	476,579
Total Revenues	16,360,406	16,795,158	18,299,734	1,504,576
EXPENDITURES				
Certificated salaries	9,952,379	9,523,832	9,008,569	515,263
Classified salaries	2,898,577	2,935,114	2,884,928	50,186
Employee benefits	4,652,255	4,585,328	5,424,414	(839,086)
Books and supplies	1,734,964	1,629,076	1,423,264	205,812
Services and other operating expenditures	4,611,250	5,552,668	5,647,091	(94,423)
Other outgo	(7,748,459)	(7,334,627)	(7,217,736)	116,891
Debt service:				
Principal	(375,000)	(150,000)	-	150,000
Interest	(32,500)	(321)	-	321
Total Expenditures	15,693,466	16,741,070	17,170,530	(45,357)
Excess (deficiency) of revenues over (under) expenditures	666,940	54,088	1,129,204	1,459,219
OTHER FINANCING SOURCES (USES)				
Sources	-	-	150,000	150,000
Total other financing sources (uses)	-	-	150,000	-
Net change in fund balances	666,940	54,088	1,279,204	1,459,219
Fund balances, July 1, 2024	5,665,487	9,484,387	6,146,885	(3,337,502)
Fund balances, June 30, 2025	$ 6,332,427	$ 9,538,475	7,426,089	$ (1,878,283)

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 10,234,728	$ 9,468,769	$ 9,369,157	$ (99,612)
Federal revenue	201,834	375,097	375,349	252
Other state revenues	332,911	390,284	733,683	343,399
Other local revenues	477,123	467,107	451,904	(15,203)
Total Revenues	11,246,596	10,701,257	10,930,093	228,836
EXPENDITURES				
Certificated salaries	3,392,590	3,448,733	3,395,985	52,748
Classified salaries	400,084	403,122	399,346	3,776
Employee benefits	1,343,944	1,361,780	1,584,911	(223,131)
Books and supplies	1,030,569	933,682	887,010	46,672
Services and other operating expenditures	1,466,500	1,834,681	1,828,042	6,639
Other outgo	3,109,631	2,856,747	2,793,184	63,563
Total Expenditures	10,743,318	10,911,191	10,960,924	(49,733)
Excess (deficiency) of revenues over (under) expenditures	503,278	(209,934)	(30,831)	179,103
Fund balances, July 1, 2024	5,995,768	6,515,166	6,515,167	1
Fund balances, June 30, 2025	$ 6,499,046	$ 6,305,232	$ 6,484,336	$ 179,104

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 8,385,723	$ 7,558,988	$ 7,572,775	$ 13,787
Federal revenue	93,660	108,890	108,890	-
Other state revenues	271,473	338,579	559,677	221,098
Other local revenues	572,377	571,914	586,709	14,795
Total Revenues	9,323,233	8,578,371	8,828,051	249,680
EXPENDITURES				
Certificated salaries	2,529,460	2,505,251	2,323,400	181,851
Classified salaries	265,563	273,838	273,511	327
Employee benefits	1,040,384	1,024,392	1,182,474	(158,082)
Books and supplies	1,144,572	793,750	550,042	243,708
Services and other operating expenditures	1,475,500	1,697,118	1,741,690	(44,572)
Other outgo	2,516,561	2,284,637	2,288,418	(3,781)
Total Expenditures	8,972,040	8,578,986	8,359,535	219,451
Excess (deficiency) of revenues over (under) expenditures	351,193	(615)	468,516	469,131
Fund balances, July 1, 2024	2,391,326	2,815,861	2,815,861	-
Fund balances, June 30, 2025	$ 2,742,519	$ 2,815,246	$ 3,284,377	$ 469,131

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 8,615,274	$ 8,624,178	$ 8,621,964	$ (2,214)
Federal revenue	89,880	172,428	181,119	8,691
Other state revenues	278,326	362,266	579,898	217,632
Other local revenues	549,514	612,256	614,603	2,347
Total Revenues	9,532,994	9,771,128	9,997,586	226,456
EXPENDITURES				
Certificated salaries	2,548,906	2,649,030	2,614,926	34,104
Classified salaries	168,962	155,477	151,976	3,501
Employee benefits	880,402	906,830	1,144,152	(237,322)
Books and supplies	1,368,107	1,089,408	1,002,910	86,498
Services and other operating expenditures	1,406,680	1,730,514	1,671,814	58,700
Other outgo	2,646,157	2,662,562	2,554,759	107,803
Total Expenditures	9,019,214	9,193,821	9,140,537	53,284
Excess (deficiency) of revenues over (under) expenditures	513,780	577,307	857,049	279,740
Fund balances, July 1, 2024	4,283,733	5,164,537	5,164,537	-
Fund balances, June 30, 2025	$ 4,797,513	$ 5,741,844	$ 6,021,586	$ 279,740

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 2,466,348	$ 2,216,930	2,215,950	$ (980)
Federal revenue	134,255	80,166	76,281	(3,885)
Other state revenues	173,192	468,362	560,272	91,910
Other local revenues	218,552	210,942	199,442	(11,500)
Total Revenues	2,992,347	2,976,400	3,051,945	75,545
EXPENDITURES				
Certificated salaries	718,670	791,652	790,868	784
Classified salaries	540,652	551,745	533,002	18,743
Employee benefits	482,462	505,786	546,050	(40,264)
Books and supplies	369,328	368,951	376,931	(7,980)
Services and other operating expenditures	641,936	1,013,846	1,014,229	(383)
Capital outlay	-	79,048	79,048	-
Other outgo	366,530	383,396	368,058	15,338
Debt service:				
Principal retirement	250,000	25,000	25,000	-
Interest	22,500	223	223	-
Total Expenditures	3,392,078	3,719,647	3,733,409	(13,762)
Excess (deficiency) of revenues over (under) expenditures	(399,731)	(743,247)	(681,464)	61,783
Fund balances, July 1, 2024	619,479	703,087	703,087	-
Fund balances, June 30, 2025	$ 219,748	$ (40,160)	$ 21,623	$ 61,783

	Budget			Variance with Final Budget Favorable (Unfavorable)
	Original	Final	Actual	
REVENUES				
Local control funding formula sources	$ 1,801,631	$ 1,860,189	1,881,340	$ 21,151
Federal revenue	83,921	62,011	58,351	(3,660)
Other state revenues	91,750	358,527	417,319	58,792
Other local revenues	110,605	194,055	196,945	2,890
Total Revenues	2,087,907	2,474,782	2,553,955	79,173
EXPENDITURES				
Certificated salaries	567,571	624,983	576,011	48,972
Classified salaries	360,282	433,241	412,186	21,055
Employee benefits	242,759	236,255	280,301	(44,046)
Books and supplies	281,870	345,578	334,414	11,164
Services and other operating expenditures	675,224	765,158	747,914	17,244
Capital outlay	-	214,705	209,380	5,325
Other outgo	188,607	207,006	202,062	4,944
Debt service:				
Principal retirement	125,000	125,000	125,000	-
Interest	10,000	99	99	-
Total Expenditures	2,451,313	2,952,025	2,887,367	64,658
Excess (deficiency) of revenues over (under) expenditures	(363,406)	(477,243)	(333,412)	143,831
Fund balances, July 1, 2024	558,197	808,088	808,087	(1)
Fund balances, June 30, 2025	$ 194,791	$ 330,845	$ 474,675	$ 143,830

Pacific Charter Institute, a California non-profit 501(c)(3) public benefit corporation, oversees Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific School – Roseville, and New Pacific School – Rancho Cordova. Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific School – Roseville and New Pacific School – Rancho Cordova were established in 2005, 2010, 2014, 2015, 2022 and 2023 respectively, through authority established in Education Code Section 47605. Four charter schools in Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy offer K-12 non site-based instruction. Two charter schools in New Pacific School – Roseville and New Pacific School – Rancho Cordova offers classroom-based instruction. Heritage Peak Charter School is sponsored by Twin Rivers Unified School District, Rio Valley Charter School is sponsored by Lodi Unified School District, Valley View Charter Prep is sponsored by New Jerusalem Elementary School District, Sutter Peak Charter Academy is sponsored by Nuestro School District, New Pacific School – Roseville is sponsored by Roseville Joint Union High School District and New Pacific School – Rancho Cordova is sponsored by Folsom-Cordova Unified.

BOARD OF DIRECTORS

Name	Office	Term	Term Expires September
Judy Miller	Chairman	1 year ext	2025
John Brennan	Vice Chairman	2nd term	2026
Jean-Paul Prentice,Ph.D	Member	1 year ext	2025
Joshua Modlin	Member	2nd term	2025
Candice Lamarche	Member	1st term	2026
Alpana Carey	Member	2nd term	2027
Jarrett Osborne-Revis	Member	1st term	2026

ADMINISTRATION

Dr. Paul Keefer, Ed. D.
Executive Director

Heritage Peak Charter School
Average Daily Attendance
Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	33.67	33.93
Grades 1 through 3	337.86	338.07
Grades 4 through 6	236.05	236.61
Grades 7 through 8	216.48	216.09
Total elementary grades	824.06	824.70
High School		
Grades 9 through 12	343.91	341.88
Total all grades	1,167.97	1,166.58

Rio Valley Charter School
Average Daily Attendance
Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	17.20	17.16
Grades 1 through 3	149.64	149.28
Grades 4 through 6	116.90	116.63
Grades 7 through 8	137.75	138.28
Total elementary grades	421.49	421.35
High School		
Grades 9 through 12	275.11	275.19
Total all grades	696.60	696.54

Valley View Charter Prep

Average Daily Attendance
Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	28.57	29.39
Grades 1 through 3	211.79	211.08
Grades 4 through 6	176.21	174.36
Grades 7 through 8	120.68	119.96
Total elementary grades	537.25	534.79
High School		
Grades 9 through 12	103.25	102.51
Total all grades	640.50	637.30

Sutter Peak Charter Academy

Average Daily Attendance
Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	33.18	33.34
Grades 1 through 3	219.74	219.78
Grades 4 through 6	177.88	177.74
Grades 7 through 8	124.64	124.91
Total elementary grades	555.44	555.77
High School		
Grades 9 through 12	154.61	155.07
Total all grades	710.05	710.84

New Pacific School - Roseville

Average Daily Attendance
Generated Through Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	15.39	15.51
Grades 1 through 3	90.11	89.54
Grades 4 through 6	51.90	51.09
Grades 7 through 8	22.42	22.44
Total all grades	179.82	178.58
High School		
Grades 9 through 12	2.19	2.12
Total all grades	182.01	180.70

New Pacific School - Rancho Cordova

Average Daily Attendance
Generated Through Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	18.33	17.90
Grades 1 through 3	91.22	91.50
Grades 4 through 5	41.43	41.52
Total all grades	150.98	150.92

Grade Level	Standard Minutes Requirement	2024-25 Actual Minutes	Instructional Days	Status
Kindergarten	36,000	42,090	183	In compliance
Grade 1	50,400	54,480	183	In compliance
Grade 2	50,400	54,480	183	In compliance
Grade 3	50,400	54,480	183	In compliance
Grade 4	54,000	54,480	183	In compliance
Grade 5	54,000	54,480	183	In compliance

This schedule is only applicable to New Pacific School – Roseville and New Pacific School – Rancho Cordova as the other charter school sites within Pacific Charter Institute do not have any classroom-based instruction.

	Adopted Budget 2025-26	Actuals 2024-25	Actuals 2023-24	Actuals 2022-23
General Fund				
Revenues and Other Financial Sources	$ 57,888,967	$ 53,811,362	$ 50,883,815	$ 46,734,828
Expenditures	57,463,161	52,252,302	46,964,472	40,708,605
Change in Fund Balance	425,806	1,559,060	3,919,343	6,026,223
Ending Fund Balance	$ 24,138,490	$ 23,712,684	$ 22,153,624	$ 18,234,281
Available Reserves	$ 20,518,276	$ 20,549,866	$ 15,784,096	$ 13,159,060
Reserve for Economic Uncertainties	$ 2,880,674	$ 2,425,945	$ 2,401,349	$ 2,116,968
Unappropriated Fund Balance	$ 17,637,602	$ 18,123,921	$ 13,382,747	$ 11,042,092
Available Reserves as a Percentage of Total Outgo	35.7%	39.3%	33.6%	32.3%
All Funds				
Total Long-Term Debt	$ -	$ -	$ -	$ -
Actual Daily Attendance at P-2	3,934	3,548	3,361	3,172

The general fund balance has increased by $11,504,626 over the past three years. The Charter School budget projects an increase of $425,806 for the fiscal year ending June 30, 2026. The State of California has not established reserve requirements for Charter Schools. However, the Board of Directors believes that an available reserve of 5 percent is prudent for the Charter School in this instance.

The Charter School has incurred an operating surplus in each of the past three years and anticipates incurring an operating surplus during the fiscal year 2025/26.

The Charter School had no long-term liabilities over the past three years.

Average Daily Attendance (ADA) has increased by 376 over the past two years. The Charter School anticipates an increase of 386 ADA for the fiscal year 2025/26.

No audit adjustments were made to any funds of the Charter School.

Charter Schools Chartered by the Charter School	Included in the Charter School Financial Statements	or Separate Report Charter School Number
Pacific Charter Institute does not sponsor any charter schools	Not applicable	Not applicable

Assistance Listing Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number		Federal Expenditures
U.S. Department of Education				
Passed through California Department of Education				
84.010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	14329	*	$ 514,674
84.367A	ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants	14341		67,622
84.424	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants.	15396		29,244
Education Stabilization Fund (ESF) Cluster				
84.425	Elementary and Secondary School Emergency Relief III (ESSER III) Fund	15559		259,120
84.425U	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	10155		14,406
84.425R	Emergency Assistance to Non-Public Schools (EANS Program)	15558		76,624
	Subtotal Education Stabilization Fund (ESF) Cluster			350,150
84.027	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	13379		362,883
	Total U.S. Department of Education			1,324,573
	Total Federal Programs			$ 1,324,573
U.S. Department of Agriculture				
Passed through California Department of Education				
10.555	Child Nutrition: Universal Meals Program	25656		$ 93,614
	Total Federal Programs			$ 1,418,187

	Heritage Peak Charter School	Rio Valley Charter School	Valley View Charter Prep	Sutter Peak Charter School	New Pacific School - Roseville	New Pacific Schol Rancho Cordova	Eliminations	Totals
ASSETS								
Current assets								
Cash and cash equivalents	$ 7,809,706	$ 4,969,246	$ 2,596,965	$ 5,149,507	$ (346,776)	$ (132,416)	$ -	$ 20,046,232
Accounts receivable	1,406,809	2,434,165	907,380	1,219,205	380,627	627,411	-	6,975,597
Prepaid expenses	227,477	59,465	33,836	4,512	23,192	26,685	-	375,167
Total current assets	9,443,992	7,462,876	3,538,181	6,373,224	57,043	521,680	-	27,396,996
Noncurrent assets								
Note receivable	3,225,000	-	-	-	-	-	3,225,000	-
Fixed assets, net	32,025	83,925	-	107,652	506,489	213,876.00	-	943,967
Total assets	$ 12,701,017	$ 7,546,801	$ 3,538,181	$ 6,480,876	$ 563,532	$ 735,556	$ 3,225,000	$ 28,340,963
LIABILITIES AND NET ASSETS								
Liabilities								
Accounts payable and accrued expenses	$ 2,013,408	$ 978,540	$ 253,806	$ 351,638	$ 35,419	$ 51,501	$ -	$ 3,684,312
Note payable	-	-	-	-	2,225,000	1,000,000	3,225,000	-
Total liabilities	2,013,408	978,540	253,806	351,638	2,260,419	1,051,501	3,225,000	3,684,312
Net assets								
With restrictions	897,861	778,839	489,545	581,823	34,023	5,560	-	2,787,651
Without restrictions	9,789,748	5,789,422	2,794,830	5,547,415	(1,730,910)	(321,505)	-	21,869,000
Total net assets	10,687,609	6,568,261	3,284,375	6,129,238	(1,696,887)	(315,945)	-	24,656,651
Total liabilities and net assets	$ 12,701,017	$ 7,546,801	$ 3,538,181	$ 6,480,876	$ 563,532	$ 735,556	$ 3,225,000	$ 28,340,963

	Heritage Peak Charter School	Rio Valley Charter School	Valley View Charter Prep	Sutter Peak Charter School	New Pacific School - Roseville	New Pacific School - Rancho Cordova	Totals
NET ASSETS WITHOUT RESTRICTIONS							
Revenues							
State revenue							
State aid portion of general purpose funding	$ 12,692,777	$ 7,581,170	$ 7,469,111	$ 8,337,206	$ 839,601	$ 1,881,340	$ 38,801,205
State lottery revenue	240,942	144,479	131,930	146,207	36,821	30,302	730,681
Mandated cost reimbursements	34,969	24,491	17,301	17,970	2,674	1,862	99,267
All other	3,826	6,801	5,789	1,975	277	-	18,668
Local revenue							
Cash in-lieu of property taxes	2,297,935	1,787,986	103,664	284,757	1,376,349	-	5,850,691
All other	431,971	15,784	14,789	-	41,985	66,072	570,601
Net assets released from restrictions	4,591,756	2,962,515	1,521,612	1,735,516	1,136,241	610,007	12,557,647
Total revenues	20,294,177	12,523,226	9,264,196	10,523,631	3,433,948	2,589,583	58,628,761
Expenses							
Instruction	14,989,356	6,660,976	5,469,518	6,160,137	2,242,391	1,505,790	37,028,168
Instruction-related services	8,790,378	581,602	527,628	339,620	332,563	334,096	10,905,887
Pupil services	-	-	-	-	196,467	132,749	329,216
Plant services	640,607	25,737	83,641	122,928	665,513	378,191	1,916,617
Other outgo	(7,217,735)	3,636,371	2,288,418	2,554,758	368,281	202,161	1,832,254
Total expenses	17,202,606	10,904,686	8,369,205	9,177,443	3,805,215	2,552,987	52,012,142
Change in net assets without restrictions	3,091,571	1,618,540	894,991	1,346,188	(371,267)	36,596	6,616,619
NET ASSETS WITH RESTRICTIONS							
Federal revenue	618,197	375,349	108,890	181,119	76,281	58,351	1,418,187
State lottery revenue	115,221	69,504	63,305	69,645	17,321	14,072	349,068
Other state revenue	1,068,387	488,408	341,352	344,101	503,179	371,083	3,116,510
All other local revenue	795,509	436,120	571,920	614,603	157,457	130,873	2,706,482
Net assets released from restrictions	(4,591,756)	(2,962,515)	(1,521,612)	(1,735,516)	(1,136,241)	(610,007)	(12,557,647)
Change in net assets with restrictions	(1,994,442)	(1,593,134)	(436,145)	(526,048)	(382,003)	(35,628)	(4,967,400)
Change in net assets	1,097,129	25,406	458,846	820,140	(753,270)	968	1,649,219
Net assets, beginning of period	9,590,480	6,542,855	2,825,529	5,309,098	(943,617)	(316,913)	23,007,432
Net assets, end of period	$ 10,687,609	$ 6,568,261	$ 3,284,375	$ 6,129,238	$ (1,696,887)	$ (315,945)	$ 24,656,651

ASSETS

Cash and cash equivalents	$ 20,046,232
Accounts receivable	6,975,597
Prepaid expenses	375,167
Total Assets	$ 27,396,996

LIABILITIES AND FUND BALANCE

Liabilities:	
Accounts payable	$ 3,684,312
Total Liabilities	3,684,312
Fund balance	23,712,684
Total Liabilities and Fund Balance	$ 27,396,996

RECONCILIATION OF THE FUND BASIS BALANCE SHEET TO THE STATEMENT OF FINANCIAL POSITION JUNE 30, 2025

Total Fund Balance - Fund Basis	$ 23,712,684
Amounts reported for fund basis activities in the statement of financial position are difference because:	
Capital assets, net of depreciation, used for fund basis activities are not financial resources and, therefore, are not reported as assets in the fund basis statements.	943,967
Total Net Assets - GAAP Basis	$ 24,656,651

Revenues:	
LCFF sources	$ 44,651,897
Federal revenue	1,418,188
Other state revenue	4,314,194
Other local revenue	3,277,083
Total revenues	53,661,362
Expenditures:	
Certificated salaries	18,709,759
Classified salaries	4,654,949
Employee benefits	10,162,302
Books and supplies	4,574,571
Contract services and operating expenditures	12,650,780
Capital outlay	360,874
Other outgo	988,745
Debt Service:	
Principal retirement	150,000
Interest	322
Total expenditures	52,252,302
Other Financing Sources/Uses:	
Sources	150,000
Change in fund balance	1,559,060
Fund balance July 1, 2024	22,153,624
Fund balance June 30, 2025	$ 23,712,684

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE - FUND BASIS - TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2025

Net change in fund balance - Total Fund Basis	$ 1,559,060
Amounts reported for fund basis activities in the statement of activities are difference because:	
Depreciation of capital assets is an expense that is not recorded in the fund basis statements	(270,715)
Purchase of fixed assets is recorded as an expenditure in the fund basis financial statements, but increases the fixed assets in the statement of financial position	360,874
Change in net assets - GAAP basis	$ 1,649,219

1. PURPOSE OF STATEMENTS AND SCHEDULES

A. Statements of Revenues, Expenditures and Changes in Fund Balance – Budget (Non-GAAP) and Actual

This schedule provides the original budget, final budget and any variance between the final budget and the actual revenues and expenditures of the general fund, as reported in the Annual Financial and Budget Report.

B. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Charter. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Instructional Time

School Districts may receive incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of Education Code Sections 46200 through 46206. This section does not apply to non-classroom based charter schools.

D. Schedule of Financial Trends and Analysis

This schedule discloses the Charter School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the Charter School's ability to continue as a going concern for a reasonable period of time.

E. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds, as reported in the Annual Financial and Budget Report to the audited financial statements.

F. Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

1. PURPOSE OF STATEMENTS AND SCHEDULES (CONTINUED)

G. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes federal grant activity of the Charter School and is presented under the modified accrual basis of accounting. Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with the Uniform Guidance and state requirements. Therefore, some amounts presented in this schedule may differ from amounts used in the preparation of the general-purpose financial statements. The Charter School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

H. Combing Statement of Financial Position and Combining Statement of Activities

The accompanying combining financial statements are presented to assist users in evaluating the financial performance of each of Pacific Charter Institute's individual charter schools.

I. Reconciliations of State Reporting to GAAP Reporting

The accompanying reconciliations of the fund basis balance sheet and fund basis statement of revenues, expenditures and changes in fund balance to the GAAP reporting is presented to assist users in identifying differences between the GAAP reporting and fund balances as reported in the Annual Financial and Budget Report.

2. EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosures in the financial statements of School Districts that adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. This section does not apply to charter schools.

OTHER INDEPENDENT AUDITOR'S REPORTS

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE

Board of Directors
Pacific Charter Institute
Sacramento, California

Report on Compliance

Qualified Opinion

We have audited the Pacific Charter Institute compliance with the requirements specified in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Pacific Charter Institute's state program requirements identified below for the year ended June 30, 2025.

In our opinion, Pacific Charter Institute complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Qualified Opinion on Compliance with State Laws and Regulations

As described in Finding **2025-01** in the accompanying Schedule of Audit Findings and Questioned Costs, Pacific Charter Institute did not comply with requirements regarding Independent Study. Compliance with such requirements is necessary, in our opinion, for Pacific Charter Institute to comply with state laws and regulations applicable to that program.

Qualified Opinion on Compliance with State Laws and Regulations

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph Pacific Charter Institute complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2025.

Unmodified Opinion on Each of the Other State Programs

In our opinion, Pacific Charter Institute complied, in all material respects, with the other applicable state compliance requirements referred to above for the year ended June 30, 2025.In our opinion, Pacific Charter Institute complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Pacific Charter Institute and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Pacific Charter Institute's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Pacific Charter Institute's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Pacific Charter Institute's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Pacific Charter Institute's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Pacific Charter Institute's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the Pacific Charter Institute's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Pacific Charter Institute's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Pacific Charter Institute's compliance with the state laws and regulations applicable to the following items:

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	
General Requirements	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive Program	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
Home to School Transportation Reimbursement	No, see below

School Districts, County Offices of Education and Charter Schools

Description	Procedures Performed
Arts and Music in Schools	Yes
After/Before Schools Education and Safety Program	
General Requirements	
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	No, see below
Career Technical Education Incentive Grant	No, see below
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	No, see below

Charter Schools	
Description	**Procedures Performed**
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Yes

We did not perform any procedures relating to Local Education Agencies Other Than Charter Schools, because these sections do not apply to Charter Schools.

We did not perform any procedures related to After/Before School Education and Independent Study-Course Based because they were not offered in the current year.

We did not perform any procedures related to Immunizations as none of the Charter schools appeared on the lists of schools that did not submit immunization assessment reports to the California Department of Public Health or those that reported combined conditional admission and overdue rates greater than 10 percent in kindergarten and in 7th grade.

We did not perform any procedures related to the Expanded Learning Opportunities Grant (ELO-G) as there were no expenditures related to the grant.

We did not perform any procedures related to the Career Technical Education Incentive because the Charter had not received funding as of June 30, 2025.

We did not perform any procedures related to Kindergarten Continuance, as the Charter had no students who were six years old and re-enrolled in kindergarten as of June 30, 2025.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying Schedule of Findings and Questioned Costs as items **2025-01**.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The Pacific Charter Institute's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness* in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

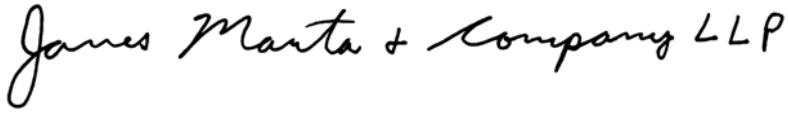
Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of finding and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 2, 2025

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Pacific Charter Institute
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements Pacific Charter Institute, which comprise the Pacific Charter Institute's consolidated statement of financial position as of June 30, 2025 and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 2, 2025.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Pacific Charter Institute's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Pacific Charter Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of Pacific Charter Institute's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Pacific Charter Institute's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 2, 2025

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

INDEPENDENT AUDITOR'S REPORT

Board of Education
Pacific Charter Institute
Sacramento, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Pacific Charter Institute's (the "Charter") compliance with the types of compliance requirements identified as subject to audit in the August 2025 draft of the OMB *Compliance Supplement* that could have a direct and material effect on each of the Charter's major federal programs for the year ended June 30, 2025. The Charter's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Charter complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Charter and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Charter's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Charter's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Charter's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Charter's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Charter's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Charter's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

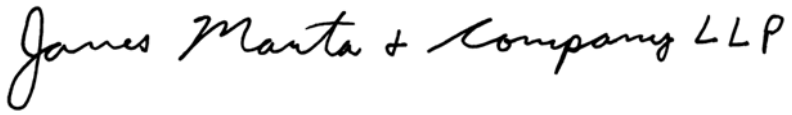
Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the Charter as of and for the year ended June 30, 2025, and have issued our report thereon dated December 2, 2025, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 2, 2025

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I – Summary of Audit Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? ____ Yes __X__ No

Significant deficiency(ies) identified not considered to be material weakness(es)? ____ Yes __X__ None reported

Noncompliance material to financial statements noted? ____ Yes __X__ No

Federal Awards

Type of auditor's report issued on compliance for major programs: Unmodified

Internal control over major programs:

Material weakness(es) identified? ____ Yes __X__ No

Significant deficiency(ies) identified not considered to be material weaknesses? ____ Yes __X__ None reported

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance, Section 200.516(a)? ____ Yes __X__ No

Identification of major programs:

Assistance Listing Number	Name of Federal Program or Cluster
84.010	ESSA: Title I, Part A, Basic Grants Low-Income And Neglected

Dollar threshold used to distinguish between Type A and Type B programs: $750,000

Auditee qualified as low-risk auditee? __X__ Yes ____ No

State Awards

Internal control over state programs:

Material weakness(es) identified? ____ Yes __X__ No

Significant deficiency(ies) identified not considered to be material weaknesses? ____ Yes __X__ None reported

Type of auditor's report issued on compliance for state programs: Qualified

Section II – Financial Statement Findings

No matters were reported

Section III – Federal Award Findings and Questioned Costs

No matters were noted.

Section IV – State Award Findings and Questioned Costs

2025-01 DEFICIENCY STATE COMPLIANCE INDEPENDENT STUDY CODE 40000

All three signatures, the pupil's, the pupil's legal guardian, and the certificated employees were not obtained prior to the commencement of the independent study contract.

Criteria:

Signatures, affixed prior to the commencement of independent study for a pupil that is scheduled to participate for more than 14 school days, or within 10 school days of the commencement of independent study for a student scheduled for less than 15 school days, by:

(A) The pupil;

(B) The pupil's parent, legal guardian, or caregiver as that term is used in Family Code section 6550 and following, if the pupil was less than 18 years of age;

(C) The certificated employee who was designated as having responsibility for the general supervision of the pupil's independent study; and

(D) The certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

Condition:

During the audit, it was discovered the signature on the Master Agreement is signed after the commencement of the independent study contract period for 18 students. However, after retrieving the Attendance reports for the students that were tested, it was noted that ADA was not claimed for any periods prior to all three signatures being obtained. (The pupil's, the pupil's legal guardians, and the certificated employees are present on the Master Agreement.)

Effect:

The delayed signing of the Master Agreement results in non-compliance with the state regulations governing independent study programs.

Fiscal Impact:

No fiscal impact. ADA was not claimed for the timeframe until all signatures were received.

Cause:

The primary cause of this deficiency is the automatic generation of the beginning date for independent study upon the student's entry into the system. This system-generated date may not accurately reflect the actual start date of the independent study, leading to a misalignment between the official records and the required timeline for obtaining signatures.

Recommendation:

We recommend the district to have a process of review where they verify all signatures required are on the Master Agreement or create a note on the Agreements for the students who are attending the first day of school any time after the first day of school year calendar.

Corrective Action Plan:

We are updating our internal procedures to ensure the entry date reflects the signature date going forward.

2024-01 – Expanded Learning Opportunity Program (40000)

Criteria
According to Education Code Section 46120(b)(1(B), the expanded learning opportunity program for at least 30 non-school days and for no less than nine hours.

Condition
The Charter did not offer the ELOP program for 30 non-school days.

Effect
The Charter is not in compliance with state requirements.

Cause
The Charter was not aware of the state requirements because they were not notified that they had been allocated ELOP funding until late into the school year.

Fiscal Impact
$11,864

Repeat Finding
Not a repeat finding.

Recommendation
It is recommended that the Charter track ELOP day offerings on a calendar to ensure compliance with the 30 non-school day requirement.

Corrective Action Plan
School principals are in the process of identifying the 30 non-instructional days to offer before the end of the fiscal year following the Board approved ELO-P plan in June 2025.

Status:
Implemented

APPENDIX 6

PACIFIC CHARTER INSTITUTE

Granite Peak Charter School

Budget Estimate

2026-27 through 2029-30

2241 Harvard Street, Suite 310

Sacramento, CA 95815

866-992-9033

Granite Peak Charter
Budget Assumptions
2026-27 through 2029-30

Revenues:

- LCFF revenues have been based on the FCMAT LCFF calculator v. 26.2 which assumes a COLA of 3.02%.
- Lottery revenue is budgeted at $273 per ADA.
- Special Education revenue is budgeted at $917.53 per ADA for 2026-27 and at $625 per ADA in subsequent years where $125 per ADA is Federal and $500 per ADA is Local.
- Beginning in 2027-28:
    - Mandate Block Grant revenue is budgeted at $20 per ADA.
    - State Mental Health revenue is budgeted at $83.13 per ADA.
    - Arts and Music in Schools revenue is budgeted at $124.17 per ADA for 70% of apportionment representing the Share of Statewide Enrollment and $84.06 per ADA for 30% of apportionment representing Share of Statewide Enrollment of FRPM Eligible Pupils.

Enrollment Projections:

	2026-27	2027-28	2028-29	2029-30
Total Students TK - 12	117	252	420	616
Total ADA	114.60	247	411.60	603.60

ADA (Average Daily Attendance) is estimated at 98% which is the average attendance rate across Pacific Charter Institute's Non-Classroom Based schools. The unduplicated percentage is based on Mark Twain Union Elementary school district's percentage of 60.82% from FY 2024-25.

Staffing Projections:

	2026-27	2027-28	2028-29	2029-30
Director	1 FTE	1 FTE	1 FTE	1 FTE
Teacher	4 FTE	9 FTE	15 FTE	22 FTE
Site/Program Manager	1 FTE	1 FTE	1 FTE	1 FTE
Business Technician	0.5 FTE	1 FTE	1 FTE	1 FTE
Counselor	0 FTE	0 FTE	0.5 FTE	1 FTE

Expenditures:

- Step increases are reflected in the budget.
- Instructional supplies & services are budgeted at $3,000 per student.
- District Oversight Fee – 1 percent of LCFF Funding.
- PCI administrative costs have been allocated to the school based on projected ADA.
- Certain instructional and special education costs incurred by Heritage Peak have been allocated to the school. Instructional costs have been allocated based on ADA. Special education costs have been allocated based on student count.

Granite Peak Charter School
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget Estimate

	2026-27	2027-28	2028-29	2029-30
Revenues:				
LCFF Sources	$1,504,689	$3,343,058	$5,771,494	$8,767,435
Federal	0	30,875	51,450	75,450
State	31,286	92,121	165,582	253,461
Local	105,149	123,500	205,800	301,800
Other Financing Sources	0	0	0	0
	1,641,124	3,589,554	6,194,326	9,398,146
Expenditures:				
Certificated Salaries	484,003	941,373	1,545,368	2,257,383
Classified Salaries	76,894	100,609	103,628	106,736
Employee Benefits	173,160	347,796	596,539	882,266
Books & Supplies	237,850	562,425	1,052,499	1,714,478
Services	231,092	527,425	904,036	1,373,127
Capital Outlay	0	0	0	0
Other Outgo	15,047	33,431	57,715	87,674
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
PCI Cost Allocation:				
Administrative	192,793	402,355	642,503	903,047
Instructional	45,794	93,756	148,020	205,758
Special Education	133,842	288,650	467,918	659,298
	1,590,474	3,297,821	5,518,227	8,189,767
Excess	50,649	291,733	676,099	1,208,379
Fund Balance, Beginning	0	50,649	342,383	1,018,482
Fund Balance, Ending	$50,649	$342,383	$1,018,482	$2,226,861
Components of Ending Fund Balance:				
Designated Amounts:				
Reserve for Economic Uncertainty	$79,524	$164,891	$275,911	$409,488
Restricted	0	0	0	0
Unappropriated	(28,874)	177,492	742,571	1,817,372
	$50,649	$342,383	$1,018,482	$2,226,861

Granite Peak Charter School
Revenue Detail
Budget Estimate
2026-27

	Object	Resource	
LCFF Sources:			
LCFF	8011	0000	$533,225
EPA	8012	1400	22,920
In-Lieu Property Taxes	8096	0000	948,544
Total Revenue Limit			1,504,689
State:			
Lottery	8560	1100	31,286
Total State Revenue			31,286
Local:			
Special Education	8792	6500	105,149
Total Local Revenue			105,149
			$1,641,124

Granite Peak Charter School
Revenue Detail
Budget Estimate
2027-28

	Object	Resource	
LCFF Sources:			
LCFF	8011	0000	$1,249,239
EPA	8012	1400	49,400
In-Lieu Property Taxes	8096	0000	2,044,419
Total Revenue Limit			3,343,058
Federal:			
Special Education	8181	3310	30,875
			30,875
State:			
Mandate Block Grant	8550	0000	2,292
Lottery	8560	1100	67,431
Special Education Mental Health	8590	6546	9,547
Arts and Music in Schools	8590	6770	12,851
Total State Revenue			92,121
Local:			
Special Education	8792	6500	123,500
Total Local Revenue			123,500
			$3,589,554

Granite Peak Charter School
Revenue Detail
Budget Estimate
2028-29

	Object	Resource	
LCFF Sources:			
LCFF	8011	0000	$2,282,361
EPA	8012	1400	82,320
In-Lieu Property Taxes	8096	0000	3,406,813
Total Revenue Limit			5,771,494
Federal:			
Special Education	8181	3310	51,450
			51,450
State:			
Mandate Block Grant	8550	0000	4,940
Lottery	8560	1100	112,367
Special Education Mental Health	8590	6546	20,578
Arts and Music in Schools	8590	6770	27,698
Total State Revenue			165,582
Local:			
Special Education	8792	6500	205,800
Total Local Revenue			205,800
			$6,194,326

Granite Peak Charter School
Revenue Detail
Budget Estimate
2029-30

	Object	Resource	
LCFF Sources:			
LCFF	8011	0000	$3,650,718
EPA	8012	1400	120,720
In-Lieu Property Taxes	8096	0000	4,995,997
Total Revenue Limit			8,767,435
Federal:			
Special Education	8181	3310	75,450
			75,450
State:			
Mandate Block Grant	8550	0000	8,232
Lottery	8560	1100	164,783
Special Education Mental Health	8590	6546	34,290
Arts and Music in Schools	8590	6770	46,156
Total State Revenue			253,461
Local:			
Special Education	8792	6500	301,800
Total Local Revenue			301,800
			$9,398,146

Granite Peak Charter School
Salaries and Benefits

6.5	2026-27		Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
	Certificated										
1	Director	5	129,723	24,777	0	0	1,881	245	3,600	0	160,226
1	Teacher 1	28	88,570	16,917	0	0	1,284	245	12,500	0	119,516
1	Teacher 2	28	88,570	16,917	0	0	1,284	245	12,500	0	119,516
1	Teacher 3	28	88,570	16,917	0	0	1,284	245	12,500	0	119,516
1	Teacher 4	28	88,570	16,917	0	0	1,284	245	12,500	0	119,516
			484,003	92,445	0	0	7,018	1,225	53,600	0	638,291
	Classified - Admin										
1	Office Manager		56,108	0	0	3,479	814	245	12,500	0	73,145
0.5	Business Technician		20,786	0	0	1,289	301	245	0	0	22,621
			76,894	0	0	4,767	1,115	490	12,500	0	95,766

12	2027-28		Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
	Certificated										
1	Director		133,615	25,520	0	0	1,937	245	3,600	0	164,918
1	Teacher 1	28	91,227	17,424	0	0	1,323	245	13,750	0	123,969
1	Teacher 2	28	91,227	17,424	0	0	1,323	245	13,750	0	123,969
1	Teacher 3	28	91,227	17,424	0	0	1,323	245	13,750	0	123,969
1	Teacher 4	28	91,227	17,424	0	0	1,323	245	13,750	0	123,969
1	**Teacher 5**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 6**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 7**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 8**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 9**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
			941,373	188,659	0	0	13,650	2,450	121,100	0	1,267,232
	Classified - Admin										
1	Office Manager		57,791	0	0	3,583	838	245	13,750	0	76,207
1	Business Technician		42,818	0	0	2,655	621	245	0	0	46,339
			100,609	0	0	6,238	1,459	490	13,750	0	122,546

18.5	2028-29		Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
	Certificated										
1	Director		137,623	29,038	0	0	1,996	245	3,600	0	172,502
1	Teacher 1	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 2	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 3	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 4	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 5	28	91,227	19,249	0	0	1,323	245	13,750	0	125,794
1	Teacher 6	28	91,227	19,249	0	0	1,323	245	13,750	0	125,794
1	Teacher 7	28	91,227	19,249	0	0	1,323	245	13,750	0	125,794
1	Teacher 8	28	91,227	19,249	0	0	1,323	245	13,750	0	125,794
1	Teacher 9	28	91,227	19,249	0	0	1,323	245	13,750	1	125,795
1	**Teacher 10**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 11**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 12**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 13**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 14**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 15**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
0.5	**Counselor**		44,334	9,354	0	0	643	245	0	0	54,576
			1,545,368	326,073	0	0	22,408	4,165	207,850	1	2,105,865
	Classified - Admin										
1	Office Manager		59,525	0	0	3,691	863	245	15,125	0	79,449
1	Business Technician		44,103	0	0	2,734	639	245	12,500	0	60,222
			103,628	0	0	6,425	1,503	490	27,625	0	139,670

26	2029-30		Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
	Certificated										
1	Director		141,752	29,910	0	0	2,055	245	3,600	0	177,562
1	Teacher 1	28	96,783	20,421	0	0	1,403	245	16,638	0	135,490
1	Teacher 2	28	96,783	20,421	0	0	1,403	245	16,638	0	135,490
1	Teacher 3	28	96,783	20,421	0	0	1,403	245	16,638	0	135,490
1	Teacher 4	28	96,783	20,421	0	0	1,403	245	16,638	0	135,490
1	Teacher 5	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 6	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 7	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 8	28	93,964	19,826	0	0	1,362	245	15,125	0	130,523
1	Teacher 9	28	93,964	19,826	0	0	1,362	245	15,125	1	130,524
1	Teacher 10	28	91,227	19,249	0	0	1,323	245	13,750	2	125,796
1	Teacher 11	28	91,227	19,249	0	0	1,323	245	13,750	3	125,797
1	Teacher 12	28	91,227	19,249	0	0	1,323	245	13,750	4	125,798
1	Teacher 13	28	91,227	19,249	0	0	1,323	245	13,750	5	125,799
1	Teacher 14	28	91,227	19,249	0	0	1,323	245	13,750	6	125,800
1	Teacher 15	28	91,227	19,249	0	0	1,323	245	13,750	7	125,801
1	**Teacher 16**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 17**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 18**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 19**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 20**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 21**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	**Teacher 22**	28	88,570	18,688	0	0	1,284	245	12,500	0	121,288
1	Counselor		91,328	19,270	0	0	1,324	245	12,500	0	124,668
			2,257,383	476,308	0	0	32,732	5,880	328,275	28	3,100,606
	Classified - Admin										
1	Office Manager		61,311	0	0	3,801	889	245	16,638	0	82,883
1	Business Technician		45,426	0	0	2,816	659	245	13,750	0	62,896
			106,736	0	0	6,618	1,548	490	30,388	0	145,779

Granite Peak Charter School
Books & Supplies

	2026-27	2027-28	2028-29	2029-30
Supplies - Administrative	10,000	10,000	10,000	10,000
Supplies - Prop 28	0	6,425	13,849	23,078
Supplies - Instructional	212,850	496,500	932,400	1,521,400
Supplies - SPED	15,000	49,500	96,250	160,000
	237,850	562,425	1,052,499	1,714,478

Granite Peak Charter School
Services

	2026-27	2027-28	2028-29	2029-30
Travel and Conference	5,000	5,000	7,500	10,000
Dues and Subscriptions	750	750	1,000	1,000
Marketing	2,000	2,000	2,000	2,000
Prop 28 Services	0	6,425	13,849	23,078
Facility Lease	25,000	26,250	27,038	27,849
Adminstrative Services	5,000	5,000	7,500	10,000
Shipping & Postage	500	500	750	1,000
Instructional Services	171,900	395,700	701,400	1,090,200
Special Education Services	20,942	85,800	143,000	208,000
	231,092	527,425	904,036	1,373,127

Account Number	Resource	Object	Type	Description	2026-27		2027-28		2028-29		2029-30	
15 E 0000 1100 005 1110 1000 000 0 0000		1100	E	Unrestricted,Cert Salary,(Default)	461,083	461,083	891,973	891,973	1,463,048	1,463,048	2,136,663	2,136,663
15 E 0000 2400 005 0000 2700 000 0 0000		2400	E	Unrestricted,Clerical Office,(Default)	76,894	76,894	100,609	100,609	103,628	103,628	106,736	106,736
15 E 0000 3101 005 1110 1000 000 0 0000		3101	E	Unrestricted,STRS Certificat,(Default)	92,445		188,659		326,073		476,308	
15 E 0000 3202 005 0000 2700 000 0 0000		3202	E	Unrestricted,PERS - Classifi,(Default)	0		0		0		0	
15 E 0000 3302 005 0000 2700 000 0 0000		3302	E	Unrestricted,OASDI - Classif,(Default)	4,767		6,238		6,425		6,618	
15 E 0000 3331 005 1110 1000 000 0 0000		3331	E	Unrestricted,Medicare - Cert,(Default)	7,018		13,650		22,408		32,732	
15 E 0000 3332 005 0000 2700 000 0 0000		3332	E	Unrestricted,Medicare - Clas,(Default)	1,115		1,459		1,503		1,548	
15 E 0000 3401 005 1110 1000 000 0 0000		3401	E	Unrestricted,H & W - Certifi,(Default)	53,600		121,100		207,850		328,275	
15 E 0000 3402 005 0000 2700 000 0 0000		3402	E	Unrestricted,H & W - Classif,(Default)	12,500		13,750		27,625		30,388	
15 E 0000 3501 005 1110 1000 000 0 0000		3501	E	Unrestricted,SUI - Certifica,(Default)	1,225		2,450		4,165		5,880	
15 E 0000 3502 005 0000 2700 000 0 0000		3502	E	Unrestricted,SUI - Classifie,(Default)	490		490		490		490	
15 E 0000 3901 005 1110 1000 000 0 0000		3901	E	Unrestricted,Other Benefits,(Default)	0		0		1		28	
15 E 0000 3902 005 0000 2700 000 0 0000		3902	E	Unrestricted,Other Benefits,(Default)	0	173,160	0	347,796	0	596,539	0	882,266
15 E 0000 4300 005 0000 2700 000 0 0000		4300	E	Unrestricted,Supplies,(Default)	10,000		10,000		10,000		10,000	
15 E 6770 4300 005 1110 1000 000 0 6770		4300	E	Prop 28,Supplies,(Default)	0		6,425		13,849		23,078	
15 E 0000 4300 005 1110 1000 000 0 0000		4300	E	Unrestricted,Supplies,(Default)	181,564	191,564	429,069	445,494	820,033	843,882	1,356,617	1,389,695
15 E 0000 5210 005 1110 1000 000 0 0000		5210	E	Unrestricted,Conference,(Default)	5,000		5,000		7,500		10,000	
15 E 0000 5300 005 0000 2700 000 0 0000		5300	E	Unrestricted,Dues & Membersh,(Default)	750		750		1,000		1,000	
15 E 6770 5800 005 1110 1000 000 0 6770		5800	E	Prop 28,Professional Se,(Default)	0		6,425		13,849		23,078	
15 E 0000 5600 005 0000 8700 000 0 0000		5600	E	Unrestricted,Rentals, Leases,(Default)	25,000		26,250		27,038		27,849	
15 E 0000 5800 005 0000 2700 000 0 0000		5800	E	Unrestricted,Professional Se,(Default)	5,000		5,000		7,500		10,000	
15 E 0000 5920 005 0000 2700 000 0 0000		5920	E	Unrestricted,Postage & Shipping,	500		500		750		1,000	
15 E 0000 5800 005 1110 1000 000 0 0000		5800	E	Unrestricted,Professional Se,(Default)	171,900		395,700		701,400		1,090,200	
15 E 0000 5801 005 0000 2700 000 0 0000		5801	E	Unrestricted,Marketing	2,000	210,150	2,000	441,625	2,000	761,036	2,000	1,165,127
15 E 0000 6200 005 0000 8100 000 0 0000		6200	E	Unrestricted,Tenant Improvements	0	0	0	0	0	0	0	0
15 E 0000 7141 005 0000 9200 000 0 0000		7141	E	Unrestricted,OtherTuitionToS,(Default)	15,047	15,047	33,431	33,431	57,715	57,715	87,674	87,674
15 E 0000 7141 005 0000 9200 400 0 0000		7141	E	Unrestricted,OtherTuitionToS,District Oversi	192,793	192,793	402,355	402,355	642,503	642,503	903,047	903,047
15 E 0000 7141 005 0000 9200 500 0 0000		7141	E	Unrestricted,OtherTuitionToS,District Oversi	45,794	45,794	93,756	93,756	148,020	148,020	205,758	205,758
15 R 0000 8015 005 0000 0000 000 0 0000		8015	R	Unrestricted,Charter Schools,(Default)	(533,225)	(533,225)	(1,249,239)	(1,249,239)	(2,282,361)	(2,282,361)	(3,650,718)	(3,650,718)
15 R 0000 8096 005 0000 0000 000 0 0000		8096	R	Unrestricted,Funding In Lieu,(Default)	(948,544)	(948,544)	(2,044,419)	(2,044,419)	(3,406,813)	(3,406,813)	(4,995,997)	(4,995,997)
15 R 0000 8550 005 0000 0000 000 0 0000		8550	R	Unrestricted,Mandated Costs,(Default)	0	0	(2,292)	(2,292)	(4,940)	(4,940)	(8,232)	(8,232)
15 R 0000 8980 005 0000 0000 000 0 0000		8980	R	Unrestricted,ContriFrmUnrest,(Default)	64,635		260,028		429,340		615,758	
15 E 1100 4300 005 1110 1000 000 0 1100		4300	E	State Lottery,Supplies,(Default)	31,286	31,286	67,431	67,431	112,367	112,367	164,783	164,783
15 R 1100 8560 005 0000 0000 000 0 1100		8560	R	State Lottery,State Lottery,(Default)	(31,286)	(31,286)	(67,431)	(67,431)	(112,367)	(112,367)	(164,783)	(164,783)
15 E 1400 1100 005 1110 1000 000 0 1400		1100	E	EPA,Cert Salary,(Default)	22,920	22,920	49,400	49,400	82,320	82,320	120,720	120,720
15 R 1400 8012 005 0000 0000 000 0 1400		8012	R	EPA,EPA,(Default)	(22,920)	(22,920)	(49,400)	(49,400)	(82,320)	(82,320)	(120,720)	(120,720)
15 E 3010 4300 005 1110 1000 000 0 3010		4300	E	Title I Supplies	0	0	0	0	0	0	0	0
15 R 3010 8290 005 0000 0000 000 0 3010		8290	R	Title I	0	0	0	0	0	0	0	0
15 E 3310 5800 005 5760 1190 000 0 3310		5800	E	Special Educati,Professional Se,(Default)	0	0	30,875	30,875	51,450	51,450	75,450	75,450
15 R 3310 8181 005 5001 0000 000 0 3310		8181	R	Special Educati,Sp Ed Pl94-142,(Default)	0	0	(30,875)	(30,875)	(51,450)	(51,450)	(75,450)	(75,450)
15 E 6546 5800 005 5760 1190 000 0 6456		5800	E	State Mental Health,Professional Se,(Default)	0	0	9,547	9,547	20,578	20,578	34,290	34,290
15 R 6546 8792 005 5001 0000 000 0 6546		8792	R	State Mental Health	0	0	(9,547)	(9,547)	(20,578)	(20,578)	(34,290)	(34,290)
15 E 6500 4300 005 5760 1190 000 0 6500		4300	E	Special Educati,Supplies,(Default)	15,000	15,000	49,500	49,500	96,250	96,250	160,000	160,000
15 E 6500 5800 005 5760 1190 000 0 6500		5800	E	Special Educati,Professional Se,(Default)	20,942	20,942	45,378	45,378	70,972	70,972	98,260	98,260
15 E 6500 7141 005 5001 9200 000 0 6500		7141	E	Unrestricted,OtherTuitionToS,District Oversi	133,842	133,842	288,650	288,650	467,918	467,918	659,298	659,298
15 R 6500 8792 005 5001 0000 000 0 6500		8792	R	Special Educati,TrfApportFrCoun,(Default)	(105,149)	(105,149)	(123,500)	(123,500)	(205,800)	(205,800)	(301,800)	(301,800)
15 R 6500 8980 005 5001 0000 000 0 6500		8980	R	Special Educati,ContriFrmUnrest,(Default)	(64,635)		(260,028)		(429,340)		(615,758)	
15 R 6770 8590 005 0000 0000 000 0 6770		8590	R	Prop 28	0	0	(12,851)	(12,851)	(27,698)	(27,698)	(46,156)	(46,156)

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget Estimate
2026-27

	Heritage Peak School Admin.	Heritage Peak School Operations	Heritage Peak School Combined	Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	New Pacific School Rancho Cordova	New Pacific School Arden Arcade	Granite Peak	Eliminations	Combined
Revenues:												
LCFF Sources		$ 16,844,669	$ 16,844,669	$ 12,395,695	$ 9,419,799	$ 10,768,997	$ 3,102,681	$ 2,729,444	$ 1,368,535	$ 1,504,689	$ 0	$ 58,134,509
Federal		272,509	272,509	209,889	100,485	114,405	110,932	92,235	50,618	0	0	951,072
State		668,423	668,423	434,192	358,475	409,006	482,074	379,408	80,831	31,286	0	2,843,696
Local	291	912,032	912,323	594,225	654,924	745,649	269,913	231,764	103,355	105,149	(491)	3,616,811
Other Financing Sources	400,000	0	400,000	250,000	0	0	0	0	0	0	(650,000)	0
	400,291	18,697,633	19,097,924	13,884,001	10,533,683	12,038,057	3,965,600	3,432,850	1,603,339	1,641,124	(650,491)	65,546,087
Expenditures:												
Certificated Salaries	$ 494,571	$ 10,576,302	$ 11,070,873	$ 4,022,852	$ 3,096,472	$ 3,599,355	$ 1,022,344	$ 872,393	$ 541,397	$ 484,003	$ 0	$ 24,709,689
Classified Salaries	2,538,434	1,025,734	3,564,169	505,216	350,648	201,143	433,266	396,326	231,538	76,894	0	5,759,199
Employee Benefits	1,182,872	4,524,794	5,707,666	1,765,946	1,344,377	1,482,194	566,295	414,850	290,908	173,160	0	11,745,397
Books & Supplies	110,000	2,045,882	2,155,882	1,272,985	1,019,430	1,358,417	401,567	314,663	159,340	237,850	0	6,920,134
Services	2,936,000	2,583,183	5,519,183	2,010,017	1,986,289	1,930,575	795,570	827,651	498,470	231,092	0	13,798,846
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	505,340	505,340	123,957	150,642	430,760	31,027	27,294	13,685	15,047	0	1,297,752
Debt Service - Principal	0	0	0	0	0	0	275,000	125,000	250,000	0	(650,000)	0
Debt Service - Interest	0	0	0	0	0	0	218	74	200	0	(491)	0
PCI Cost Allocation:												
Administrative	(7,261,877)	2,249,780	(5,012,098)	1,605,453	1,420,399	1,561,713	99,887	87,901	43,950	192,793	0	0
Instructional	0	(1,231,795)	(1,231,795)	395,101	351,145	384,711	23,726	20,879	10,439	45,794	0	0
Special Education	0	(3,167,595)	(3,167,595)	1,220,193	765,130	720,516	218,609	93,689	15,615	133,842	0	0
	0	19,111,625	19,111,625	12,921,720	10,484,532	11,669,385	3,867,509	3,180,720	2,055,543	1,590,474	(650,491)	64,231,017
Excess	400,291	(413,992)	(13,701)	962,281	49,150	368,672	98,092	252,130	(452,203)	50,649	0	1,315,070
Fund Balance, Beginning	(3,036,872)	10,567,304	7,530,432	4,885,459	3,256,869	6,542,695	166,576	27,061	889,708	0	0	23,298,801
Fund Balance, Ending	$ (2,636,581)	$ 10,153,312	$ 7,516,731	$ 5,847,740	$ 3,306,020	$ 6,911,367	$ 264,668	$ 279,191	$ 437,505	$ 50,649	$ 0	$ 24,613,871
Components of Ending Fund Balance:												
Designated Amounts:												
Reserve for Economic Uncertainty		$ 955,581	$ 955,581	$ 646,086	$ 524,227	$ 583,469	$ 193,375	$ 159,036	$ 102,777	$ 79,524	$ 0	$ 3,244,075
Restricted		811,232	811,232	607,001	357,560	651,470	91,007	0	0	0	0	2,518,269
Intraorganizational Loan	$ (2,636,581)	0	(2,636,581)	(2,250,000)	0	0	1,900,250	737,625	2,000,000	0	0	(248,706)
Unappropriated	0	8,386,499	5,749,918	4,594,653	2,424,233	5,676,428	(1,919,964)	(617,470)	(1,665,272)	(28,874)	0	19,100,233
	$ (2,636,581)	$ 10,153,312	$ 4,880,150	$ 3,597,740	$ 3,306,020	$ 6,911,367	$ 264,668	$ 279,191	$ 437,505	$ 50,649	$ 0	$ 24,613,871

Pacific Charter Institute
Cashflow Worksheet
Budget Estimate
2026-27

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	$18,414,087	$19,125,743	$17,277,444	$20,674,998	$19,542,101	$18,443,072	$19,599,493	$18,351,647	$17,907,425	$21,024,334	$20,878,212	$20,732,090		
Receipts:														
LCFF Sources:														
LCFF	1,838,189	1,838,189	3,308,740	3,308,740	3,308,740	3,308,740	3,308,740	3,987,280	3,987,280	3,987,280	3,987,280	0	3,987,280	40,156,483
EPA	0	0	2,109,707	0	0	2,109,707	0	0	2,109,707	0	0	2,109,707	540,749	8,979,576
In-Lieu Property Taxes	0	408,105	816,209	544,140	544,140	544,140	544,140	544,140	1,684,479	842,240	842,240	842,240	842,240	8,998,450
Federal	0	0	0	0	0	0	0	0	0	0	0	0	951,072	951,072
State	7,773	46,801	53,020	131,475	165,343	311,086	16,525	132,008	443,094	132,008	132,008	132,008	1,140,549	2,843,696
Local	0	124,982	130,854	211,622	211,622	211,622	211,622	221,223	221,223	221,223	221,223	221,223	1,408,371	3,616,811
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1,845,962	2,418,077	6,418,531	4,195,977	4,229,845	6,485,295	4,081,027	4,884,651	8,445,783	5,182,751	5,182,751	3,305,177	8,870,261	65,546,087
Disbursements:														
Certificated Salaries	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	2,059,141	0	24,709,689
Classified Salaries	479,933	479,933	479,933	479,933	479,933	479,933	479,933	479,933	479,933	479,933	479,933	479,933	0	5,759,199
Employee Benefits	978,783	978,783	978,783	978,783	978,783	978,783	978,783	978,783	978,783	978,783	978,783	978,783	0	11,745,397
Books, Supplies & Services	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	1,726,582	0	20,718,980
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	84,435	84,435	84,435	84,435	84,435	84,435	84,435	84,435	84,435	84,435	84,435	368,971	1,297,752
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5,244,439	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	5,328,873	368,971	64,231,017
Prior-Year Transactions:														
Accounts Receivable	4,453,782	1,062,498	2,307,896	0	0	0	0	0	0	0	0	973,800	0	8,797,976
Accounts Payable	343,650	0	0	0	0	0	0	0	0	0	0	0	3,569,613	3,913,263
	4,110,132	1,062,498	2,307,896	0	0	0	0	0	0	0	0	973,800	(3,569,613)	4,884,714
Net Increase (Decrease)	711,655	(1,848,299)	3,397,553	(1,132,897)	(1,099,029)	1,156,421	(1,247,846)	(444,223)	3,116,910	(146,122)	(146,122)	(1,049,896)	4,931,677	
Ending Cash	$19,125,743	$17,277,444	$20,674,998	$19,542,101	$18,443,072	$19,599,493	$18,351,647	$17,907,425	$21,024,334	$20,878,212	$20,732,090	$19,682,194		
Ending Cash plus Accruals														$24,613,871

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget Estimate
2027-28

	Admin.	Heritage Peak School Operations	Combined	Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	New Pacific School Rancho Cordova	New Pacific School Arden Arcade	Granite Peak	Eliminations	Combined
Revenues:												
LCFF Sources		$ 17,853,165	$ 17,853,165	$ 13,249,866	$ 10,129,197	$ 11,464,029	$ 3,330,995	$ 2,938,817	$ 1,776,545	$ 3,343,058	$ 0	$ 64,085,672
Federal		272,509	272,509	209,889	100,485	114,405	115,369	104,872	63,586	30,875	0	1,011,990
State		668,423	668,423	434,192	358,475	409,006	490,303	400,519	90,871	92,121	0	2,943,910
Local	251	939,393	939,644	612,227	674,571	768,019	278,630	240,480	91,750	123,500	(426)	3,728,395
Other Financing Sources	400,000	0	400,000	250,000	0	0	0	0	0	0	(650,000)	0
	400,251	19,733,490	20,133,741	14,756,174	11,262,728	12,755,459	4,215,297	3,684,688	2,022,752	3,589,554	(650,426)	71,769,966
Expenditures:												
Certificated Salaries	$ 519,300	$ 11,036,472	$ 11,555,772	$ 4,253,652	$ 3,384,849	$ 3,905,333	$ 1,119,741	$ 911,855	$ 639,907	$ 941,373	$ 0	$ 26,712,482
Classified Salaries	2,639,972	1,077,021	3,716,993	530,477	368,180	211,200	446,264	408,609	250,889	100,609	0	6,033,221
Employee Benefits	1,295,301	4,966,532	6,261,834	1,961,493	1,538,742	1,687,778	626,232	434,665	340,255	347,796	0	13,198,794
Books & Supplies	110,000	2,087,882	2,197,882	1,314,985	1,103,430	1,442,417	376,362	319,064	154,433	562,425	0	7,470,998
Services	2,936,000	2,625,183	5,561,183	2,052,017	2,070,289	2,014,575	808,038	961,549	530,185	527,425	0	14,525,261
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	535,595	535,595	132,499	157,736	458,561	33,310	29,388	17,765	33,431	0	1,398,285
Debt Service - Principal	0	0	0	0	0	0	275,000	125,000	250,000	0	(650,000)	0
Debt Service - Interest	0	0	0	0	0	0	190	61	175	0	(426)	0
PCI Cost Allocation:												
Administrative	(7,500,573)	2,238,555	(5,262,017)	1,614,661	1,435,475	1,565,792	100,589	88,982	54,163	402,355	0	0
Instructional		(1,268,749)	(1,268,749)	390,446	348,693	379,059	23,439	20,735	12,621	93,756	0	0
Special Education		(3,262,622)	(3,262,622)	1,196,149	750,053	706,318	214,301	91,843	15,307	288,650	0	0
	0	20,035,869	20,035,869	13,446,378	11,157,447	12,371,034	4,023,465	3,391,752	2,265,701	3,297,821	(650,426)	69,339,040
Excess	400,251	(302,379)	97,872	1,309,795	105,282	384,425	191,832	292,936	(242,949)	291,733	0	2,430,926
Fund Balance, Beginning	(2,636,581)	10,153,312	7,516,731	3,597,740	3,306,020	6,911,367	264,668	279,191	437,505	50,649	0	22,363,871
Fund Balance, Ending	($2,236,330)	$ 9,850,933	$ 7,614,603	$ 4,907,535	$ 3,411,301	$ 7,295,792	$ 456,499	$ 572,128	$ 194,556	$ 342,383	$ 0	$ 24,794,797
Components of Ending Fund Balance:												
Designated Amounts:												
Reserve for Economic Uncertainty		$ 1,001,793	$ 1,001,793	$ 672,319	$ 557,872	$ 618,552	$ 201,173	$ 169,588	$ 113,285	$ 164,891	$ 0	$ 3,499,473
Restricted		811,232	811,232	607,001	357,560	651,470	91,007	0	0	0	0	2,518,269
Intraorganizational Loan	$ (2,236,330)	0	(2,236,330)	(2,250,000)	0	0	1,625,250	612,625	1,750,000	0	0	(498,455)
Unappropriated		8,037,908	5,801,578	3,628,215	2,495,869	6,025,770	(1,460,930)	(210,085)	(1,668,729)	177,492	0	19,275,510
	($2,236,330)	$ 9,850,933	$ 5,378,273	$ 2,657,535	$ 3,411,301	$ 7,295,792	$ 456,499	$ 572,128	$ 194,556	$ 342,383	$ 0	$ 24,794,797

Pacific Charter Institute
Cashflow Worksheet
Budget Estimate
2027-28

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	$19,682,194	$21,037,360	$17,157,914	$19,663,797	$18,583,522	$17,537,115	$18,881,345	$17,686,120	$17,403,356	$20,696,071	$20,563,119	$20,430,167		
Receipts:														
LCFF Sources:														
LCFF	2,007,824	2,007,824	3,614,083	3,614,083	3,614,083	3,614,083	3,614,083	4,401,460	4,401,460	4,401,460	4,401,460	0	4,401,460	44,093,367
EPA	0	0	2,244,894	0	0	2,244,894	0	0	2,244,894	0	0	2,820,393	0	9,555,075
In-Lieu Property Taxes	0	539,907	1,079,814	719,876	719,876	719,876	719,876	719,876	1,739,376	869,688	869,688	869,688	869,688	10,437,230
Federal	0	0	0	0	0	0	0	0	0	0	0	0	1,011,990	1,011,990
State	7,773	46,801	53,020	131,475	165,343	311,086	16,525	132,008	443,094	132,008	132,008	132,008	1,240,763	2,943,910
Local	0	124,982	130,854	211,622	211,622	211,622	211,622	221,223	221,223	221,223	221,223	221,223	1,519,955	3,728,395
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2,015,597	2,719,515	7,122,665	4,677,056	4,710,924	7,101,561	4,562,107	5,474,567	9,050,047	5,624,379	5,624,379	4,043,312	9,043,856	71,769,966
Disbursements:														
Certificated Salaries	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	2,226,040	0	26,712,482
Classified Salaries	502,768	502,768	502,768	502,768	502,768	502,768	502,768	502,768	502,768	502,768	502,768	502,768	0	6,033,221
Employee Benefits	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	1,099,900	0	13,198,794
Books, Supplies & Services	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	1,833,022	0	21,996,258
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	95,602	95,602	95,602	95,602	95,602	95,602	95,602	95,602	95,602	95,602	95,602	346,665	1,398,285
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5,661,730	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	5,757,331	346,665	69,339,040
Prior-Year Transactions:														
Accounts Receivable	5,370,269	1,408,371	1,140,549	0	0	0	0	0	0	0	0	951,072	0	8,870,261
Accounts Payable	368,971	2,250,000	0	0	0	0	0	0	0	0	0	0	3,569,613	6,188,584
	5,001,298	(841,629)	1,140,549	0	0	0	0	0	0	0	0	951,072	(3,569,613)	2,681,677
Net Increase (Decrease)	1,355,166	(3,879,446)	2,505,883	(1,080,275)	(1,046,407)	1,344,230	(1,195,225)	(282,764)	3,292,716	(132,952)	(132,952)	(762,948)	5,127,578	
Ending Cash	$21,037,360	$17,157,914	$19,663,797	$18,583,522	$17,537,115	$18,881,345	$17,686,120	$17,403,356	$20,696,071	$20,563,119	$20,430,167	$19,667,220		
Ending Cash plus Accruals														$24,794,797

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget Estimate
2028-29

	Heritage Peak										
	Admin.	School Operations	Combined	Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	New Pacific School Rancho Cordova	New Pacific School Arden Arcade	Granite Peak	Eliminations	Combined
Revenues:												
LCFF Sources		$ 18,910,593	$ 18,910,593	$ 14,160,338	$ 10,834,205	$ 12,222,694	$ 3,441,300	$ 3,216,567	$ 2,209,476	$ 5,771,494	$ 0	$ 70,766,667
Federal		272,509	272,509	209,889	100,485	114,405	115,369	106,938	77,211	51,450	0	1,048,256
State		668,423	668,423	434,192	358,475	409,006	490,493	404,257	99,751	165,582	0	3,030,179
Local	211	967,575	967,786	630,743	694,809	791,059	278,630	253,555	106,000	205,800	(361)	3,928,021
Other Financing Sources	400,000	0	400,000	250,000	0	0	0	0	0	0	(650,000)	0
	400,211	20,819,100	21,219,311	15,685,162	11,987,974	13,537,164	4,325,792	3,981,317	2,492,438	6,194,326	(650,361)	78,773,124
Expenditures:												
Certificated Salaries	$ 545,265	$ 11,512,749	$ 12,058,014	$ 4,492,530	$ 3,683,318	$ 4,222,019	$ 1,151,445	$ 939,211	$ 742,359	$ 1,545,368	$ 0	$ 28,834,264
Classified Salaries	2,745,570	1,130,872	3,876,443	557,000	386,589	221,760	459,652	422,388	263,433	103,628	0	6,290,894
Employee Benefits	1,349,242	5,183,885	6,533,127	2,070,307	1,668,662	1,821,949	665,337	442,363	389,886	596,539	0	14,188,172
Books & Supplies	110,000	2,129,882	2,239,882	1,356,985	1,187,430	1,526,417	374,362	345,166	201,025	1,052,499	0	8,283,766
Services	2,936,000	2,667,183	5,603,183	2,094,017	2,154,289	2,098,575	810,038	1,098,713	565,284	904,036	0	15,328,136
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	567,318	567,318	141,603	164,786	488,908	34,413	32,166	22,095	57,715	0	1,509,003
Debt Service - Principal	0	0	0	0	0	0	275,000	125,000	250,000	0	(650,000)	0
Debt Service - Interest	0	0	0	0	0	0	163	49	150	0	(361)	0
PCI Cost Allocation:												
Administrative	(7,686,078)	2,201,361	(5,484,717)	1,603,502	1,431,793	1,556,672	96,391	90,830	63,025	642,503	0	0
Instructional		(1,306,812)	(1,306,812)	383,829	344,270	373,040	22,207	20,925	14,520	148,020	0	0
Special Education		(3,360,501)	(3,360,501)	1,163,414	729,526	686,989	208,436	89,330	14,888	467,918	0	0
	0	20,725,937	20,725,937	13,863,187	11,750,665	12,996,330	4,097,443	3,606,142	2,526,665	5,518,227	(650,361)	74,434,234
Excess	400,211	93,163	493,375	1,821,975	237,309	540,835	228,349	375,175	(34,227)	676,099	0	4,338,890
Fund Balance, Beginning	(2,236,330)	9,850,933	7,614,603	2,657,535	3,411,301	7,295,792	456,499	572,128	194,556	342,383	0	22,544,797
Fund Balance, Ending	($1,836,119)	$ 9,944,096	$ 8,107,978	$ 4,479,511	$ 3,648,610	$ 7,836,626	$ 684,848	$ 947,303	$ 160,329	$ 1,018,482	$ 0	$ 26,883,687
Components of Ending Fund Balance:												
Designated Amounts:												
Reserve for Economic Uncertainty		$ 1,036,297	$ 1,036,297	$ 693,159	$ 587,533	$ 649,816	$ 204,872	$ 180,307	$ 126,333	$ 275,911	$ 0	$ 3,754,230
Restricted		811,232	811,232	607,001	357,560	651,470	91,007	0	0	0	0	2,518,269
Intraorganizational Loan	$ (1,836,119)	0	(1,836,119)	(2,250,000)	0	0	1,350,250	487,625	1,500,000	0	0	(748,244)
Unappropriated		8,096,568	6,260,449	3,179,350	2,703,517	6,535,340	(961,281)	279,371	(1,466,004)	742,571	0	21,359,432
	($1,836,119)	$ 9,944,096	$ 6,271,859	$ 2,229,511	$ 3,648,610	$ 7,836,626	$ 684,848	$ 947,303	$ 160,329	$ 1,018,482	$ 0	$ 26,883,687

Pacific Charter Institute
Cashflow Worksheet
Budget Estimate
2028-29

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	$19,667,220	$20,727,041	$16,818,675	$19,671,944	$18,637,415	$17,636,754	$19,170,605	$18,021,126	$17,882,332	$21,621,367	$21,654,071	$21,686,775		
Receipts:														
LCFF Sources:														
LCFF	2,204,668	2,204,668	3,968,403	3,968,403	3,968,403	3,968,403	3,968,403	4,854,004	4,854,004	4,854,004	4,854,004	4,854,004		48,521,372
EPA	0	0	2,388,769	0	0	2,388,769	0	0	2,388,769	0	0	2,388,769	597,769	10,152,844
In-Lieu Property Taxes	0	626,234	1,252,468	834,978	834,978	834,978	834,978	834,978	2,012,953	1,006,476	1,006,476	1,006,476	1,006,476	12,092,451
Federal	0	0	0	0	0	0	0	0	0	0	0	0	1,048,256	1,048,256
State	7,773	46,801	53,020	131,475	165,343	311,086	16,525	132,008	443,094	132,008	132,008	132,008	1,327,032	3,030,179
Local	0	124,982	130,854	211,622	211,622	211,622	211,622	221,223	221,223	221,223	221,223	221,223	1,719,581	3,928,021
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2,212,441	3,002,686	7,793,513	5,146,478	5,180,346	7,714,858	5,031,529	6,042,213	9,920,042	6,213,711	6,213,711	8,602,480	5,699,115	78,773,124
Disbursements:														
Certificated Salaries	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	2,402,855	0	28,834,264
Classified Salaries	524,241	524,241	524,241	524,241	524,241	524,241	524,241	524,241	524,241	524,241	524,241	524,241	0	6,290,894
Employee Benefits	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	1,182,348	0	14,188,172
Books, Supplies & Services	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	1,967,658	0	23,611,901
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	103,905	103,905	103,905	103,905	103,905	103,905	103,905	103,905	103,905	103,905	103,905	366,052	1,509,003
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6,077,103	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	6,181,007	366,052	74,434,234
Prior-Year Transactions:														
Accounts Receivable	5,271,148	1,519,955	1,240,763	0	0	0	0	0	0	0	0	1,011,990	0	9,043,856
Accounts Payable	346,665	2,250,000	0	0	0	0	0	0	0	0	0	0	3,569,613	6,166,278
	4,924,483	(730,045)	1,240,763	0	0	0	0	0	0	0	0	1,011,990	(3,569,613)	2,877,578
Net Increase (Decrease)	1,059,822	(3,908,367)	2,853,269	(1,034,529)	(1,000,661)	1,533,851	(1,149,479)	(138,794)	3,739,035	32,704	32,704	3,433,462	1,763,450	
Ending Cash	$20,727,041	$16,818,675	$19,671,944	$18,637,415	$17,636,754	$19,170,605	$18,021,126	$17,882,332	$21,621,367	$21,654,071	$21,686,775	$25,120,237		
Ending Cash plus Accruals														$26,883,687

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget Estimate
2029-30

	Heritage Peak										
	Admin.	School Operations	Combined	Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	New Pacific School Rancho Cordova	New Pacific School Arden Arcade	Granite Peak	Eliminations	Combined
Revenues:												
LCFF Sources		$ 19,863,323	$ 19,863,323	$ 14,953,663	$ 11,565,129	$ 13,005,512	$ 3,550,183	$ 3,505,427	$ 2,672,051	$ 8,767,435	$ 0	$ 77,882,723
Federal		272,509	272,509	209,889	100,485	114,405	115,369	109,004	90,837	75,450	0	1,087,948
State		668,423	668,423	434,192	358,475	409,006	490,493	408,090	104,071	253,461	0	3,126,211
Local	171	996,602	996,773	649,791	715,653	814,791	278,630	266,630	141,000	301,800	(296)	4,164,771
Other Financing Sources	400,000	0	400,000	250,000	0	0	0	0	0	0	(650,000)	0
	400,171	21,800,857	22,201,028	16,497,535	12,739,742	14,343,714	4,434,675	4,289,152	3,007,959	9,398,146	(650,296)	86,261,654
Expenditures:												
Certificated Salaries	$ 572,528	$ 12,005,695	$ 12,578,223	$ 4,739,768	$ 3,992,235	$ 4,549,790	$ 1,184,100	$ 967,387	$ 848,908	$ 2,257,383	$ 0	$ 31,117,795
Classified Salaries	2,855,393	1,187,416	4,042,809	584,851	405,919	232,848	473,442	436,657	276,605	106,736	0	6,559,866
Employee Benefits	1,405,448	5,409,175	6,814,623	2,183,094	1,803,243	1,960,881	721,379	470,428	446,749	882,266	0	15,282,663
Books & Supplies	110,000	2,171,882	2,281,882	1,398,985	1,271,430	1,610,417	372,362	363,768	216,025	1,714,478	0	9,229,347
Services	2,936,000	2,709,183	5,645,183	2,136,017	2,238,289	2,182,575	793,043	1,223,487	593,117	1,373,127	0	16,184,837
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	595,900	595,900	149,537	172,095	520,220	35,502	35,054	26,721	87,674	0	1,622,703
Debt Service - Principal	0	0	0	0	0	0	275,000	125,000	250,000	0	(650,000)	0
Debt Service - Interest	0	0	0	0	0	0	135	36	125	0	(296)	0
PCI Cost Allocation:												
Administrative	(7,879,369)	2,163,737	(5,715,632)	1,584,746	1,426,159	1,545,847	92,384	92,384	71,065	903,047	0	0
Instructional		(1,346,016)	(1,346,016)	375,655	339,521	366,792	21,050	21,050	16,192	205,758	0	0
Special Education		(3,461,316)	(3,461,316)	1,126,988	706,685	665,479	201,910	86,533	14,422	659,298	0	0
	0	21,435,656	21,435,656	14,279,639	12,355,576	13,634,850	4,170,306	3,821,784	2,759,929	8,189,767	(650,296)	79,997,210
Excess	400,171	365,201	765,373	2,217,896	384,166	708,864	264,369	467,367	248,030	1,208,379	0	6,264,443
Fund Balance, Beginning	(1,836,119)	9,944,096	8,107,978	2,229,511	3,648,610	7,836,626	684,848	947,303	160,329	1,018,482	0	24,633,687
Fund Balance, Ending	($1,435,947)	$ 10,309,298	$ 8,873,350	$ 4,447,407	$ 4,032,776	$ 8,545,490	$ 949,217	$ 1,414,671	$ 408,359	$ 2,226,861	$ 0	$ 30,898,131
Components of Ending Fund Balance:												
Designated Amounts:												
Reserve for Economic Uncertainty		$ 1,071,783	$ 1,071,783	$ 713,982	$ 617,779	$ 681,742	$ 208,515	$ 191,089	$ 137,996	$ 409,488	$ 0	$ 4,032,375
Restricted		811,232	811,232	607,001	357,560	651,470	91,007	0	0	0	0	2,518,269
Intraorganizational Loan	$ (1,435,947)	0	(1,435,947)	(2,250,000)	0	0	1,075,250	362,625	1,250,000	0	0	(998,072)
Unappropriated		8,426,283	6,990,336	3,126,424	3,057,438	7,212,278	(425,555)	860,956	(979,637)	1,817,372	0	25,345,558
	($1,435,947)	$ 10,309,298	$ 7,437,403	$ 2,197,407	$ 4,032,776	$ 8,545,490	$ 949,217	$ 1,414,671	$ 408,359	$ 2,226,861	$ 0	$ 30,898,131

APPENDIX 7

School Safety Plan

2025 – 2026 School Year

Pacific Charter Institute's Family of Schools;
Heritage Peak Charter School
Rio Valley Charter School
Valley View Charter Prep
Sutter Peak Charter Academy

Pacific Charter Institute
2241 Harvard Street, Suite 310
Sacramento, CA 95815
916-473-4757
www.pacificcharters.org

Public Hearing Date: June 12, 2025

Plan approved by Pacific Charter Institute's Board of Directors: June 16, 2025

Table of Contents

School Safety Plan Purpose 4

Safety Plan Vision 5

Components of the School Safety Plan 6

A. Child Abuse Reporting Procedures (EC 32282(a)(2)(A); PC11164) 7

B. Disaster Procedures (EC 32282(a)(2)(B)) 15

C. School Suspension, Expulsion and Mandatory Expulsion Guidelines 16

D. Procedures to Notify Teachers of Dangerous Pupils (EC 32282(a)(2)(D)) 17

E. Discrimination & Harassment Policies (EC 32282(a)(2)(E)) 20

F. School-Wide Dress Code Relating to Gang-Related Apparel (EC 32282(a)(2)(F)) 24

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 32282(a)(2)(G)) 26

H. Safe and Orderly Environment 27

I. Rules and Procedures on School Discipline 29

J. Protocols for Responding to Apparent Opioid Overdose 30

K. Reporting of Dangerous, Violent, or Unlawful Activities 33

L. Emergency Response Appendix 34

I. All Clear 37
II. Lockdown 38
III. Secure Campus 39
IV. Shelter In Place 41
V. Take Cover 43
VI. Duck, Cover, and Hold On 44
VII. Evacuation (on-site) 45
VIII. Evacuation (off-site) 47

M. Site-Specific Procedures and Emergency Guide 48

1. Accident at School 49
2. Active Shooter/Armed Assailant 50
3. Allergic Reactions 54
4. Biological Agent Release 55
5. Bomb Threat 57
6. Chemical Accident (Off-Site) 61
7. Chemical Accident (On-Site) 62
8. Earthquake 64
9. Explosion 66
10. Fire (Off-Site) 68
11. Fire (On-Site) 69

12. Flood 71
13. Gas Odor / Leak 72
14. Hazardous Materials 73
15. Hostage Situation 74
16. Intruder 75
17. Medical Emergency 77
18. Pandemic Influenza 78
19. Storm/Severe Weather 79
20. Suspicious Package 80
21. Threats / Assaults 81
22. Site Safety Team Checklist 83
23. Incident Command Post 84
24. Situational Communication Plans 85
25. Site Emergency Procedures for Students with Special Needs 86
26. Site Emergency Drill Report 87
27. PCI Administrations Phone Numbers 88
28. School Leader Phone Numbers 89
29. Staff Phone List 90
30. Site Evacuation Map 91
31. Valve Shut Off Location Map 92
32. Active Document Log 93
33. Student Emergency Evacuation Absent List 94
34. Student Release Sign Out Sheet 95

APPENDIX A - Instructional Continuity Plan (ICP)

*For security reasons, section L and M are confidential and will not be shared publicly

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any graders 1 to 12, inclusive, which are operated by school districts, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and the Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1,2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

In 2018, the California Legislature passed AB 1747 (2018), which extended the requirement to establish a school safety plan to charter schools. AB1747 amended Education Code section 47605 to require that charter schools must include procedures for developing a school safety plan in their charter petition. These safety plans must be reviewed and updated yearly and must address certain of the safety topics required under Education Code 32282. The specific elements to be addressed in a charter school's comprehensive school safety plan have since been amended over time. Charter School comprehensive school safety plans now require the following to be addressed:

- Child abuse reporting procedures (Ed. Code, § 32282, subd. (a)(2)(A)).
- Disaster procedures (Ed. Code, § 32282, subd. (a)(2)(B)).
- Suspension and expulsion policies (Ed. Code, § 32282, subd. (a)(2)(C)).
- Procedures to notify teachers of dangerous pupils (Ed. Code, § 32282, subd. (a)(2)(D)).
- Discrimination and harassment policies (Ed. Code, § 32282, subd. (a)(2)(E)).
- School wide dress code policies (Ed. Code, § 32282, subd. (a)(2)(F)).
- Procedures for safe ingress and egress (Ed. Code, § 32282, subd. (a)(2)(G)).
- Policies enacted to maintain a safe and orderly environment (Ed. Code, § 32282, subd. (a)(2)(H)).
- Rules and procedures on school discipline (Ed. Code, § 32282, subd. (a)(2)(I)).
- Procedures for conducting tactical responses to criminal incidents (Ed. Code, § 32282, subd. (a)(2)(J))
- Procedures to assess and respond to reports of dangerous, violent, or illegal activities (Ed. Code, § 32282, subd. (a)(2)(K)).
- Protocol for responding to apparent opioid overdoses (Ed. Code, § 32282, subd. (a)(2)(L)).

The School Safety Plan will be reviewed and updated by March 1st of every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the School Safety Plan is available for review at the Pacific Charter School head office located at 2241 Harvard St., Suite 310, Sacramento, CA 95815.

Safety Plan Vision

Pacific Charter Institute is committed to providing a unique and safe learning environment to the community or learners we serve.

Components of the School Safety Plan

Assessment of School Safety

Pacific Charter Institute utilizes a vast array of metrics to measure and track student and staff safety at their five charter schools. Given the different structures across the schools, Pacific Charter Institute considers how the students interact with their school environment including their peers, staff, and community, to develop appropriate disciplinary measures and metrics to track such disciplinary measures across the five charters.

Pacific Charter Institute has updated their Illness and Injury Prevention Plan to include updated policies and procedures for the COVID-19 pandemic.

School Profile

Pacific Charter Institute has 6 charter schools that serve students in 16 counties across California.

Harassment/Bullying/Hate Crime Reporting

Students and staff are encouraged to report all incidents wherein they feel they have been the victim of or witnessed an incident regarding hate crime, bullying, etc. Pacific Charter Institute utilizes an internal online communication and monitoring platform.

Counseling

Each Pacific Charter Institute site or program has an assigned counselor who works in tandem with Education Services to offer confidential, continuous, and evidence-based care to students.

Pacific Charter Institute employs licensed Psychologists and counselors to provide support and guidance for students' social-emotional health.

Physical safety

Pacific Charter Institute continuously updates and reviews its School Safety Plan.

Strategies and Programs to Provide and Maintain a High Level of Safety

Staff have the ability to be connected to ParentSquare to ensure proper communication during an emergency. Cell phone and text messaging may be used to communicate during an emergency.

The Safety Team has meetings to discuss school safety; physical and social-emotional wellbeing.

Safety drills are conducted as required by California State law and recorded.

A. Child Abuse Reporting Procedures (EC 32282(a)(2)(A); PC11164)

Pacific Charter Institute recognizes that it has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Executive Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person.

2. Sexual abuse of a child as defined in Penal Code 11165.1.

3. Neglect as defined in Penal Code 11165.2.

4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.

5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6).

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment. (Penal Code 11165.6)

3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself or herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees including school psychologists, school counselors, and speech pathologists; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; school police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Legal Responsibility and Liability for Reporting

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than $1,000 or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Any person shall notify a peace officer if he or she reasonably believes that he or she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any Police Department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

Child Protective Services (CPS)

Child Abuse Reporting Number for California (800) 540-4000; Outside California (213)639-4500

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.

b. The child's name and address, present location and, where applicable, school, grade and class.

c. The names, addresses and telephone numbers of the child's parents/guardians.

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When so notified, the principal shall inform the Executive Director or designee. (Penal Code 11166)

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board of Education policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his or her identity to the principal. (Penal Code 11166)

He or she may provide or mail a copy of the written report to the principal, Executive Director or designee without his or her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

All staff should note that your duty is to report and not to investigate the child abuse. Investigation is the responsibility of law enforcement officials and/or the Department of Children’s Services.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.

2. Check ID and ask for a business card.

3. Respond to questions from worker/officer regarding student(s).

4. Make arrangements for workers/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview (see attachment). Reassure the student that the worker/officer is there to help them. The worker/officer will inform students of their right. (Required by law to do so.)

5. After the conclusion of the interview, assess the student's ability to return to class.

6. **Do not notify parents/guardians until you have cleared it with the worker/officer.**

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him or her, before the interview takes place, of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.

5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee and/or principal shall not notify the parent/guardian as required in other instances of the removal of a child from school, but rather shall provide the peace

officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form

Parent and Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

To file a complaint against a charter school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any charter school employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself or herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a)(viii)(C). The CDE does not investigate allegations of child abuse but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of free appropriate public education.

Suspected Child Abuse Report

This form is to be used by mandated reporters and is in several different languages online at oag.ca.gov. This form may also be completed online.

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND TITLE — TELEPHONE

C. VICTIM — One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT — PHOTOS TAKEN? ☐ YES ☐ NO — DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST. MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST. MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST. MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Staff Training

Within the first six weeks of each school year, the Executive Director or designee shall provide training on mandated reporting requirements to charter school employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The Executive Director or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Executive Director or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

B. Disaster Procedures (EC 32282(a)(2)(B))

Disaster Plan (See Appendix J-K)

Pacific Charter Institute will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in the Plan. The Site Safety Team at each resource center consists of, but is not limited to, the School Leader, counselor and front office personnel.

Pacific Charter Institute has adopted disaster procedures, routine, and emergency, including adaptations for pupils with disabilities, school disaster plans, a drop procedure, protective measures to be taken before, during and following an earthquake, and earthquake emergency procedure training. PCI's disaster procedures are included in Sections L&M. Each resource center's complete Site-Specific Procedures and Emergency Guide is included in Section L&M. For security reasons, Sections L&M are confidential and will not be shared publicly.

To the extent feasible, PCI will cooperate with a public agency, including the American Red Cross, that requests to use PCI school facilities and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

If PCI conducts any Lockdown drill to prepare students and staff to respond to events warranting a Lockdown response (such as an active shooter) as set forth in Section L of this Plan, those drills will be carried out in observance of the following requirements:

1. Lockdown drills shall not be "high-intensity" drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

C. School Suspension, Expulsion and Mandatory Expulsion Guidelines

PCI complies with applicable state laws regarding suspension and expulsion. The PCI Suspension and Expulsion policy is printed in the PCI Parent-Student Handbook that is provided during the registration process and each year must be acknowledged before enrollment is complete.

BP 5144.1 Pupil Suspension and Expulsion can be found on the Pacific Charter Institute Website (pacificcharters.org) under “Organization” in governance within “Notices and Policies.”

D. Procedures to Notify Teachers of Dangerous Pupils (EC 32282(a)(2)(D))

PCI desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may be dangerous. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to administration, which is responsible for prompt notification of the student's teachers, other administrators, and the student's counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated. The following form will be used to disseminate this information.

NOTIFICATION TO TEACHER OF STUDENT CONDUCT

2024-2025 SCHOOL YEAR

Student_____ Sex_____ DOB _____ Grade _____

Date of Incident _____

To Student's Teacher(s): The above-named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

STUDENT INCIDENT (E.C. 48900)

A. Caused, attempted to cause, or threatened to cause physical injury to another person. (Circle if applicable:) Mutual Combat 1 Battery 2

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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 any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. *(Teacher notification not required for this incident.)

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.

L. Knowingly received stolen school property or private property.

M. Possession of an imitation firearm.

N. Committed or attempted to commit a sexual assault or committed a sexual battery.

O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing.

R. Engaged in an act of bullying.

S. Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)

T. Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)

U. Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)

V. Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF TEACHER REVIEW

Date

Signature

E. Discrimination & Harassment Policies (EC 32282(a)(2)(E))

Charter School programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

Pacific Charter Institute shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance, and supervision.

Pacific Charter Institute prohibits intimidation or harassment of any student by any employee, student, or other person in the charter school. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass other students shall be subject to appropriate discipline, up to an including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Human Resources handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

Human Resources Manager for Pacific Charter Institute:

Leanna Comer

Phone: 916-473-4757 ext. 3002

Email: leanna.comer@pacificcharters.org

Student Sexual Harassment Policy

Pacific Charter Institute prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. Pacific Charter Institute also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in the sexual harassment of anyone in or from the charter school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Definition

Sexual harassment is defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would 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 victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

Instruction/Information

The Executive Director or designee shall provide to all charter school students age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What behavior constitutes sexual harassment, including the fact that sexual harassment could occur between people of the same gender;

2. A clear message that students do not have to endure sexual harassment;

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; and

4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment is encouraged to contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether the victim files a complaint. In any case of sexual harassment involving the principal or any other charter school employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Human Resources Manager or the Executive Director or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Executive Director or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be considered.

Record Keeping

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the charter school to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Prohibited Sexual Harassment Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any charter school program or activity

Types of conduct which are prohibited in, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body, or overly personal conversation

4. Sexual jokes, notes, stories, drawings, pictures, or gestures

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Purposely cornering or blocking normal movements

10. Displaying sexually suggestive objects

11. Continuing to express sexual interest after being informed that the interest is unwelcome

12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

Notifications

A copy of the charter school's sexual harassment policy and regulations shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed in a prominent location in the main administrative building or other area where notices of school rules, regulations, procedures, and standards of conduct are posted

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, trimester, semester, or summer session

4. Appear in any school publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

5. Be provided to employees and employee organizations

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party and the person accused of harassment will be kept confidential.

F. School-Wide Dress Code Relating to Gang-Related Apparel (EC 32282(a)(2)(F))

General Prohibited Apparel

No student may wear articles of clothing, jewelry, paraphernalia, hair styles, nails or accessories which pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.

All students shall wear shoes at all times.

Gang-Related Apparel

No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing, hair styles or attire may be worn or carried on campus or at school activities.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282(a)(2)(F))

Items identified as gang-related clothing, apparel, attire, jewelry, insignias, paraphernalia, and materials may vary from school to school, may change from year to year and may be different from grade level to grade level.

Sun Protective Clothes

Pacific Charter School recognizes students' rights to wear sun protective clothing, including hats. However, specific hats determined by the school to be gang-related or inappropriate apparel may be prohibited.

Implementation

Dress code violations will be handled with the utmost consideration for the student's privacy and emotional wellbeing.

Staff will not address a student's dress code violation in front of other students.

1.The staff member(s) who notice the violation shall bring it to the attention of the school leader or designee, who will determine if action is required to ensure a safe, hazard –free educational environment.

2. If it is determined that the student's dress code violation poses a threat to the safety and wellbeing of the student population or the student themselves, the student shall be quietly asked to step outside the learning environment, wherein they will be informed of the dress code violation.

3. Staff will assess if the student was in violation of the dress code due to misjudgment, willful intent, financial distress, etc.

4.Staff will record the incident and send a copy to the student's parents or guardian.

5. If the student's clothing is determined to pose a threat to the student body's safety and wellbeing, they will be asked to change into clothing provided by the school and permitted to return to class.

6. Counselors and staff members are strongly encouraged to follow up with dress code violations and determine if further assistance to students/families is appropriate.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 32282(a)(2)(G))

Pacific Charter Institute will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. PCI's procedures for safe ingress and egress of parents, students, and staff to and from the school and PCI's Volunteer, Visitation and Removal Policy can be found _in the handbook or by request to the school.

Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress at all applicable sites and programs. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school. Any problems associated with safe ingress and egress will be addressed immediately.

H. Safe and Orderly Environment

Pacific Charter Institute wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students should be able to approach their learning with confidence and with the assurance that this school is their home. Each resource center has a designated counselor onsite to help with educational, social, and emotional needs. PCI welcomes the direct involvement of parents and community members. Copies of PCI's Suicide Prevention Policy and anti-bullying policies are available at the PCI office as well as on the PCI school website. PCI's procedures for safe ingress and egress of parents, students, and staff to and from the school are included in Section Gas well as PCI's Volunteer, Visitation and Removal Policy is available upon request.

Objective 1:

Pacific Charter Institute will continue to support its students via direct involvement of students, parents and community members.

Related Activities:	Resources Needed:	Person(s) Responsible for Implementation:	Timeline for Implementation:	Method of Evaluation:
Heritage Peak based "Interact" Rotary Club	Rotary contacts, Volunteer opportunities	Staff, (volunteer basis)	Ongoing	Conduct an end of year meeting with students to learn what worked and what did not in terms of events and projects.
Back to School Night / Open House	Materials for each site to indicate parking, classrooms, staff identification badges.	All staff working at participating sites.	In consideration	Informally ask parents and staff how the event went and what, if anything, was learned.
Pacific Charter Institute Website	Web software, photographs of key events with photograph release forms.	Outreach and Public Affairs	Ongoing	Conduct a survey informally among parents via Clever to determine level of usage for the website.
Health and Wellness Fair	Materials for setup and take down of event, companies willing	Health department	Fall Semester	Request feedback from staff about what went well and what could

	to attend and discuss careers with students and families.			be improved for the next event.

Objective 2:

Pacific Charter Institute will empower students to be confident, curious, lifelong learners.

Related Activities:	**Resources Needed:**	**Person(s) Responsible for Implementation:**	**Timeline for Implementation:**	**Method of Evaluation:**
Career chats	Local, approved, members of the community willing to discuss their career paths with students via a zoom/ MS Teams meeting.	Counseling staff	In Consideration	Informal survey of students regarding which speakers were helpful and which topics needed further discussion or clarification.
Library enrichment	Library	Any staff who volunteer	In Consideration	Assess student's ability to find accurate and reliable websites and print sources for topics that interest them. Provide further support if/when needed.

I. Rules and Procedures on School Discipline

School discipline is summarized in the PCI Parent-Student Handbook, which is provided during the registration process and each year. Parents and students are both required to sign the handbook acknowledgement before the enrollment process can be completed. A copy of the PCI Parent-Student Handbook is available at the PCI corporate office or can be accessed online.

School-Adopted Rules

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the designee shall establish procedures for the development of such rules. All school site rules shall be strictly based on charter school policy, regulation, and existing law.

All avenues provided in policy, regulation, and law for the discipline of students might be utilized in developing site level rules. These include, but are not limited to, positive reinforcement for appropriate behavior, advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Each school shall solicit the participation, views, and advice of the school community, including administrators, teachers, school security personnel, parents/guardians, and students, grades K-12, in developing the site level rules when appropriate.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a representative selected by the classroom teachers employed at the school.

All adopted school site rules shall be subject to Board review and approval at an open meeting prior to implementation.

School site rules shall be revised periodically as required by any changes in charter school policy, regulation, or law, and shall undergo the site level rule review and adoption process at least every four years.

Notice to Parents/guardians and Students

PCI shall ensure that every student and his or her parent/Guardian is notified in writing applicable Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available upon request.

J. Protocols for Responding to Apparent Opioid Overdose

In September 2023, SB 10 was signed into law to require Charter Schools serving students in grades 7-12 to include protocols to respond to apparent opioid overdoses on campus. PCI employees will be trained periodically on recognition of opioid overdose symptoms and on the following responses:

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the signs of an opioid overdose:
    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened;
    - Fingernails or lips turning blue/purple.
b. In case a person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by
    - Calling the person's name;
    - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip;
c. If the person responds, assess whether he or she can maintain responsiveness and breathing;
d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily

complete arousal.

c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

a. Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.
b. Chest compressions for adults involve the following steps:
    - Place the person on his or her back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
DO administer naloxone and utilize a second dose if no response to the first dose.
DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

K. Reporting of Dangerous, Violent, or Unlawful Activities

In September 2023, SB 671 was signed into law to require all public schools to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Any person identifying a dangerous, violent, or unlawful activity occurring or planned will report to the school administrator on duty. The school administrator will notify the corporate designee(s). The corporate designee will coordinate action and investigation needed.

APPENDIX A

Pacific Charter Institute

Instructional Continuity Plan
Non-Classroom Based

Heritage Peak Charter School

Rio Valley Charter School
Pacific Charter Institute

Valley View Charter Prep

Sutter Peak Charter Academy

Board Adopted: June 16, 2025

TABLE OF CONTENTS

INTRODUCTION 3

DEFINITIONS 3

STUDENT AND FAMILY ENGAGEMENT 3

- Initial Notification 4
- Remote Instruction 4
- Communication 5

INSTRUCTION AND ASSESSMENT 5

- Independent Study Agreements 5
- Course Content 5
- Assessments 6
- Academic Support 6

EQUITABLE ACCESS 6

- Students with Disabilities 7
- English Learners 7
- Homeless and Foster Students 7
- Mental Health Needs 7

ADDITIONAL SUPPORT SERVICES 8

- Meals 8
- Alternative Sources of Electricity & Internet 8

RETURN TO IN-PERSON LEARNING 8

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282 subdivision (a)(3)(A) Pacific Charter Institute ("PCI" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") includes how PCI will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts flex-based education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

"Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned to traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

"In-person instruction" means instruction under the supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student at the Charter School's Resource Center(s) or at an alternative location, such as another school that may be site-based.

"Two-way communication" may include phone calls, email, or instant messaging through Parent Square the Charter School's portal.

"Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through Parent Square. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, MS Teams, ParentSquare or PowerSchool) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

PCI shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction at Resource Centers or remote instruction will be disrupted as a result of the emergency or natural disaster;

- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;

- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person or remote instruction is disrupted;

- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;

- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person, remote, or hybrid instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If the online portal is not accessible due to unforeseen disruptions, students and families will be provided paper packets, textbooks and other instructional materials to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or

- If an emergency or natural disaster disrupts, a student may also be offered enrollment in or be temporarily reassigned to site based school district, county office of education, or online or site-based charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family. The Charter School has established partnerships with the following local education agencies ("LEAs") to temporarily support PCI's students: Twin Rivers Unified, Lodi Unified, Nuestro Elementary, New Jerusalem Elementary, Roseville Joint Union

[1] When a student is temporarily reassigned to another LEA outside of the school district in which the student's parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

High, and Folsom-Cordova Unified.

Communication

PCI's communication platform is ParentSquare, and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and PCI employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when remote instruction or in-person instruction will resume at the Resource Center(s).

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through ParentSquare or PowerSchool.
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels including emails, text messaging, and phone calls or ParentSquare.
- The Charter School's website and ParentSquare will:
    - Identify whether instruction may continue at the Resource Center(s) or through the online portal;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's instructional platform, PowerSchool, and when in-person or remote instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated daily Monday through Friday at preassigned locations.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that are substantially equivalent

to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Student conferences, progress/report cards, work samples, observations, state standards testing, and other instructional measures as appropriate.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including, but not limited to: NWEA MAP, IXL, Amplify's mClass, reading, and math (DIBELS 8th Edition).

Each student and their parent/guardian will receive confidential results of the above assessments through ParentSquare or PowerSchool.

Academic Support

Students demonstrating the needs for additional support will be contacted by the teacher or appropriate school designee, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided with a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan

The Assistant Director of Special Education Services or designee will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Assistant Director of Special Education Services at stacie.uones@pacificcharters.org.

The Section 504 Coordinator as assigned will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the school administrator.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English Learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The school administrator or designee will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of Education Services at timothy.ribota@pacificcharters.org.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless and Foster Youth Student Liaison at christine.spratling@pacificcharters.org for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: 305-306-8495.

Mental Health Needs

PCI recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School:

- Counseling resources on the PCI website at pacificcharters.org

Available in the Community:

- Wellness and Health services on the PCI website at pacificcharters.org

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling 813-20-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school, meals will be provided by using community partners and vendors or other appropriate methods.

Alternative Sources of Electricity & Internet

If power and internet is lost in only a minority of areas, the Charter School will contract with local community partners to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Health restrictions due to viruses and diseases
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

APPENDIX 8

Policies and Procedures for Student Outreach, Application, Lotteries, and Enrollment
AR 0420.4
Adopted: December 8, 2015
Revised: June 17, 2019; September 10, 2020, September 19, 2024

This policy, adopted by the Board of Directors of Pacific Charter Institute ("PCI"), applies to all charter schools operated by Pacific Charter Institute. Each individual charter school is referred to herein as the "Charter School."

OUTREACH POLICIES AND PROCEDURES

The Charter School strives to achieve a student population reflective of the neighborhood(s) in which the Charter School is located and/or the low-income population served by the Charter School's authorizer. Because the Charter School's mission is to eliminate the achievement gap, during the admission process, the Charter School puts forth best efforts to proactively contact local families who are in greatest need and may be least likely to hear about new educational opportunities. To this end, extensive outreach is conducted by Charter School leaders, PCI central staff, and volunteers. This outreach may take place door-to-door and in a wide variety of community venues, from houses of worship, to Head Start programs, to local libraries, to local stores. Neighborhoods chosen for targeted outreach may include those that are near the Charter School, those identified as socioeconomically disadvantaged according to census tract analysis, and those near schools either eligible for differentiated assistance or with both a Free and Reduced Price Meal-eligible student population above 50 percent and standardized test scores well below state averages. The Charter School strives to share information about our program as broadly as possible, especially to students currently attending underperforming schools.

APPLICATION POLICIES AND PROCEDURES

The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). No test or assessment shall be administered to students prior

to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to the Charter School, except in the case of a public random drawing (or "lottery"), shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The application process requires submission of a student application which collects basic student information (e.g. name, date of birth, grade level entering) necessary to enter the student into a lottery, if needed, and contact information of the student and the student's parent/guardian. Prior to admission into the Charter School, no information is collected on demographic features such as income, home language, ethnic background, or any special needs a student may have, as these do not factor into the application and/or lottery process.

PUBLIC RANDOM DRAWING

Applications will be accepted during one publicly-advertised application period each year for admission in the following school year. The Charter School shall admit all pupils who wish to attend the school subject only to capacity. Capacity will be determined by the availability and placement of qualified, trained, credentialed teachers to serve as the teacher of record for students who wish to attend.

Submission of an application is not a guarantee of enrollment in the Charter School; the application is an entry into the public random drawing, if the Charter School receives more applications than spaces available.

Charter School's existing students who wish to continue at PCI must have confirmed their intent to return prior to the end of the application period. Students who do so are guaranteed admission in the following school year. Following the application period, PCI shall determine the number of available seats which shall be equivalent to Charter School's capacity minus the number of students confirmed to return. In the event that the number of students seeking admission during the enrollment period exceeds the Charter School's number of available seats, a lottery shall be held for the impacted area(s).

In any year in which a lottery is not required because the number of applications does not exceed the Charter School's capacity, the Charter School will admit all students who meet the admission and application requirements stated in the Charter and these Policies.

As described above, if any area serviced by a PCI teacher has received more applications than available places during an application period, a lottery will be held. It is not necessary for students or parents/guardians to be present at this lottery to be selected. The lottery will be conducted using Pacific Charter Institute's online lottery system containing application information for all students who have submitted applications during the application period.

Admission preferences in the case of a lottery shall be provided in the order outlined in each respective PCI charter. The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. PCI will use an electronic lottery process integrated with each charter school's Student Information System (PowerSchool). Priorities for admission established for each charter school are pre-programmed into the system. All applications for each area are reviewed at one time giving preference to the priorities outlined for each charter school, and then randomized for placement in available spots. If there are more applicants than capacity, a waitlist will be created for each area. Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be placed on a waitlist in an order according to their draw order in the lottery. This waitlist will allow students the option of admission in the case of an opening between the lottery and the start of the school year, or a new opening during the school year once underway. The waitlist will not be carried over to the next school year.

The Charter School will conduct the lottery in the spring for admission in fall of that year. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on each Pacific Charter Institute charter school website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

For each Pacific Charter Institute charter with an admission preference for siblings, admission or enrollment of an applicant's sibling gives this applicant preference in the application process. In implementing this preference, it is Pacific Charter Institute's policy that if a student is on a waitlist for the Charter School and the student's sibling is subsequently admitted to the Charter School, the student is moved to the top of the waitlist (below any other siblings on the waitlist) for the area

for which the student applied.

If a student is admitted through an admission preference, the Charter School may require supporting documentation (e.g., proof of address) from the parent/guardian as part of the student's enrollment package. The Charter School shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered admission via a preference and the Charter School deems that the student does not qualify, the student will immediately forfeit admission and be placed at the end of the waitlist.

ENROLLMENT POLICIES AND PROCEDURES

After completion of the lottery, the Charter School will make best efforts to contact the parent/guardians of all applicants to notify them of their admission and/or waitlist status(es) within two weeks of the drawing. To confirm an offer of admission in the Charter School, the parents/guardians must submit all required enrollment documents to the staff member responsible for enrollment at the Charter School by the stated deadline.

In addition, the Charter School feels strongly that success for students requires a commitment from both students and parents to the mission and vision of the Charter School as set forth in the Charter. During the enrollment process, all parents or guardians shall be asked to sign a Commitment Letter indicating they understand the Charter School's philosophy and program. However, students will not be denied admission or disenrolled for failing to sign the Commitment Letter.

If the Charter School does not receive the required enrollment documents for a student by the stated deadline, after making our best attempt to contact the student, the student will be deemed to have declined his/her/their admission to the Charter School, and will forfeit his/her/their spot. Notwithstanding the above, the Charter School will not penalize a homeless student or foster youth for inability to timely present some part of the required enrollment documents, consistent with our Homeless Education Policy.

If the Charter School receives any applications after the application period and lottery and before the applicable school year has started, the Charter School will place students in the Charter School in the order the applications are received, if the area serviced by a PCI teacher has capacity to serve the students.

Decisions on any aspect of applications, lotteries, or enrollment not addressed specifically in these Policies or in the Charter School's charter may be made by the Executive Director, consistent with all applicable law, these Policies, and the Charter School's charter.

APPENDIX 9

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 7/28/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 500 N Brand Boulevard, Suite 100 Glendale CA 91203 License#: 0D69293	**CONTACT NAME:** Victoria Lozano **PHONE (A/C, No, Ext):** (818) 539-8670 **FAX (A/C, No):** **E-MAIL ADDRESS:** Victoria_Lozano@ajg.com
INSURED Pacific Charter Institute DBA: Heritage Peak Charter School, Valley View Charter Prep, Rio Valley Charter School& Sutter Peak Charter Academy Sacramento CA 95815 PACICHA-02	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Nonprofits Insurance Alliance Group **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 1817628885 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY [ ] PRO-JECT [X] LOC OTHER:			01-CP-0032406-01-13	7/1/2025	7/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Liquor Liability	$ 1,000,000 $ 500,000 $ 20,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $ 1,000,000
	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS HIRED AUTOS ONLY NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $
	UMBRELLA LIAB OCCUR **EXCESS LIAB** CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE AGGREGATE	$ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Nonprofits' Insurance Alliance of CA -A.M. Best #:011845
Evidence of coverage.

CERTIFICATE HOLDER

Evidence of coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Melissa Cruz

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APPENDIX
10

Annual Family Survey

Each year we survey the families of students at New Pacific Charter schools to determine both satisfaction and process improvement. Our goal is always to reach 100% for both family satisfaction and organizational success for our students and families. The survey results below coupled with our formal and informal communication and planning with families supports a mode of continual improvement. ***The survey results below indicate the percentage that agree with the statement.***

New Pacific Family Survey Results 2025:

1. You are confident that the school meets the learning needs of your child.

Groups	**November 2025**
All	88%
SED	89%
Free Lunch	89%
ELL	100%

2. You feel informed when it comes to making decisions about your child's schooling.

Groups	**November 2025**
All	87%
SED	89%
Free Lunch	89%
ELL	95%

3. Your child's school communicates with your regularly.

Groups	**November 2025**
All	87%
SED	85%
Free Lunch	85%
ELL	95%

APPENDIX
11

Pacific Charter Institute

2025 - 2026
PARENT / STUDENT HANDBOOK

PCI Non-Classroom Based Schools

MISSION STATEMENT

Pacific Charter Institute schools empower students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

OUR VISION

Pacific Charter Institute is developing educated individuals in Northern California who will spread the wealth of knowledge worldwide in a meaningful way.

Heritage Peak Charter School

Rio Valley Charter School

Sutter Peak Charter Academy

Valley View Charter Prep

Pacific Charter Institute

Corporate Office:

Phone: 1-866-992-9033 • www.pacificcharters.org

Table of Contents

A. WELCOME
B. HISTORY OF PACIFIC CHARTER INSTITUTE
C. PACIFIC CHARTER INSTITUTE CORPORATE OFFICE CONTACT NUMBERS
D. HELPFUL HINTS FOR GETTING STARTED
E. ANNUAL STUDENT INFORMATION PACKET (AIP)
F. LEARNING MODELS
G. SCHOOL PROGRAMS, OPPORTUNITIES & EDUCATIONAL SUPPORT (for Students)
   - Project Lead the Way
   - Community College Classes (Concurrent Enrollment)
   - Career Technical Education (CTE)
   - Special Education / Students with Disabilities
   - Student Study Teams (SST)
   - Section 504 Accommodation Plan
H. THREE-WAY PLEDGE
I. HIGH SCHOOL GRADUATION REQUIREMENTS
J. UC/CSU ADMISSION REQUIREMENTS
K. GRADING / GRADE SCALES
L. GENERAL POLICIES & EXPECTATIONS
   - Grade-level Retention
   - Grade-Level Skipping
   - Cal Grant GPA Submission
   - Use of Technology Policy
   - School Search and Seizure Policy
   - PCI Dress Code
   - Title IX - Harassment, Intimidation, Discrimination, and Bullying Policy
   - Professional Boundaries: Staff/Student Interaction Behavior Policy
   - Parent & Family Engagement Policy
   - Classroom and School Volunteer, Visitation, and Removal Policy
   - Administration of Medication Policy
   - Transportation Safety Policy
   - Youth Suicide Prevention Policy
   - Voluntary Withdrawal from School
   - Attendance Policy/Missed Assignment Policy
   - Warning Letters
   - Pupil Suspension / Expulsion Policy
M. STUDENT TESTING & ASSESSMENT
N. UNIFORM COMPLAINT PROCEDURE
O. ANNUAL NOTICES

(A.) WELCOME

Dear Parents and Legal Guardians,

Welcome to Pacific Charter Institute—home of Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific School. We are honored that you have chosen us to be a partner in your child's education. PCI has a long history of providing educational excellence to every student. Whether you choose the Independent Study or Homeschool model, our goal is for your student to succeed. To achieve success, each person must fulfill an important role in the academic triangle, which consists of the teacher, parent/guardian and student. Commitment from each person is critical. We ask only that the family support their child's effort to become and remain a life-long learner.

Our teaching staff is comprised of highly qualified credentialed teachers who have come to us with a vast amount of experience. It is their responsibility to provide high quality curriculum and teaching strategies to make sure your student can meet the rigorous academic standards set forth by the state of California. Our teachers will communicate with you regularly to ensure that your student is progressing towards these goals.

As the parent/guardian educator, your critical role is to make sure that your student is completing all tasks as assigned, attending teacher meetings, and mandatory school events such as NWEA MAP / mClass and CAASPP testing. We value your input and expertise and look forward to partnering with you.

Students who enroll in a Pacific Charter Institute school are 21st century learners who are looking for a unique learning model that serves their academic and social needs. Our students are focused and driven, with a strong desire to succeed. Students agree to attend teacher meetings and classes on time with work completed accurately. Students are responsible for their behavior and actions and are committed to daily learning.

We take bullying and harassment very seriously at every one of our PCI locations, and we adhere to all state of California laws and rules on this important subject. We want to partner with you, the parents and legal guardians of PCI students, in preventing all forms of bullying and making school a safe and healthy experience for all. We encourage you to talk about bullying and harassment with your children and the negative effects it can have on them and others with whom your children interact. Finally, we appreciate ideas or suggestions you may have, so please feel free to share yours with us.

Thank you for entrusting our schools with your children. We look forward to building a solid partnership with you and your student. Please do not hesitate to reach out to your child's teacher, principal or school director with any questions you may have throughout the school year. We look forward to exceeding your expectations and maximizing the academic pursuits of all our students.

Once again, thank you for choosing Pacific Charter Institute. I am available to you at any time by phone or by email.

Sincerely,

Dr. Paul Keefer

Paul Keefer, MBA, Ed.D.
Executive Director, Pacific Charter Institute paul.keefer@pacificcharters.org

(B.) HISTORY OF PACIFIC CHARTER INSTITUTE

Pacific Charter Institute was founded in 2004 as a non-profit organization called Pacific Charter Institute. The goal of PCI includes the development of charter schools in California. After collaborating with the then named Rio Linda Union School District ("RLUSD"), Heritage Peak Charter School ("HPCS") was approved by the RLUSD school board in February 2005. RLUSD was a gracious host, offering Vineland Elementary in Rio Linda as our school location.

After two (2) years at Vineland, PCI and HPCS moved to its new locations at the Don Julio Learning Center (St. Lawrence Catholic Church) and the Madison Avenue PCI corporate offices. In that third year, PCI/HPCS also began building partnerships throughout the region. HPCS started participating in the Project Lead the Way and Gateway to Technology programs, and continued developing and implementing strong core subject coursework that met the UC ag subject requirements. HPCS also accomplished a rare achievement for independent study charter schools earning a six (6) year accreditation from the Western Association of Schools and Colleges.

In year four, PCI/HPCS opened its first learning centers in Elk Grove, Vacaville and Lodi. Vacaville expanded from existing staff at HPCS and has grown to be a strong presence in Solano County. In Lodi, PCI/HPCS brought on a group of terrific teachers who had already fostered a great relationship with the community. In addition, we created a K – 8 program in Elk Grove staffed by innovative teachers. Also in year four (4), RLUSD merged with three (3) other districts and become Twin Rivers Unified School District ("TRUSD"). Hence the new sponsoring district for HPCS is now TRUSD.

The Lodi learning center developed its own charter in 2010 through thoughtful and important discussions with Lodi Unified School District ("LUSD") from which Rio Valley Charter School (RVCS) came to fruition.

In the first year of operation, RVCS implemented the Gateway to Technology program for middle school students focusing on Engineering, computers, and math. In addition, site-based labs and classes continue to expand for students in grades K-12. The excitement continues to build as the skills and interests of the staff continue to translate into programs for students.

On August 9, 2011, HPCS had its charter renewed for five (5) more years. Also at that time, the Rio Linda Learning Center and the PCI corporate office moved back to the Vineland School site in Rio Linda.

In 2013, PCI Schools grew through word of mouth and the hiring of more excellent teachers from across the region. With the new growth, Heritage Peak now has learning centers operating in Vacaville, Elk Grove, Rio Linda, Sacramento/Broadway, and West Sacramento.

In 2014, Valley View Charter Prep was approved by New Jerusalem Elementary School District. In 2015, Sutter Peak Charter Academy was approved by Nuestro Elementary School District. Both schools do not have resource centers and rely on innovative curriculum and community partners.

In all, PCI currently operates four (4) high-quality, K-12 Independent Study programs serving over 3,100 students: Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. All of the schools have been granted accreditation from the Western Association of Schools and Colleges (WASC). WASC accreditation is a seal of approval that serves as a mark of institutional quality and organizational coherence. All four schools have also been renewed at least once through their authorizing district.

In February 2022, New Pacific Charter School – Roseville was approved by Roseville Joint Union High School District. In August 2023, New Pacific Charter School – Rancho Cordova opened its doors to students for the first time, beginning its inaugural year. Building on this growth, New Pacific Charter School – Arden Arcade will welcome students in Fall 2025.

New Pacific Charter Schools are founded on the belief that cultivating a deep culture of connectedness between students, families, and teachers is the key to fostering both social-emotional and academic growth in a project-based learning community. We are committed to leading in whole-child education, inquiry-driven learning, and authentic family partnerships. Through high-quality educational programs, robust school resources, and highly qualified personnel, we ensure every student feels challenged, supported, and safe.

The New Pacific learning community fosters a strong sense of connection and belonging, empowering scholar-leaders of tomorrow. Our graduates are lifelong, purpose-driven learners who author their own futures and thrive in a rapidly changing world.

Since 2005, Pacific Charter Institute and its schools have continued to expand and innovate to meet the individual needs of students. With the addition of Roseville, Rancho Cordova, and Arden Arcade, we look forward to a future that provides the best possible educational opportunities for all students.

(C.) PACIFIC CHARTER INSTITUTE CORPORATE OFFICE CONTACT NUMBERS

Corporate Office Main Line:	(866) 992-9033
Business Department/Accounts Payable	Ext: 3020/3021
Assistant Director of Student Services / Counseling Dept.	Ext: 3060
Executive Director	Ext: 3000
Human Resources	Ext: 3004/3002
Information Technology	Ext: 3050/3052/3053
Registrar	Ext: 3051
Student Services Director	Ext: 3009
Special Education Department	Ext: 3009

(D.) HELPFUL HINTS FOR GETTING STARTED

- Read and familiarize yourself with the PCI Parent / Student Handbook
- Stay in contact with your teacher
- Questions are important! Keep a log of questions and information that need to be discussed at each teacher meeting
- Access the Parent Portal in PowerSchool to view your student's academic progress; each family will be issued a parent login into the portal. https://pci.powerschool.com

(E.) ANNUAL STUDENT INFORMATION PACKET (AIP)

The *Annual Information Packet* (AIP) is provided to all students, parents/guardians each school year.

(F.) LEARNING MODELS

Pacific Charter Institute offers four learning models (availability varies from school to school):

- **Homeschool:** Parent/Guardian is the home educator for the student and receives support from an assigned, qualified teacher. Parent/Guardian is involved with the curriculum choices for the student and makes weekly lesson plans. The teacher assists with aligning the chosen curriculum to the California Standards and assesses the student to ensure adequate progress is being made. Parent is confident and familiar with the home education process and takes primary responsibility for the educational program of their student.

- **Independent Study (off campus):** Students participate in weekly face-to-face meetings with an assigned, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. Students should be able to work independently with the support of the teacher and parent. Student meets with teacher at an agreed upon location in the community (home, library, etc.) and does not attend classes at a school's resource center. **Independent Study (on campus):** Students participate in weekly face-to-face meetings with an assigned, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. In addition, students have access to on-site support and/or site-based classes. Students should be able to work independently with the support of the teacher and parent. *Student meets with*

teacher at one of the school's resource centers.

(G.) SCHOOL PROGRAMS, OPPORTUNITIES AND EDUCATIONAL SUPPORT (for students)

Project Lead The Way (PLTW)

Project Lead the Way prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW sparks ingenuity, creativity, and innovation within all our participating students. **PLTW course offerings vary by school and availability**.

Community College Classes (Concurrent Enrollment)

Qualified high school students have the opportunity to apply to concurrently take courses offered at local community colleges. Students must first meet with their high school counselor to determine eligibility. Each community college has its own unique criteria and process for enrollment. Students are responsible for submitting community college transcripts to the PCI Counseling office if they wish to also earn high school credit for the course(s).

PCI considers semester-long college courses of 3, 4 and 5 units equivalent to a year-long high school course and will grant 10 credits towards high school graduation requirements on the student's transcript. College courses that are 1 or 2 units will be granted high school credit at the following rate: 1-unit college course = 2.5 credits, 2-unit college course = 5 credits. College courses valued at less than 1 unit will not be entered onto high school transcripts or applied towards high school graduation requirements. College courses are awarded an extra grade point in the GPA calculation.

Students need to remain in good academic standing with the college and with their PCI school in order to continue to take classes while in high school.

Career and Technical Education (CTE)

CTE gives high school students the chance to get a head start on preparing for college and careers. Students taking CTE courses have the opportunity to participate in hands-on training in a chosen program and gain real-world experience through internships and job shadowing when available. Please note that in our onsite CTE courses, attendance is mandatory. Only three absences are permitted from classroom instruction. These absences must be made up, hour per hour missed, otherwise students may not be permitted to attend internship opportunities when applicable. **CTE course offerings vary by school and availability**.

Special Education / Students with Disabilities

PCI provides high quality special education instruction and related services to its special education students in accordance with the Individuals with Disabilities Education Improvement Act (IDEA), Education Code requirements, applicable policies and procedures of the El Dorado County Office of Education SELPA/Twin Rivers Unified School District SELPA/Lodi Unified School District SELPA and the assessed needs of each student. PCI collaborates with parents, the student, teachers, and other agencies, to appropriately serve the educational needs of each student. Discuss with your teacher if you think your child has a disability that requires special services or accommodations.

The Special Education Department manages all paperwork and resources related to the evaluation, monitoring and implementation of special education services for special education students. The special education staff works with teachers and families to design a support network allowing each student to progress academically.

Pursuant to the IDEA and relevant state law, PCI is responsible for identifying, locating, and evaluating children enrolled

at PCI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. PCI shall not deny nor discourage any student from enrollment solely due to a disability.

Student Study Team (SST)

SSTs are site-based committees that serve as an early warning system to help schools identify students who may benefit from academic, behavioral or personal interventions (e.g., academically not on grade level, chronically absent, or at-risk for grade level retention, etc.) The SST is made up of the student's teacher(s), one or more other teachers, an administrator or designee, the parents/guardian and the student. In grades four and above, it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help the student be more successful. During the meetings, the student's strengths and weaknesses are discussed and interventions are explored. When everyone involved follows the interventions, improvement occurs. Teachers or parents/guardians may request an SST.

Section 504 Accommodation Plan

PCI 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 subjected to discrimination under any program of PCI. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by PCI. The parent or guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. Section 504 Accommodation plans are managed by the administration and 504 team at each learning center or program. A copy of PCI's Section 504 policies and procedures is available upon request at the main office.

(H.) THREE-WAY PLEDGE

Teachers, Parent/Guardian Educator and Students Working Together

Our goal is for your student to succeed! To ensure success, each member of the academic triangle (Teacher/Parent or Guardian/Student) needs to have clear expectations outlined. This pledge reflects the commitment of PCI to our families and community to provide quality education.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. I expect that every student will reach a high level of achievement. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide high-quality curriculum and teaching strategies to enable my students to meet the state's academic achievement standards.
- I will ensure that all the necessary concepts are taught to my students before work is assigned.
- I will be aware of the academic individual needs of my students.
- I will regularly communicate regarding my students' progress.

The Student Pledge:

I realize that my education is important to me. It helps me to develop the tools I need to become a productive citizen of the 21st century. I also understand that my parents/guardians want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will attend my scheduled teacher meetings and classes, on time and ready to learn.
- I will be responsible for my own behavior and be a cooperative learner.
- I will complete all assigned work and return it on time.
- I will return corrected work to my parent(s).
- I will commit to daily learning.
- I will participate in mandatory testing.

The Parent/Guardian Educator Pledge:

I realize that my student's education is important. I understand that my participation in my student's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my student to study and ensure that he/she completes assigned work.
- I will see that my student arrives at the learning center on time when attending a class or meeting with his or her teacher.
- I will attend learning center/school functions.
- I will participate, as appropriate, in activities and decisions relating to the education of my student.
- I will monitor my student's progress.
- I will ensure my student participates in mandatory testing.

(I.) High School Graduation Requirements

The Board of Directors for all schools associated to Pacific Charter Institute desires that each student is prepared to obtain a diploma of high school graduation. To ensure that each student is adequately prepared for post-graduation opportunities that may include postsecondary education, career, or military options, the Board of Directors has adopted the following policies regarding eligibility for a high school diploma for all schools associated to Pacific Charter Institute that offer 9-12th grade education.

BP 6146.6 Graduation Requirements_revised 061225_Final - Diligent Community}

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better#:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
A | History/Social Science	**2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND**	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B | English	**4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):**	
	Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
C | Mathematics	**3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, and advanced algebra)*** (Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.)	
	Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
D | Science	**2 years/4 semesters of science**	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area** **Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.**	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/ Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); **or** two years of a three-year NGSS integrated science model; **or** one year of biology, chemistry or physics **and** one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. *Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement.* Courses must be from the D subject area.
E | Language Other Than English	**2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)**	
F | Visual and Performing Arts	**1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts**	
G | College Preparatory Elective	**1 year/2 semesters of elective course work chosen from any area on approved A-G course list**	
REPEATED COURSES	**California State University (CSU)**	**University of California (UC)**
	CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	Required A-G courses must be completed with a grade of C or better#. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	Required A-G courses must be completed with a letter grade of C or better#. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

 # Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.
** High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements only.*
*** It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.*

Information is accurate as of August 2023

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry. Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in the second semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU's *Admission Handbook*.	The omission of a full year of geometry **cannot** be validated by any higher-level coursework. A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in *Quick Reference Guide to UC Admissions*.
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course corresponds to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in *Quick Reference Guide to UC Admissions*. CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the *CSU Admission Handbook*.	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on ACT, SAT, SAT Subject Tests (discontinued in 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to *Quick Reference Guide to UC Admissions*. For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.**	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does **not** average grades. **However, when completing the UC admission application, all A-G courses and grades must be reported.**
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four yearlong courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Student will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement (www.CSUStudentSuccess.org) in the campus they plan to enroll in. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.

Information is accurate as of August 2023

(K.) GRADING / GRADE SCALES

Students will be assessed in all academic disciplines throughout the year to determine subject mastery and will be asked to keep a portfolio of completed work to document their progress. Grades will be given according to the following:

TK – 3rd O – Outstanding
S – Satisfactory
N – Needs Improvement

4th – 12th Students are issued standard letter grades A – F (+/-)

Grade scale

Letter Grade	Grade Points (GPA)	Cutoff %
A	4	93
A-	3.67	90
B+	3.33	87
B	3	83
B-	2.67	80
C+	2.33	77
C	2	73
C-	1.67	70
D+	1.33	67
D	1	63
D-	0.67	60
F	0	0
P	0	60

Academic Honesty

Academic honesty is a fundamental principle of scholarship. Content of research papers is expected to provide a means to distinguish a student's own work from the work and ideas of others. Students must give credit to the source of their ideas or to the words of others. Furthermore, students are expected to do their own work on tests and assignments, neither sharing answers or content with other students nor getting these from other students or illegal sources. This is not to be confused with collaborative learning, which PCI fully supports and encourages through opportunities for students to learn together, for example in study groups through group projects, and in various online forums. Any copying from other students, printed sources, online sources, or Artificial Intelligence— violates PCI's academic honesty tenet. For more information, please refer to PCI's Use of Technology and Acceptable Use Agreements. If a student is found to have plagiarized, the first offense will result in an "F" on the assignment. If a second offense occurs, the student will receive an "F" in the course and a meeting must be held with the teacher, student, parent/guardian, and the Director to discuss the consequences.

Earning High School Credit in Middle School (Grades 7-8)

PCI students in grade 7-8 may earn high school credits in the following subject areas: Mathematics and Foreign Languages. Courses in these subject areas taken at the community college level will be added to student transcripts and credits granted toward meeting high school graduation requirements. Students taking high school level courses overseen by their assigned PCI teacher, must be noted on the master agreement by using high school approved course titles. These course titles begin with "CP" in the title. Examples of common high school courses taken in middle school are: "CP Integrated Math 1", "CP Spanish 1", "CP Algebra 2. If you have any questions whether a course is eligible to earn high school credits when taken in grades 7-8, please consult with your student's counselor.

(L.) GENERAL POLICIES AND EXPECTATIONS

- Each PCI school is unique in the programs it offers. Please consult with the Principal or Site/Program Leader or Director to learn more about the educational offerings available.

- Students and visitors must sign in when they arrive at a resource center and sign out when they leave.

- All bikes, scooters, skateboards, and skates must be checked into the office upon arrival at any PCI school and can be reclaimed upon departure from the school. Students are responsible for all items brought to campus. PCI takes no responsibility for items stolen, broken or misplaced.

- Students cannot be dropped off any earlier than 10 minutes prior to school start time and picked up no later than 15 minutes after school. If a student is not picked up within 30 minutes of their scheduled end of school day after additional approved contacts have been made for pick-up the school may contact CPS or local law enforcement to facilitate the student's safe return home.

- Students may bring cell phones for contacting parent/guardian. The phone must be placed on silent mode. Misuse of phone may result in phone use being suspended while on site or during school-related activities.

- Computers on site are for SCHOOL WORK only; misuse may result in loss of computer privilege.

- Students' schedules vary depending on the resource center and the individualized student course schedule. PCI is not responsible for students' actions, behaviors, or the consequences of such actions once a student leaves a resource center. If parents or guardians have any concerns about their child's schedule, they should contact the Principal or Site Leader.

Grade-Level Retention

K-8 students shall be considered for retention once the parent/guardian has completed the "Parent Request for Retention" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to the request being approved. Upon approval of retention of a student, the request shall become part of the student's permanent academic record. In the instance a request to retain a student previously accelerated is received, the same process shall be followed. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the retention of the student.

Grade-Level Skipping

K-7 students shall be considered for skipping a grade level once the parent/guardian has completed the "Parent Request for Promoting Beyond the Next Grade Level" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to this request being approved. Upon approval of the request to skip a grade, the request shall become part of the student's permanent academic record. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the promotion of the student.

CAL Grant GPA Submission

California public high schools are required to submit a Cal Grant high school Grade Point Average (GPA) for all graduating seniors, unless the student or parent has opted out of the submission process, no later than October 1. California Education Code section 69432.9 requires the school district or charter school, no later than January 1 of a pupil's grade 11 academic year, to notify, in writing, each grade 11 pupil and his or her parent or guardian that the pupil will be deemed a Cal Grant applicant unless the pupil is opted out prior to the high school's submission of GPAs to the Commission. Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award. If you do not want your school to report a GPA, please complete the Cal-Grant opt-out form available from your counselor.

Use of Technology Policy (BP 6163.4)

Overview and Purpose

Pacific Charter Institute ("PCI" or the "School"), which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific Charter Schools provides online services that all students and staff may access using the Internet, as well as laptop computers and Internet hotspots which are available on a more limited basis to access the PCI Network for school purposes. Internet access (which is provided separately by an Internet Service Provider) allows for access to information, software, news and communication by electronic mail that originates from any point in the world. All users must agree to the guidelines in the Acceptable Use Agreement and the School's Use of Technology Policy to have access to the Internet for PCI use.

Educational Purpose

PCI' Network system has been established strictly for "educational purposes" including but not limited to online activities, direct and independent learning activities or research in academic subjects, individual and collaborative writing and publishing, career or professional development activities, personal productivity, and/or other high-quality learning activities. Use of PCI Technology and access to the Internet via School equipment and resource networks is intended to serve and pursue educational goals and purposes. Use of the Internet by students and staff is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use School resources only in a manner specified in this Policy.

Monitoring

PCI has the right to monitor and place reasonable restrictions on who can access PCI-assigned physical and cloud-based storage and systems, and the material that individual users may post on these systems. Students and staff have no reasonable expectation of privacy with respect to their use of PCI Technology, including but not limited to all systems, devices, and equipment. PCI staff shall monitor all PCI Technology for inappropriate use and to restrict usage as required. Parents/guardians are required to supervise and monitor their child's use of PCI equipment including but not limited to their child's access to the Internet and any online services through such equipment any and all times during which any School equipment is being used by their student outside school facilities or school hours to ensure compliance with this policy

Notice

PCI shall notify students, parents/guardians and staff about authorized uses of School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Acceptable Use Agreement (Students) - Before a student is authorized to use the PCI Technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the School or any PCI staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the School and PCI personnel for any damages or costs incurred.

Acceptable Use Agreement (Staff)

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Distributed Nature of PCI Network

Educational technology at PCI transpires by way of a distributed model that includes site-based learning resource centers as well as home-based learning. PCI provides laptop computers for students and staff to use for educational purposes, as well as online services for digital learning. The terms "PCI Technology" and PCI's technological "Network" refers to this overall distributed learning environment, including computers, and hotspots provided by

PCI as well as online resources and information technology maintained by PCI As a result, users are expected to follow PCI's Acceptable Use Agreement regardless of whether learning activities take place in the learning resource centers, at meeting locations, or at home, and regardless of whether equipment is supplied by PCI.

Artificial Intelligence:

Artificial intelligence ("AI") refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools including, but not limited to, Bard, Bing Chat, Chat GPT, Mid-Journey, Khanmigo, Eduaide, Magic School, Power Homeschool and Dall-E, that can produce new content, such as text, images, or music, based on patterns they've used from their training data.1 While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always correct. As a result, their output can be inaccurate, misleading, or incomplete.

Authorized AI Generative AI Tools

Our school acknowledges the need for specific, authorized tools that align with our educational goals and uphold our commitment to data privacy and ethical usage. Before a generative AI tool is adopted for use at our school, we must assess the accuracy, relevancy, and appropriateness of the tool and the content it generates. PCI will maintain a list of AI tools approved for use.

Personal Safety

Students should not post Personal Identifiable Information ("PII") about themselves or other people on the PCI network. PII includes but is not limited to the student's full name with other information that would allow an individual to locate the student, including, but not limited to, a parent/guardian's name, home address or location, telephone number, school address or location, work address or location, email address, and/or website or social media page(s). This includes submitting PII through Generative AI tools.

PCI advises students:

- To not agree to meet with someone they have met online without parent/guardian approval.
- To not disclose passwords, personal data, or private photos online.
- To not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
- Not to submit any personal information

Staff are also strictly prohibited from posting or otherwise distributing any PII or other confidential information regarding students.

Unauthorized Access and Illegal Acts

No students or staff will attempt to gain unauthorized access to PCI network or to any other computer system while using PCI Technology or go beyond personal authorized access. This includes attempting to log on through another person's account. No person may use any device or software to gain unauthorized access to another person's files or private information. No user will make deliberate attempts to disrupt the PCI Network system, or any other computer system, and/or accessing information designed to further criminal or dangerous activities, which, if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. This may include but is not limited to damaging, debilitating or disabling computers, computer networks or systems, including through the intentional or other distribution or spreading of computer viruses or other harmful programs, which are strictly prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Vandalism is not permitted and will be strictly disciplined. Vandalism is defined as any attempt to harm or destroy data of another user or another agency or network that is connected to the Internet or Intranet (PCI internal network). Vandalism includes, but is not limited to, the uploading, downloading, or use of viruses, key logging tools/software, Trojan horse programs, or any software utilized to scan the network for confidential information or bypass security measures put in place by the PCI.

No person may use PCI Technology to engage in or help others engage in any illegal act, such as but not limited to: arranging for a drug sale, engaging in criminal gang activity, threatening the safety of another person, engaging in gambling activities, or any other activity in violation of local, state, and federal law.

Individual Accounts

Each individual user is responsible for their own individual account and should not provide their password to another person. All individual users should avoid the inadvertent spreading of computer viruses by following the PCI virus protection procedures when downloading material. Large files may not be downloaded unless necessary and only with the permission from the teacher or Director of Information Technology or designee.

Supported Technologies

PCI is heavily invested in processes and learning tools that integrate closely with the Microsoft family of products. These include Microsoft Office 365 applications as well as the Microsoft Windows Operating System. As a result, the use of other operating systems is discouraged. The use of productivity products are limited to PCI approved platforms and non-PCI approved platforms are prohibited as these may not be supported under the strict security provisions from PCI.

Email and Communications

Each individual user is expected to know how to access their assigned Office 365 email account (either via Outlook Web App or via the Outlook desktop application). All communications in the PCI context are expected to be conducted via the officially assigned PCI email account. Forwarding to external email providers is prohibited.

Safety Instruction

The Executive Director or designee shall establish regulations to address the safety and security of students and staff and student/staff information when using email, chat rooms, and other forms of direct electronic communication. The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to,

maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying[2]

, and how to respond when subjected to cyberbullying[i]. Students and staff are expected to follow safe practices when using PCI Technology.

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[2]"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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- ○ Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- ○ Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- ○ Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- ○ Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- ○ A message, text, sound, video, or image.
- ○ A post on a social network Internet Web site, including, but not limited to:
  - ■ Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - ■ Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.

■ Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.

○ An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Online Communities and Communications

While many sites and online communities and communications are accessible as educational tools within PCI classrooms, some are deemed inappropriate and are blocked within the PCI Network. Various online communities may be used for educational purposes including but not limited to: Wikis, blogs, social networks, internal communication systems, video/photo sharing sites (e.g. YouTube), virtual classrooms/chat areas (e.g. School Loop), video conferencing, and discussion boards.

PCI reserves the right to block network access to any online resources at any time that has no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

PCI advises students and staff:

- To not forward a message that was sent to others privately without permission of the person who sent the message.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Neither students nor staff should reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Loss of Privileges

Use of School's computers, networks, and Internet services is a privilege, not a right. Compliance with the School's policies and rules concerning computer use is mandatory. Students and staff who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy. Staff who violate these policies and rules may be subject to disciplinary action, up to and including termination of employment.

School Search & Seizure Policy (BP 5145.12)

PCI recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or PCI rules and regulations, jeopardizes the health, safety and welfare of students and PCI employees. Incidents which jeopardize the health, safety and welfare of students and PCI employees may necessitate the search of students and their property, student use areas, and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials found in the search. The California Constitution requires that all students and staff of public schools have the inalienable right to attend resource centers which are safe, secure, and peaceful. As such, PCI and its charter schools have adopted a School Search and Seizure Policy outlining the reasonable search of students and their property, student-use areas, student automobiles and the seizure of illegal, unsafe, unauthorized or contraband items or materials through a search based on reasonable suspicion.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or PCI rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If PCI has a good faith belief that the device is lost, stolen, or abandoned, PCI may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the parent, if possession of the material is only in violation of school policy, or the proper legal authorities for ultimate disposition. If illegal, unauthorized or contraband materials are discovered during a search, school officials including but not limited to searches conducted by PCI officials or trained detection dogs, may impose discipline upon the student(s), including suspension and/or expulsion, in accordance with PCI's discipline policies and procedures. PCI shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

PCI is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of PCI rules or regulations.

A copy of the full School Search and Seizure Policy is available at the main office.

PCI Dress Code

The following are not permissible at any PCI Resource Center or school-related activity:

- Bare midriffs
- See-through or revealing apparel
- Bare feet
- Gang related apparel
- Clothing with profanity, alcohol, drug, or sexual related content
- Baggy or saggy clothes that expose undergarments
- Shorts, skorts, skirts, or dresses that do not extend below the student's fingertips when the student is standing straight and with their arms at their sides.

Students not adhering to the dress code will be asked to leave their respective resource center/activity or they will be provided with clothing they may borrow to ensure they are in compliance with the dress code.

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy (BP 5000)

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Pacific Charter Institute ("PCI") prohibits any acts of discrimination, sexual

harassment, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality, (including national origin, country of origin, and citizenship),race or ethnicity, (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law, or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, PCI will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. PCI school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, PCI will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom PCI does business, or any other individual, student, or volunteer. PCI will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom PCI does business, and all acts of PCI's Board of Directors ("Board") in enacting policies and procedures that govern PCI.

PCI complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

Definitions:

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California law discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by PCI.

PCI is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including, but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual nature, such as:
  - o Rape, sexual battery, molestation or attempts to commit these assaults
  - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions, or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment
  - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - o Displaying signs or other materials purporting to segregate an individual by

sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence or create an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by PCI.

* "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.

2. 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 the definition of "bullying," above

   b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated

   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that

has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" 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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in PCI's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that PCI investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in PCI's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

PCI has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

PCI advises students:

a. To never share passwords, personal data, or private photos online.

b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

d. To consider how it would feel receiving such comments before making comments about others online.

PCI informs Charter School employees, students, and parents/guardians of PCI's policies regarding the use of technology in and out of the classroom. PCI encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

PCI employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. PCI advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at PCI and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

PCI's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

PCI informs PCI employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

PCI annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other PCI employees who have regular interaction with students.

PCI informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by PCI, and available research, to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

PCI encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for PCI's students.

Grievance Procedures

1. Scope of Grievance Procedures

PCI will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the PCI UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, PCI will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

2. Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. PCI will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

PCI acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by PCI on a case-by-case basis.

PCI prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decisionmaker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to PCI's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or PCI's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. PCI will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of PCI to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or designee will not reveal confidential information related to other students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
        - A statement that PCI prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - PCI may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with PCI's policies.
    - PCI may remove a respondent from PCI's education program or activity on an emergency basis, in accordance with PCI's policies, provided that PCI undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution
  - If a formal complaint of sexual harassment is filed, PCI may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If PCI offers such a process, it will do the following:
  - Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - PCI will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. PCI shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, PCI will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in PCI's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable PCI policy.
  - PCI may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at PCI; or
    - The specific circumstances prevent PCI from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, PCI will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- PCI will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of PCI's code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from PCI or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by PCI in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find PCI's resolution unsatisfactory for complaints within the scope of this Policy, other than formal complaints of sexual harassment, the reporting individual may, within five (5) business days of notice of PCI's decision or resolution, submit a written appeal to the President of the PCI Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and PCI will implement appeal procedures equally for both parties.
- Within five (5) business days of PCI's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the President of the Board, who will serve as the appeal decisionmaker or designate an appeal decisionmaker.
- The decisionmaker for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decisionmaker.
- The complainant and respondent may appeal from a determination regarding responsibility, and from PCI's dismissal of a formal complaint or any allegations therein, on the following bases:
- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- PCI will notify the other party in writing when an appeal is filed.
- The decisionmaker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location**.**
PCI will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process.

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

PACIFIC CHARTER INSTITUTE

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize PCI to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from PCI.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Professional Boundaries: Staff / Student Interaction Policy (BP 4119.21)

Pacific Charter Institute ("PCI") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of PCI personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student
2. Preventing a pupil from committing an act of vandalism
3. Defending yourself from physical injury or assault by a student
4. Forcing a pupil to give up a weapon or dangerous object
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all PCI faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable

and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors (The following examples are not an exhaustive list):

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your supervisor about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Parent and Family Engagement Policy (BP 6020)

PCI aims to provide all its students with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). PCI recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A full copy of the policy is available upon request at the main office.

Classroom and School Volunteer, Visitation, and Removal Policy (BP 3003)

While Pacific Charter Institute encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, PCI also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the PCI Board of Directors has established the Classroom and School Volunteer, Visitation, and Removal Policy. Mandatory parental volunteer hours shall not be a criterion for admission or continued enrollment. A full copy of the policy is available upon request at the main office.

Administration of Medication Policy (BP 5002)

PCI has adopted a policy governing the administering of medication during school hours, consistent with state and federal law. A copy of the complete A full copy of the policy is available upon request at the main office.

Transportation Safety Policy (BP 3004)

PCI has an adopted Transportation Safety policy. A full copy of the policy is available upon request at the main office.

Youth Suicide Prevention Policy (BP 5004)

A full copy of PCI's Youth Suicide Prevention Policy is available upon request at the main office and at www.pacificcharters.org.

Voluntary Withdrawal from School

Any parent/guardian voluntarily withdrawing their student from PCI must first contact their child's teacher. At the final meeting, curriculum and materials must be returned and withdrawal grades will be determined. Students leaving a PCI school prior to the end of the semester will be issued an "In Progress" grade for each of their courses based on the work submitted up to the date of withdrawal. **Partial credits will not be given unless the student is eligible under state law*.** Pacific Charter Institute's schools assume no responsibility for the grades in progress being accepted by the student's new school.

Missed Assignments, Satisfactory Educational Progress, and Involuntary Removal Policy Policy (BP 6002)

Per California Education Code Section 51747, the Board of Directors of Pacific Charter Institute ("PCI" or the "School") maintains a board policy governing independent study, which establishes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. Pursuant to this Policy as well as PCI's Independent Study Policy, an evaluation shall be conducted by the Director or designee to determine whether it is in the best interests of the pupil to remain in independent study based upon the following triggers:

1. After three (3) missed assignments during any period of twenty (20) school days; or
2. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    iii. Learning required concepts, as determined by the supervising teacher.
    iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Definition

"Missed Assignment" is used to refer to any assignment that is not submitted by the student by the due date of the assignment, a student's failure to complete the required check-in, participate in mandatory testing, assessments, benchmarks, and progress monitoring, attend a required tutoring session, attend a scheduled meeting with teacher or support staff, or failure to provide at least twenty-four (24) hours' notice to the teacher prior to canceling an Educational Coordination Meeting.

Warning Letters for First and Second Missed Assignments

Prior to sending a Warning Letter the following must occur:

1. Verification of current contact information for each enrolled pupil.
2. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
3. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.

Once these re-engagement strategies have been implemented, the first Warning Letter for a Missed Assignment shall be sent by the Director or designee. The second Warning Letter shall be sent for the second Missed Assignment within 20 school days by the Director or designee and a conference with an administrator, teacher of record, parent/legal guardian and student to discuss concerns will be held to develop a plan for improvement within ten (10) school days of sending the letter.

Best Interest Evaluation After Three (3) Missed Assignments or Educational Progress Falls Below Satisfactory Levels

After a pupil meets the criteria for three (3) Missed Assignments within 20 school days or educational progress falls below satisfactory levels as stated under #2 above, an evaluation will be conducted by the Director and/or designee, who will extend an invitation to the parent/guardian and student. The evaluation will also include the student's teacher of records, and may include the school counselor, or other support staff, to determine whether it is in the best interest of the pupil to remain enrolled in independent study. The evaluation may include but is not limited to the review of the following:

- Review of work from the prior month of school;
- Progress within the annual portfolio;
- Parent, student, and teacher/tutor observation;
- Norm and criterion referenced tests;
- Attendance based on completion of assignments as quantified by the assigned teacher(s) of record;
- Demonstration of skills on assignments;
- Written tests and reports if appropriate;
- Oral or written presentations;
- Punctual attendance at scheduled appointments;
- Ability to meet scheduled appointments;

- Preparedness for scheduled appointments;
- Student work samples;
- Student grades;
- Student self-evaluation;
- Student demonstration of adequate and appropriate progress toward Common Core State Standards; and/or
- Parent(s) ability to support student learning in the home.

The role of the teacher(s) of record is critical to the success of charter school independent study students. The teacher(s)' observations, discussions with parents and students, and examinations of written work are the key to quality control.

As part of the evaluation process, the pupil, parent(s), guardian(s) or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, PCI will determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this Policy shall be maintained in the pupil's mandatory interim record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, a copy of the record shall be forwarded to that school.

Additional Consideration for Pupils with a Section 504 Plan or IEP:

If PCI recommends removal from the independent study as a result of the Evaluation After Missed Assignments/Failure to Make Satisfactory Progress and the pupil has a Section 504 Plan or Individualized Education Plan ("IEP"), PCI shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1) Whether the Missed Assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
2) Whether the Missed Assignments were the direct result of PCI's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Missed Assignments are a manifestation of the pupil's disability and PCI will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the pupil may be removed from independent study consistent with this Policy.

This meeting may be combined with the Evaluation After Missed Assignments/Failure to Make Satisfactory Progress at the discretion of PCI.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in independent study, the parent(s) shall be notified in writing of PCI's intent to remove the pupil as it is not in their best interest to remain in independent study . The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

1) PCI's intent to remove the pupil as it is not in their best interest to remain in independent study.
2) The opportunity of the parent(s) to request a hearing that follows the same procedures as PCI's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
3) If parent(s) or pupil over 18 requests a hearing:
    a. It will be scheduled following PCI's expulsion hearing procedures as outlined in the School's Suspension & Expulsion Policy.
    b. The pupil shall remain enrolled and shall not be removed until the PCI issues a final decision.
    c. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.
    d. A hearing decision not to disenroll the student does not prevent PCI from making a similar recommendation

in the future should student violate the Independent Study Policy, the Written Agreement, and/or this Policy.

4) If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice. Notice to the student's district of residence that the student is no longer enrolled shall be provided within thirty (30) days.

Pupil Suspension / Expulsion Procedures (BP 5144.1)

The Pupil Suspension and Expulsion Policy was established to promote learning and protect the safety and well-being of all students at the charter school. This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at the Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as 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 comply with legal requirements. Although many of the students at the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations. A full copy of the policy is also available at the main office and at www.pacificcharters.org on the Notices and Policies page.

(M.) STUDENT TESTING AND ASSESSMENT

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of the initial enrollment if entering a California public school for the first time, or if they have never taken the ELPAC test for another reason. The ELPAC has two parts:

- **Initial Assessment -**Students will take the Initial Assessment if the student has a primary language other than English and the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. Students are given the Initial Assessment within 30 days of enrollment at the school.

- **Summative Assessment** - The Summative Assessment is given to students who are identified as English learners on the Initial Assessment. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

PHYSICAL FITNESS

(Given in the spring semester to all 5th, 7th, & 9th grade students). This test measures endurance, flexibility, core strength, agility, body mass, and upper body strength.

CALIFORNIA SCIENCE ASSESSMENTS (CAST)

(For all students in 5TH, 8TH & 11th grades). This test is given in the spring with test dates generally scheduled in late March to early May. Specific times and locations are determined early in the second semester of each school year.

California Assessment of Student Performance and Progress (CAASPP)

Is a system of assessments that measures student progress in different subjects for students in 3rd – 8th and 11th grades. CAASPP is designed to help teachers monitor the needs and successes of individual students as they progress toward mastery of the state adopted standards. Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted.

AP Exam Testing Policy

PCI encourages students to build unique and rigorous academic programs through a variety of course options. Advanced Placement courses, offered online through 3rd party vendors, are one way to explore rigor, earn college credit and boost GPA's. *AP Exams are available through PCI schools as long as the student requesting the exam has taken, or is taking, an approved AP course during the current school year.*

College Board's AP policy starting in the 2023-24 school year requires students to register online for their course beginning August 1st. The deadline for registering to take the exam and place exam orders is early fall. Securing your test site by the end of September is a required step to take the test in May. Student budgets may be used to cover the cost of exam fees.

For more information and step-by-step instructions visit: https://apstudents.collegeboard.org/register-for-ap-exams

MATHEMATICS PLACEMENT POLICY (BP 6152.1)

Current law requires PCI to develop, adopt, and implement fair, objective and transparent mathematics placement policies. These must consider multiple objective academic measures of pupil performance (e.g. California statewide assessments, pupil course grades) as the basis for placement and include at least one placement checkpoint within the first month of the school year to assess placement accuracy and pupil progress. Appropriate math course placement must be determined at the start of the academic year. A full copy of PCI's Mathematics Placement Policy is available upon request at the main office and at www.pacificcharters.org.

(N.) UNIFORM COMPLAINT PROCEDURE

PCI has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. PCI is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. PCI shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints. A full copy of the policy is available at the main office and at www.pacificcharters.org.

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students
    - Adult Education
    - Career Technical and Technical Education
    - Career Technical and Technical Training
    - Child Care and Development Programs
    - Consolidated Categorical Aid
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
    - Every Student Succeeds Act
    - Migrant Education Programs
    - Regional Occupational Centers and Programs
    - School Safety Plans and/or
    - State Preschool Programs

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

    - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal, Program Leader, or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

(O.) ANNUAL NOTICES

Animal Dissections

Students at PCI may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, PCI will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch website can be found here.

Diabetes

PCI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall 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.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

PCI will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster Youth Policy (BP 6003)

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        iii. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active-duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

in an agricultural or fishing activity.

- *"Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.*

- *"Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.*

- *"School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.*

- *"Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.*

- *"Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.*

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Christine Spratling
Counseling Program Specialist/FIT Coordinator
2241 Harvard Street, Suite 310
Sacramento, CA 95815

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the

Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter

School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to

accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility.

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. Upon agreement with the pupil's ERH, to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be

shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.
Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth (BP 6173)

The Pacific Charter Institute ("PCI" or the "Charter School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Pacific Charter Institute refers to the program that covers the homeless children and youth as part of the families in transition program (FIT Program).

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison: The Executive Director or designee designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Christine Spratling, Counseling Program Specialist
Christine.spratling@pacificcharters.org
916-407-9633

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by PCI, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, PCI's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular

and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

PCI shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

PCI shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[1] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

PCI shall administer a housing questionnaire for purposes of identifying homeless children and youth. PCI shall ensure that the housing questionnaire is based on the best practices developed by the CDE. PCI shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at PCI. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire

shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at PCI and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. PCI shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all Charter School students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if PCI is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by PCI will be adequate and appropriate for the student's situation, but PCI does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Professional Development

All administrators, teachers and employees of PCI, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to PCI certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) PCI's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the PCI any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless PCI makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. PCI's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

PCI shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

PCI is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCI will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

The Family Educational Rights and Privacy Act ("FERPA") (BP 5125.1)

This act affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to student educational records and directory information. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School

official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

4. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Enrollment Services Coordinator at: Cheantell.Munn@pacificcharters.org

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CALPADS[2]) pursuant to state law, will be shared with the California College Guidance Initiative (CCGI[3]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

A full copy of the policy is available upon request at the main office.

Universal Meals

PCI shall make available a nutritionally adequate breakfast with adequate time to eat to each student free of charge without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School.

Applications for federally funded school meals are included in the first day packets to all families and can also be

[2] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[3] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried. Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations (BP 5001)

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they provide documentation of a medical exemption from a physician licensed to practice medicine in California or are enrolled in a home-based private school or an independent study program and do not receive classroom-based instruction. Immunization records will be required for all incoming students. A copy of the complete Immunization Policy is available upon request at the main office.

Information Regarding Financial Aid

PCI shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

PCI shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Involuntary Removal Process (BP 0001, BP 6002)

No student shall be involuntarily removed by PCI for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, PCI will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the PCI's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a

program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

PCI recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at PCI and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit **https://www.thetrevorproject.org/.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed,

color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including Appendix G – Know Your Rights can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All pupils must complete a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The Charter School shall provide for the screening of its students for vision and hearing, to the same extent as would be required if the students were attending a non-charter public school. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

PCI recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or

parenting pupil to care for and bond with the infant. PCI will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in PCI if it is necessary in order for the pupil to be able to complete any graduation requirements, unless PCI determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

As required by California law, the purpose of this memorandum is to inform and to remind parents and legal guardians of all students of Pacific Charter Institute ("PCI"), which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific School, of their responsibilities for keeping firearms out of the hands of children. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition. To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm. With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian (See California Penal Code sections 25100 through 25125 and 25200 through 25220) unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. Your county or city may have additional restrictions regarding the safe storage of firearms.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and on the PCI website www.pacificcharters.org

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School:

- No such activities are planned or in progress for the current 24/25 school year

Section 504 (BP 6001)

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for co prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire,

survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

All parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (866) 992-9033 to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. PCI provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Use of Student Information Learned from Social Media

PCI complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf