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**Pacific Valley Charter Academy**  
**A California Public Charter School**

Charter Term: July 1, 2017 – June 30, 2022

Submitted to Vacaville Unified School District  
April 28, 2017

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## AFFIRMATIONS AND ASSURANCES

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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 named Pacific Valley Charter Academy (“Charter School”), which will be located within the boundaries of the Vacaville Unified School District (“District” or “VUSD”), 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 meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall declare Pacific Charter Institute to be the exclusive public school employer of the employees of Pacific Valley Charter Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Shall not charge tuition.
- 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 or association with an individual who has any of the aforementioned characteristics).
- Shall admit all pupils who wish to attend the Charter School and who submit a timely application unless the charter school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process with preferences in the public random drawing provided in accordance with Education Code Section 47605(d)(2). Except as required by Education Code Section 47605(d)(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 his or her parents within the state. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary.

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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 a transcript of grades or report card and health information.
- 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 maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The Charter School shall on a regular basis consult with its parents and teachers regarding the charter school's education programs.
  - The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities.
  - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
  - The Charter School shall comply with the Public Records Act.
  - The Charter School shall comply with the Family Educational Rights and Privacy Act.
  - The Charter School shall comply with the Ralph M. Brown Act.
  - The Charter School shall meet or exceed the legally required minimum number of school days and legally required annual instructional minutes for the grade levels being served.

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Paul Keefer, MBA, Ed.D  
 Lead Petitioner and Executive Director  
 Pacific Charter Institute  
[pkeefe@pacificcharters.org](mailto:pkeefe@pacificcharters.org)  
[www.pacificcharters.org](http://www.pacificcharters.org)

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Date

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## **Pacific Valley Charter Academy**

### **A Pacific Charter Institute School**

#### **Overview**

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Location	354 Parker Street Vacaville, CA 95688
Educational Focus	Pacific Valley Charter Academy provides 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.
Grades Served	Grades TK through 12
Flexible Instruction	All students will be provided curriculum that meets the California standards for their grade level with high-interest delivery and regular and purposeful assessment.
Mission of School	Pacific Valley Charter Academy 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 Pacific Valley Charter Academy	Pacific Valley Charter Academy 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.
For more Information	Web site: <a href="http://www.pacificcharters.org">www.pacificcharters.org</a> Email: <a href="mailto:pkeefer@pacificcharters.org">pkeefer@pacificcharters.org</a> or <a href="mailto:pkeefer@pacificcharters.org">pkeefer@pacificcharters.org</a> Phone: 866-992-9033, ext. 3000

# INTRODUCTION

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## Background

Pacific Charter Institute submitted a charter petition to Vacaville Unified School District on March 7, 2013. Through a collaborative process including two extensions agreed upon by the District and Pacific Charter Institute, the petition proceeded with a recommendation for approval from the District, as agendaized on the May 16, 2013 VUSD Board agenda in VUSD Board Resolution No. 22, 2012-13 (See Appendix 1). Although staff recommended approval, the VUSD Board of Trustees voted 4-2 to deny the charter on July 18, 2013. The motion, as recorded in the VUSD Board of Trustee minutes (see Appendix 1), stated as follows:

An alternate motion was made by Jerry Eaton, seconded by Whit Whitman, that the Board deny the petition for the establishment of the Pacific Valley Charter School because the Board has determined the revised petition does not contain reasonably comprehensive descriptions addressing all of the educational deficiencies identified in Resolution No. 22, 2012-13, and therefore presents an unsound educational program and the petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition.

Since then, the Heritage Peak Charter School Vacaville Resource Center has demonstrated excellence in academics as illustrated in the CAASPP results (See Appendix 2). Areas of vast student success in comparison to the District and the state include the excellent results for African-American students, English Learners, and socially economically disadvantaged students served by the resource center. In addition, Pacific Charter Institute has opened two new charter schools with two different school districts bringing to a total four district authorizers supporting Pacific Charter Institutes vision. Pacific Charter Institute seeks VUSD approval for Pacific Valley Charter Academy four years later as it meets all of the criteria for approval as stated by the Vacaville Unified School District Board of Trustees on July 18, 2013.

## Who We Are? Pacific Valley Charter Academy

Hundreds of students from Solano County have successfully learned and excelled at Heritage Peak Resource Center Vacaville over the last eight years. The Board of Directors for Pacific Charter Institute agree that this learning center that has served so many students should be part of its own LEA and its own charter school. In addition, the students, parents, and staff agree that the students should have the greater flexibility as its own school to create more opportunities for students.

This charter document illustrates the longitudinal academic success that the school has demonstrated as well as provide quantifiable data highlighting the excellent work that has occurred at the school site.

Pacific Valley Charter Academy shall continue serving students in grades K-12 who seek homeschooling and independent study opportunities; the school shall support their learning through both online curriculum and small classes led by qualified teachers. Pacific Valley Charter Academy shall provide 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.

## Staff

Name	Site	Degree	Credential	Expires
Aston, Debora	HPCS	MA	CMS	1/1/2020
Aston, Debora	HPCS	MA	CAdmin	1/1/2020
Aston, Debora	HPCS	MA	CSS	1/1/2020
Boykin, Magen	HPCS	BA	CMS	3/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Enriquez, Sylvia	HPCS	MA	CMS	8/1/2020
Erickson, Jeff	HPCS	MA	CSS	1/1/2022
Erickson, Jeff	HPCS	MA	Admin	1/1/2022
Fanning, Gladys G.	HPCS	MA	CMS	8/1/2017
Fonseca, Blanca S	HPCS	BA	C Ed. Spec	11/1/2017
Geist, Janine	HPCS	BA	CMS	1/1/2019
Hines, Althea	HPCS	MA	CMS	12/1/2020
Powell, Emilee	HPCS	MA	CMS	6/1/2020
Rogers, Jennifer	HPCS	BA	CMS	4/1/2018
Rubey, Patrick	HPCS	BA	Admin	2/1/2019
Rubey, Patrick	HPCS	BA	CSS	2/1/2019
Schneider, Matthew	HPCS	MA	CSS	7/1/2021
Siu, Cheryl	HPCS	MA	CMS	2/1/2021
Stack, Scott A.	HPCS	MA	CSS	2/1/2018
Tatti, Andrea M	HPCS	BA	PMS	12/1/2017
Tennyson, Cari E	HPCS	BA	CMS	6/1/2017
<b>Support Staff</b>				
Diaz, Ruby	HPCS	MA	CSS	7/1/2018
Ellis, Jennifer	HPCS	MA	CSS	12/1/2021
J'Beily, Karyn	HPCS	BA	CMS	8/1/2020
McLaughlin, Dan	HPCS	BA	CSS	12/1/2018
Reid, Michael A	HPCS	MA	CMS	8/1/2019
Ribota, Timothy A	HPCS	Ed.D	CPPS	6/1/2018
Rodriguez, Julia	HPCS	MA	CPPS	6/1/2021
Scott, Janice M	HPCS	BA	PSS	3/1/2018
Steinke, Monika	HPCS	MA	CSLP	9/1/2020
Woodbeck, Raymond A	HPCS	Ph.D	CSS	11/1/2021
Woodbeck, Raymond A	HPCS	Ph.D	Admin	11/1/2021

**Table 1. Credentialed staff serving students at the Vacaville Resource Center**

## Pacific Valley Charter Academy: Meeting the Needs of the Community

Students attending Pacific Valley Charter Academy typically enroll after unsuccessfully navigating the traditional system for a variety of reasons. The older students enroll at Pacific Valley who are bullied, behind in credits, moving faster than the traditional system, or a condition that is not

adaptable to the traditional classroom. In every case, the parents are seeking academic relief for their children. Pacific Valley Charter Academy will complement the public schools in the region by filling an academic hole that currently exists.

The staff at Pacific Valley Charter Academy has built a meaningful, supportive relationships with community and national offerings in the region including:

- Solano Community College
- Launch (Project Lead the Way)
- Poetry Out Loud (National Endowment of the Arts)
- CH Stable
- EMHSports
- InShape
- Gold's Gym
- Stone Core Fitness
- Imagine That
- City of Vacaville
- SonRise Church
- Solano Library

Families expressed their appreciation for Heritage Peak Charter School Vacaville Resource Center, which will be Pacific Valley Charter Academy upon approval.

**From:** bcampana09 <bcampana09@yahoo.com>

**Sent:** Wednesday, March 15, 2017 2:47 PM

**To:** Patrick Rubey

**Subject:** Why we love HP

2016-2017 was our first year with Heritage Peak. My children are in kindergarten and 4th grade. We absolutely LOVE Heritage Peak and wouldn't have it any other way.

One major thing we love are the enrichment classes they offer. My kids learned so much from them and met so many awesome friends. The teachers are amazing. They are so helpful and insightful. If I ever need help, or advice they are always there to answer my questions. Mrs. Boykin is our teacher and she always keeps us up to date with the latest events and always replies to any questions I have.

I love the field trips Heritage Peak offers as well. My son was in the Spelling Bee, another event we loved. My kids took an enrichment art class and they had an art show afterwards. It was so great because it really builds the kids confidence. My Kindergartener took choir for an enrichment class and at the end of it, did a concert.

The funds Heritage Peak gives you can help with supplies or extra curricular like ice skating, ninja classes, soccer, you name it. We love that. We love the flexibility, and the accountability. The teachers are always there for your family and make sure that they are helping any way they can.

I wouldn't have it any other way. Heritage Peak is the best!

The Campana Family.

**From:** Cabela Sapp <cabelaswish@gmail.com>  
**Sent:** Sunday, March 19, 2017 9:59:35 PM  
**To:** Patrick Rubey  
**Subject:** The Sapp family

Mr. Rubey- let me first say thank you for asking us to share our story, it shows that our voices matter to you and to HP. This is our first year with HP and we have two daughters attending (2nd,K) and another starting this coming year.

I am the mother of 7 children- my four older children (public schooled) then we had our little Cabela. She was born with a rare mast cell disease that makes her unable to attend public schools due to her risk of going into shock. When it became time for her to start kindergarten- we thought now what? We tried K-12- however very soon realized it was not for us. Next, we enrolled Cabela into VUSD independent study program. She completed Kindergarten and 1st grade there. I believe this program was meant for temporary/short term use and didn't seem to be well rounded, especially for the entire year. She went in each week, sat down and turned in her work to a teacher behind a desk. Cabela had nothing to compare this experience to... but we did. We knew that a change was needed, but had no clue where to go. During the summer a neighbor whom we had never met before said that her children attended HP, and couldn't say enough wonderful things about your school. I remember running inside and telling my husband everything she said, he must had thought I was crazy. I was talking a mile a minute and had such excitement in my voice.

During the start of the school year- we were asked to bring Cabela in for testing. She was intimidated in the testing room, since she had never been in a classroom setting before and became ill. As we walked out of the building she teared up, so I walked back inside. I talked to Vanessa about possibly testing her in a smaller group and briefly explained her diagnosis. I also stressed to Vanessa about not wanting to ask too much from HP as far as making special accommodations. I was at the front desk second guessing our decision to proceed with HP. Vanessa looked at me with complete sincerity and reassured me that Cabela was welcomed at HP and that everything would be just fine. It's more than fine, it's more than we could ever asked for. The Friday enrichment activities allow her to participate in a "normal" classroom setting- while I can stay onsite incase of an emergency. She skips to the entry, she wears a backpack, has a teacher that gives hugs, and is building friendships. Despite my rambling and attempting to put our experience into words, I am not sure I can express our appreciation for HP enough.

The energy that is within your walls is something to be proud of. The HP teachers and staff are amazing! Every parent that I have met thus far has shared positive feedback as well. I look forward to this coming year with 3 little girls (yikes!) being apart of the HP family.

Thank you again- Christi Sapp

**From:** Laura Dorsey <4laura.dorsey@sbcglobal.net>  
**Sent:** Monday, March 20, 2017 10:29 AM  
**To:** Patrick Rubey  
**Subject:** Story about Heritage Peak

Hi Potential Heritage Peak Families,

We chose Heritage Peak because of the independence it has allowed us to continue to have as a home schooled family. We have access to classes and great teachers. My son was able to be home schooled by me with a curriculum of our choosing, take Physics and Principles of Engineering with a fantastic teacher who encouraged and supported him to be all he could be and more. The small class size teacher to students ratio is a plus too. He also took a course at Solano Community College during the same semesters. My assigned teachers have been such a blessing to my family; teaming up with my family to help us move towards our goals. Our school counselor has been one who has sought to prepare, direct and guide the students in the direction of their future. Overall, we have had a great experience.

With Well Wishes to All,

The Dorseys

From: [REDACTED]  
Sent: Friday, March 31, 2017 5:50 PM  
To: Patrick Rubey  
Subject: Re: Student Success Story

Dear Pat,

Starting my position at the start of the second semester, I inherited a number of struggling students, whom for whatever reason, faced challenges the previous semester that proved too great for them. Three students, [REDACTED], [REDACTED], and [REDACTED] impressed me with their resilience, determination, and perseverance. Each student bounced back from the initial setback to overcome an academic obstacle, and in the process, learned something important about themselves. I have been most impressed by specific characteristics of each of their efforts, but of the three, [REDACTED] was able to recover a strong grade in an Integrated Math 2 course on PLATO/ Edmentum by hard work, grit, and a necessary reboot. It takes a great deal of integrity and guts to acknowledge a mistake, and be willing to display the wherewithal to make the effort all over again. [REDACTED] was able to come from behind, and make up a semester's amount of work in a period of about seven weeks. [REDACTED] recommended that [REDACTED] take the first semester over again before moving to the next section, and although a lesser student may have balked or protested, Scott realized that objective in a spectacularly impressive fashion. [REDACTED] has demonstrated an impressive example of what can be achieved with a program offering the freedom and opportunity to work at an individually-selected pace. He has surpassed my expectations.

Have a great weekend!

Your friend,

[REDACTED]  
[REDACTED]

## College and Career Preparation in 2016-2017

In addition to the community offerings, Heritage Peak Charter School Vacaville Resource Center currently has 98 students in grades 8-12 enrolled at the community colleges. The students currently attend 186 classes at the community college. The thirteen- year partnership with Solano Community College continues to benefit both organizations. Pacific Valley Charter Academy will continue this relationship ensuring our students have the very best opportunity for college and career technical education. In addition, students continue to be accepted to four -year colleges at Heritage Peak Charter School this year including CAL Poly SLO, University of Nevada, Reno, San Diego State, CAL Poly Pomona, Benedictine College, William Jessup, Embry-Riddle University, Azusa Pacific University, Sonoma State Sacramento State, CAL Maritime Academy, University of San Diego, and Simpson University.

**Graduates from Heritage Peak Charter School Vacaville Resource Center Since 2009**

<b>STUDENTS</b>	<b>Accomplishments</b>
41/99 (41 %)	Since 2009, HPCS Vacaville Resource Center graduates completing classes at the community college while enrolled at HPCS.
4	Since 2009, HPCS Vacaville Resource Center graduates earned their AA degree prior to graduating high school
25	Since 2009, HPCS Vacaville Resource Center graduates accepted to four year colleges
8	Since 2009, HPCS Vacaville Resource Center graduates with IEP's
1	2009 Graduation Class
5	2010 Graduation Class
10	2011 Graduation Class
15	2012 Graduation Class
14	2013 Graduation Class
15	2014 Graduation Class
22	2015 Graduation Class
17	2016 Graduation Class

**Table 2. Graduation details for Vacaville Resource Center**

Beyond our professional relationships, we also continue to spread goodwill and lead by example with our exceptional staff and students. According to the Vacaville Reporter article from February 8, 2017 headlined *Kimme Academy location sparks debate with property owners* in which community

leaders including Commissioner Crane specifically pointed out Heritage Peak Charter School as a good example of independent study in the Vacaville community.

Students at all grade levels require formal instructional support from certificated teachers to supplement 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 have the support of credentialed teachers at Pacific Valley as they work toward the goal of having the students reach proficient or advanced levels in the core subject areas. It is always important to the Pacific Charter Institute Board of Directors that Pacific Valley have a positive, student-centered relationship with the sponsoring district.

### **Offering Improved Academic Performance in Solano County**

Based on our results of Pacific Charter Institute schools, staff clearly 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 Pacific Valley:

- Clear support and direction from Pacific Charter Institute
- 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
- Open to all families/students committed to our mission and educational vision, with no tuition or academic entrance criteria required
- Offering a rigorous academic curriculum, including math and science, to all students
- Committed to maintaining high expectations for both academic and personal performance
- A supportive school environment
- Operates in partnership with parents

Heritage Peak Charter School prides itself for serving any and every student that is interested in enrolling at the school. Because of the unique nature of meeting the students where they are academically, we have students that are clearly on either end of the academic spectrum based many times on the success from their previous schools. Because of this, the scores for Heritage Peak Charter School as a whole do not reflect the student population at the Heritage Peak Charter School Vacaville Resource Center directly. Heritage Peak Charter School serves students who across the spectrum with either motivated parental and community support or students that are at risk including foster, gang affiliated, homeless, teen pregnancy, teen parents and finally, students who come to the school

far behind academically. Table 3 illustrates the cities that Vacaville Resource Center serves currently. Table 4 illustrates that the school improved in most areas from 2015 to 2016.

<b>City</b>	<b>Number of Students</b>
Vacaville	99
Benicia	3
Davis	2
Dixon	22
Fairfield	64
Suisun City	17
Rio Vista	3
Travis AFB	3
Vallejo	7
Walnut Creek	1
West Sacramento	4
Winters	3
Woodland	1

**Table 3. Students served by city at the HPCS Vacaville Resource Center**

**HERITAGE PEAK CHARTER SCHOOL**  
**CAASPP Results Change from 2015 to 2016 for Met or Exceeded State Standards**

Grade	3	4	5	6	7	8	11
ELA	+8	+2	+10	+5	+2	+1	+9
Math	+27	-6	-17	+2	+5	+6	+3

**Table 4. CAASPP Scores Year on Year for Heritage Peak Charter School**  
**HPCS-Vacaville 2016-17**

		2015-16 CAASPP Results for ALL Students					
Subject	% of all students 'Meeting' or 'Exceeding' the State Standards (grades 3-8,11)						
	<i>Heritage Peak-Vacaville</i>			<i>District</i>		<i>State</i>	
	14-15	15-16	16-17 (projected)	14-15	15-16	14-15	15-16
ELA	41	40	62*	46	49	44	48
Math	28	29	43*	37	38	34	36

\*as indicated by Winter 2016-17 NWEA-MAP linking study

**Table 5. CAASPP Score comparison between Vacaville Resource Center, School District, and State**

		2015-16 CAASPP Results for 'Economically Disadvantaged'					
Subject	% of 'SED' students 'Meeting' or 'Exceeding' the State Standards (grades 3-8,11)						
	<i>Heritage Peak-Vacaville</i>			<i>District</i>		<i>State</i>	
	14-15	15-16	16-17 (projected)	14-15	15-16	14-15	15-16
ELA	41	58	56*	33	35	33	35
Math	25	40	42*	14	24	21	23

**Table 6. CAASPP Score comparison between Vacaville Resource Center, School District, and State for Economically Disadvantaged Students**

<b>2015-16 CAASPP Results for 'Black-African American' Ethnicity</b>							
Subject	% of all students 'Meeting' or 'Exceeding' the State Standards (grades 3-8,11)						
	<i>Heritage Peak-Vacaville</i>			<i>District</i>		<i>State</i>	
	<b>14-15</b>	<b>15-16</b>	<b>16-17 (projected)</b>	<b>14-15</b>	<b>15-16</b>	<b>14-15</b>	<b>15-16</b>
<b>ELA</b>	27	56	42*	35	35	29	31
<b>Math</b>	20	33	17*	20	20	16	18

**Table 7. CAASPP Score comparison between Vacaville Resource Center, School District, and State for Black African American Students**

<b>2015-16 CAASPP Results for Students with Disabilities</b>							
Subject	% of all students 'Meeting' or 'Exceeding' the State Standards (grades 3-8,11)						
	<i>Heritage Peak-Vacaville</i>			<i>District</i>		<i>State</i>	
	<b>14-15</b>	<b>15-16</b>	<b>16-17 (projected)</b>	<b>14-15</b>	<b>15-16</b>	<b>14-15</b>	<b>15-16</b>
<b>ELA</b>	20	19	8*	11	10	11	13
<b>Math</b>	4	12	20*	9	7	9	11

**Table 8. CAASPP Score comparison between Vacaville Resource Center, School District, and State for Students with Disabilities**

<b>Heritage Peak Charter School  Vacaville Resource Center  Special Education Primary Disabilities  2016-2017</b>							
Specific Learning Disability (SLD)	Speech or Language Impairment (SLI)	Autism (Aut)	Other Health Impairment (OHI)	Emotional Disturbance (ED)	Intellectual Disability (ID)	Orthopedic Impairment (OI)	Total
10 (34.5%)	6 (20.7%)	4 (13.8%)	4 (13.8%)	2 (6.9%)	2 (6.9%)	1 (3.4%)	29 (100%)

**Table 9. Vacaville Resource Center Special Education Primary Disabilities for 2016-2017**

Suspension Expulsion Rate			
Heritage Peak-Vacaville	2013-14	2014-15	2015-16
Suspension	0.0	0.0	0.0
Expulsion	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspension	5.0	5.1	4.8
Expulsion	0.2	0.2	0.2
State	2013-14	2014-15	2015-16
Suspension	4.4	3.8	3.7
Expulsion	0.1	0.1	0.1

**Table 10. Suspension Rates for Vacaville Resource Center, District, and State**

<b>Graduation Rate</b>			
<b>Heritage Peak- Vacaville</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
	100	100	100
<b>District</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
	83.3	87.8	n/a
<b>State</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
	80.95	82.27	n/a

**Table 11. Graduation Rate for Vacaville Resource Center, District, and State**

Career Technical Education 2016-17 (projected) Project Lead The way (PLTW) and Student Population for Vacaville Resource Center CLASS TITLES 9-12: Principles of Engineering, Introduction to Engineering Design, Biotechnology 6-8: Gateway to Technology K-5: Launch (Introduced by PLTW in 2014-2015)		
<b>Year</b>	<b>Total Students Enrolled</b>	<b>Students Participating in PLTW by Grade Span</b>
2010-2011	190	Grades 9-12: 24 Grades 6-8: 0 Grades K-5: 0
2011-2012	241	Grades 9-12: 24 Grades 6-8: 24 Grades K-5: 0
2012-2013	231	Grades 9-12: 13 Grades 6-8: 42 Grades K-5: 0
2013-2014	257	Grades 9-12: 14 Grades 6-8: 57 Grades K-5: 0
2014-2015	250	Grades 9-12: 21 Grades 6-8: 23 Grades K-5: 64
2015-2016	236	Grades 9-12: 18 Grades 6-8: 55

		Grades K-5: 90
2016-2017	237	Grades 9-12: 12 Grades 6-8: 20 Grades K-5: 32

**Table 12. Project Lead the Way and Total Students by year at the Vacaville Resource Center**

I feel like I belong at this school	4.667 / 5
Quality work is expected of me	4.75 / 5
I feel the school works hard to ensure a safe and supportive learning environment	4.75 / 5

**Table 13. 2016-2017 Staff Satisfaction Results for the Vacaville Resource Center (HPCS)**

**Pacific Valley Charter Academy Plans to Improve**

Pacific Valley Charter Academy has successfully aligned with local programs including Solano Community College to augment the educational opportunities for students. The staff hopes to continue building these programs in the Solano community with Pacific Valley Charter Academy. Over the next five years, the staff would like to create more opportunities including new CTE courses that meet EVERY student’s needs, which would be available to students seeking to enroll in Pacific Valley Charter Academy.

Pacific Valley Charter Academy staff will increase the number of students eligible for four-year universities by focusing on academic stamina. All students are encouraged to enroll in A-G courses and receive intensive academic support.

Pacific Valley Charter Academy staff strives to increase the number of English Learners eligible for re-designation. In addition to the highly successful Hampton Brown Edge curriculum, Pacific Valley will offer StudySync with its adaptive ELA curriculum. In addition, the school will offer Edmentum online programs, an onsite EL specialist, and more interaction with the families. This will be embedded in the Charter School’s LCAP plan.

The staff will recognize the importance of parental communication and the survey from the WASC review highlighted this as a need. We will increase our parental outreach through a greater emphasis on communication in English and in the home language of the families. The staff at Pacific Valley will embed the Common Core State Standards into the instructional model, which includes close reading, explicit study of academic vocabulary, and standards of mathematical practice.

The following key areas of focus will make Pacific Valley Charter Academy a success:

- Full adoption of the Common Core State Standards
- Common assessments in the core subject areas
- Increased college and career readiness preparation for students
- Measurable Student Learning Objectives
- Increased A-G coursework access for all students
- Increased use of technology tools
- Increased informational sharing and decision making with all stakeholders
- Increased communication with the District to ensure alignment with the agreed upon expectations and results of the Charter School.

### **Pacific Charter Institute Underpinnings**

- **Rigorous**

PCI operates four successful charter schools in Northern California that serve students through multiple learning centers as well as directed homeschooling offerings. Over the last twelve years, the schools continue to enroll students in their independent study, homeschool, and hybrid programs, ensuring that each student will be enrolled and supported in college preparatory courses and/or ability-based courses for students who are struggling in the core subject areas. Because of the rigorous curriculum placed in front of our students, the scores for the major metrics all went up throughout Pacific Charter Institute including the CAASPP assessments. In addition, all PCI charter schools earned accreditation from the Western Association of Schools and Colleges (WASC).

The WASC teams continue to be impressed with the supportive leadership, collaboration, sound financial policies, commitment to professional development, and commitment to the mission and vision of the individual schools.

In addition, Pacific Charter Institute schools support students in attaining rigor through qualified tutors from colleges in the surrounding region. The organization hires and trains qualified teachers that deliver the curriculum. Students are exposed to college preparatory materials while ensuring that they develop the necessary career and college readiness skills that they will need in the future.

- **Relevant**

The teaching staff uses California standards-based and Common Core State Standards curriculum and ensures that students can access it, regardless of their ability. Because of this, the students develop a personal connection to what they are learning. Additionally, teachers provide strong

guidance in developing skills and knowledge that students can apply in future learning and workplace endeavors. The homeschool/ independent study programs at the PCI charter schools combines high interest online support coupled with qualified teachers to ensure meaning for each student.

- **Relationships**

The students and their families develop solid one-on-one relationships with their teachers as well as the entire support staff at the school, ensuring that students maximize their potential. This will be perhaps the key element for Pacific Charter Institute ability to build successful individuals, as it will be foundational to determine and support the appropriate rigor and relevance for EVERY student. This is also what sets PCI apart from other educational opportunities in the region. This relationship will further be cemented through the consistent planning between staff and parents/guardians to develop programs specifically designed to enhance the learning experiences of the students.

### **Academic Triangle ©**

Pacific Valley Charter Academy will rely on three critical elements to successfully educate students: the parent, the student, and the qualified teacher. This dynamic equation will be vital to realizing the overarching goals for the student at the school. The teacher will provide direction and support to help the student develop the personal learning tools to successfully complete the curriculum. Teachers will be trained to augment their roles when parents need more support for their children. At all times, the teacher and parent or guardian will work maintain a steady focus on student learning and academic expectations.

PCI staff supports the outcomes for each student through staff development and academic leadership. Students and parents representing grades K-5 will be encouraged to explore subjects, courses, and projects of interest to ensure a better, more well-rounded, and exciting learning experience. Students in grades 6-8 will be encouraged to develop the focus and transitional skills required to successfully complete the rigor of high school. Finally, high school students will continue to stretch themselves academically to achieve both graduation and personal goals, whether completing a four-year college or an established career or technical program.

## FOUNDING GROUP

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### What is Pacific Charter Institute?

Pacific Charter Institute is a 501(c)(3) non-profit public benefit corporation serving students of all academic abilities in the Northern California. Pacific Charter Institute currently operates four charter schools including Sutter Peak Charter Academy, Heritage Peak Charter School, Rio Valley Charter School, and Valley View Charter Prep. See additional information in Element G: Governance Structure.

### 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, twelve successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the operation of Pacific Valley Charter Academy.

The Board of Directors are listed in the table below. Two of the directors are founders of PCI\*. All seven of the directors offer specific expertise to support the organization as it grows regionally.

Board Member Name	Board Member Background
<b>Kevin Smith-Fagan (Board President)</b> Boston University	Vice-President for Development, KVIE Public Television Rotary Club / Sacramento Sacramento Estate Planning Council Board member / YMCA Board Member /Women's Empowerment
<b>Rex Fortune, Ph.D. (Founder)*</b> A & T State University in North Carolina-BS University of California, Berkeley – MA Stanford University – Doctorate in Education	Founding Board member, Pacific Charter Institute - Heritage Peak Charter School Founder, Project Pipeline Teacher Credential now called Fortune School of Education Program (Now Fortune School of Education) Superintendent, Center Unified School District

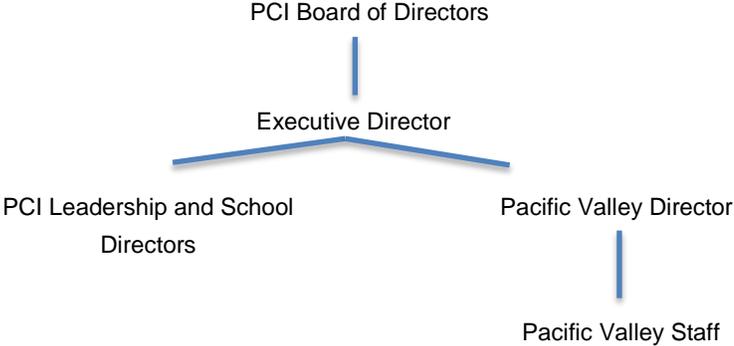
Board Member Name	Board Member Background
	<p>Superintendent, Inglewood Unified School District</p> <p>Deputy Superintendent, State Board of Education of California</p>
<p><b>Gary Borden, JD (Founder)*</b>            Pennsylvania State University - BS, Economics and International Business</p> <p>Georgetown University- JD</p> <p>Member, California State Bar Association</p>	<p>Founding Board member, Pacific Charter Institute - Heritage Peak Charter School</p> <p>Statewide consulting and legal support in Education</p> <p>Executive Director, California State Board of Education</p> <p>Associate Executive Director, California State Board of Education</p> <p>Senior Vice President-Policy/ California Charter School Association</p>
<p><b>Jean-Paul Prentice, CCE, LEED AP</b></p> <p>State University of New York-BS</p> <p>University of Southern Colorado-MBA</p> <p>Leed Accredited Professional, US Green Building Council</p>	<p>Project Manager</p> <p>Active Member, Association for the Advancement of Cost Engineering (AACE)</p>
<p><b>Wei Hsieh, MBA</b></p> <p>California State University-Sacramento-B.S.</p> <p>National University-MBA</p>	<p>Manager, Department of Toxic Substances Controls / State of California</p> <p>Faculty / Program Administrator at University of Phoenix</p> <p>Global Business Manager at United Parcel Service (UPS)</p>
<p><b>Judy Miller</b></p>	<p>Director of Fiscal Services – Covina-Valley Unified School District</p>

Board Member Name	Board Member Background
	San Gabriel Credit Union – Supervisory Committee  Credit Union of Southern California – Board Member  Heritage Park Community – Rules and Regulations Advisory Committee – Vice Chairperson  California Association of School Business Officials (CASBO) – Retiree Representative
<b>Beth Kay</b>  University of Chicago  Harvard University	Director, Success Center for California Community Colleges  NAF, California Director  Director of Operations, Charter Schools Development Center  Founder, MET Charter School, Sacramento

**Table 14. PCI Board of Directors**

**Organization Chart for PCI**

The organization chart below illustrates the substantial support that PCI will provide to Pacific Valley Charter Academy. 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 high school. The individuals supporting Pacific Valley Charter Academy are experts in their field and dedicated to supporting the outcomes expressed in the charter document.



## Existing Fiscal and Managerial Expertise for PCI

PCI is an organization that provides fiscal and administrative expertise. All of PCI’s charter schools will have experienced successful fiscal growth through prudent budgeting and planning. PCI employs the highest quality business staff including individuals that formerly worked in county offices of education and school districts. In addition, the PCI Board has extensive knowledge of budgeting and fiscal operations at the charter school, district, state, and federal levels. Pacific Valley Charter Academy will operate under the Board of Directors of Pacific Charter Institute.

## Legal Expertise

PCI utilizes the legal expertise of Young, Minney, and Corr, LLP (YMC). In addition, Mr. Borden, who sits on the Board of Directors for Pacific Charter Institute, is an attorney who has many years of experience with all facets of charter school law and intimate knowledge of state regulations applicable to charter schools that he gained while he was Deputy Chief Executive Director of the State Board of Education. Mr. Borden currently as Senior Vice President of Policy and Advocacy for the California Charter Schools Association.

## Charter School Policy and Operations Support

Pacific Valley Charter Academy will benefit 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) and the Charter Schools Development Center (CSDC). PCI belongs to both organizations and utilizes each for varying resources to successfully operate charter schools.

In addition, CCSA provides the Board of Directors and executive staff with timely information regarding fiscal and policy activities at the state level. In addition, Mr. Borden, who sits on the Board of Directors for PCI, is Senior Vice President of Policy and Advocacy for CCSA.

CSDC provides PCI with practical information regarding budgeting calculations for the state as well as operational expertise.

Key Programmatic Areas	Sources of Expertise
Charter School Law and Operations	<u>Internal</u> Dr. Paul Keefer, Executive Director Larry Pastore, Business Manager Gary Borden, Board Member <u>External</u> California Charter Schools Association Charter School Development Center Young, Minney & Corr, LLP

Key Programmatic Areas	Sources of Expertise
Educational Program	<u>Internal</u> Dr. Paul Keefer, Executive Director Mr. Mike Reid, Learning Analyst <u>External</u> Illuminate Edmentum (PLATO, Study Island) NWEA Odyssey Primary Reading Assessment California Charter School Association Charter School Development Center
Fiscal	<u>Internal</u> Dr. Paul Keefer, Executive Director Larry Pastore, Corporate Accountant Danielle Franco-Matteoli, Business Manager <u>External</u> Wells Fargo California Department of Education California Charter Schools Association Charter School Development Center
Personnel	<u>Internal</u> Dr. Paul Keefer, Executive Director Catherine Enos, Human Resources <u>External</u> Young, Minney, & Corr, LLP California Charter Schools Association Charter School Development Center
Audit	<u>Internal</u> Dr. Paul Keefer, Executive Director Larry Pastore, Corporate Accountant Danielle Franco-Matteoli, Business Manager Disa Cameron-Miller, Compliance and Risk Management <u>External</u> James Marta & Company California Charter Schools Association Charter School Development Center

Key Programmatic Areas	Sources of Expertise
Compliance	<u>Internal</u> Dr. Paul Keefer, Executive Director Larry Pastore, Business Manager Disa Cameron, Compliance and Risk Management <u>External</u> James Marta & Company Young, Minney, & Corr, LLP Charter School Development Center California Charter School Association
Law	<u>Internal</u> Dr. Paul Keefer, Executive Director Gary Borden, Board member <u>External</u> Young, Minney, & Corr, LLP Charter School Development Center California Charter School Association
Expansion / Growth	<u>Internal</u> Paul Keefer, Executive Director Larry Pastore, Corporate Accountant Mike Reid, Learning Analyst Danielle Franco-Matteoli, Business Manager Catherine Enos, Human Resources Disa Cameron, Compliance and Risk Management <u>External</u> Young, Minney, & Corr, LLP Charter School Development Center California Charter School Association

**Table 15. Key programmatic areas and supporting personnel and resources**

**A Strong Foundation for the Creation of Pacific Valley Charter Academy**

As summarized above, the PCI Board of Directors and the administration and experts from within the organization clearly have the capacity to ensure an excellent academic and fiscal record for Pacific Valley Charter Academy. PCI has a strong record of leadership, stability, and fiscal responsibility. It has the proven administrative capacity to manage and safeguard public funds for Pacific Valley Charter Academy in the same high quality manner it has done since 2005 for Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, and Valley View Charter Prep. PCI has a record of outstanding academic success serving distinctly different student populations including college and career preparatory homeschool, college preparatory hybrid site-based programs, at-risk student population (including gang affiliated, foster, homeless, and teen parents),

English language learners, and socially disadvantaged students. This is evident in the fact that all PCI charter schools earned WASC accreditations when reviewed. In addition, PCI established twelve years of unqualified audits, boasts healthy reserves, and maintains 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 development and operation of Pacific Valley Charter Academy.

## ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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*“The educational program of the charter school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*“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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”*

*“If the proposed 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” admissions criteria may be considered to meet college entrance requirements.”*

*-California Education Code Section 47605(b)(5)(A)(i)-(iii)*

**VISION**      Developing self-motivated, educated individuals in the Solano County who will spread the wealth of knowledge worldwide in a meaningful way.

**MISSION**      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 and responsible citizens, critical problem-solvers, and lifelong learners.

### STRATEGIC PLAN

Learning and Growth	Internal Organization
<ul style="list-style-type: none"> <li>• Expand student-centered opportunities and decisions to maximize learning.</li> <li>• Develop and maintain meaningful and appropriate relationships with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a continual improvement system to better serve internal and external customers.</li> <li>• Expand the understanding and use of Professional Learning Communities throughout the organization.</li> </ul>

<ul style="list-style-type: none"> <li>• Facilitate teacher innovation and flexibility in developing successful academic goals and materials.</li> <li>• Effectively utilize state adopted materials with fidelity in a non-traditional school setting.</li> <li>• Implement effective, proven 21<sup>st</sup> century educational opportunities for staff development.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain adequate resources throughout the organization to ensure maximum productivity and student learning.</li> <li>• Implement planning tools allowing internal and external customers clear vision of programs with appropriate timelines.</li> <li>• Develop and implement a new teacher training program for Pacific Charter Institute and each school and learning center.</li> </ul>
<p style="text-align: center;"><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Ensure all programs meet the overarching goals of the organization and charter with fiscal prudence and accountability.</li> <li>• Maintain a clear individualized focus on all students in the organization.</li> <li>• Seek opportunities to continue building Pacific Charter Institute as a valuable regional educational resource.</li> <li>• Maintain a focus on increasing all state standardized assessments results within the models offered by Pacific Charter Institute.</li> <li>• Ensure compliance with all local, state, and federal regulations, ensuring educational success for students within the models developed by Pacific Charter Institute.</li> </ul>	<p style="text-align: center;"><b>Community</b></p> <ul style="list-style-type: none"> <li>• Establish clear expectations and goals for all incoming students and share this information with all interested local agencies and groups.</li> <li>• Develop meaningful partnerships with organizations to further opportunities for students and staff.</li> <li>• Establish and maintain positive relationships with local groups including media, community groups, and business organizations.</li> <li>• Establish and disseminate clear goals and achievements through multiple communication tools.</li> <li>• Maintain positive relationships with the local educational groups including the sponsoring school districts.</li> </ul>

**Table 16. Pacific Charter Institute Strategic plan**

## **DESCRIPTION OF AN EDUCATED PERSON IN THE 21ST CENTURY**

An educated person in the 21st century global economy is an individual that is a self-motivated, competent, and lifelong learner. The educated person can read, write, speak, and problem solve both independently and collaboratively in a variety of settings. The goal of Pacific Valley Charter Academy is to instill in students the desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live. The educated person will reach proficiency in the California state standards (including the state content standards, Common Core State Standards (CCSS), and the Next Generation Science Standards (NGSS); hereinafter referred to as the “state standards”) from grades Kindergarten through the 12<sup>th</sup> grade.

PCI supports high expectations of all Pacific Valley Charter Academy students whose wide range of academic abilities, include exceptional, advanced learners and students with a pattern of failure. Students of all levels and abilities respond well to high expectations coupled with positive interaction with caring and well-trained mentors and thus achieve greater academic success in this model.

Pacific Valley Charter Academy shall provide all students the opportunity to take the courses and offers learning opportunities that best fit the students, helping them to reach their goals while making them successful as 21<sup>st</sup> century educated individuals. The teacher, the parent and the entire staff shall support the students in all courses and subject areas. Pacific Valley Charter Academy expects every student to have a choice in the educational decisions that are appropriate to their long-term learning goals from kindergarten all the way up through grade 12. Hence, parents and students shall utilize school resources to ensure that standards-based knowledge and skills are addressed at every grade level. For instance, elementary age students will have the opportunity to pursue the arts, music, science, math, and history in individual courses. Similarly, middle school students will have the opportunity to develop programs that meet their individual interests including science camps, writing projects, and collaboration for educational activities. High school students will select courses and coursework that prepare them for their choice of a two or four-year college and/or Career Technical Education. In all of these cases, the goal will be for each student to reach academic proficiency.

## **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 21<sup>st</sup> 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.* Pacific Valley Charter Academy’s basic educational methodologies to maximize learning include:

- We will offer one-to-one teaching through student-tailored, state standards-based curriculum including Common Core State Standards as the primary focus.
- Students will be 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 will 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 will be exposed to Career Technical Education opportunities at their level based on what PCI and Pacific Valley Charter Academy continue to pilot and develop including engineering, medical professions, and computer technology.
- The Academic Triangle© will allocate 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 will be developed throughout the school between teachers, students, parents, staff, and other stakeholders as academic opportunities arise.
- Regular assessment by parents and teachers will drive instruction and will be used to maximize academic goals (i.e., MAP (NWEA), PLATO, benchmark formative and summative assessments).

### **Objectives of Pacific Valley Charter Academy**

The objectives of Pacific Valley Charter Academy include, but shall not be limited to, the following:

- Pacific Valley Charter Academy will serve students from all social and economic groups.
- Pacific Valley Charter Academy will provide a personalized education experience that offers a distinctly different choice in public education for families in Solano County and the adjacent counties.
- Pacific Valley Charter Academy will enable students to become self-motivated, competent, and lifelong learners.

### **Targeted School Populations –Pacific Valley Charter Academy’s Students**

PCI staff believes that all students should have access to individualized learning opportunities from kindergarten through college preparatory education regardless of barriers and current abilities. With a clear and focused vision for every student, the school will offer resources that actively support students’ needs from the start rather than forcing students to seek out help once they fall behind. The school will fit the student rather than forcing the student to fit the school. Most importantly, Pacific Valley Charter Academy will accept students in grades K-12, allowing individuals a unique, family-focused learning experience in Solano County and the adjacent counties.

The educational program will identify and builds on the strengths of our students and incorporates those strengths into all areas of their academic and social pursuits. By focusing on the strengths of the students, the school will steer students towards successful choices for post-secondary educational opportunities.

Pacific Valley Charter Academy will educate students that reflect the diversity of Solano County and the adjacent counties. Pacific Valley Charter Academy will conduct outreach to students through word of mouth and local publications if a group is not reasonably represented.

### **BENEFITS OF AN INDEPENDENT STUDY AND HOMESCHOOL PROGRAM**

PCI supports the fluidity and adaptability of an independent study program focused on college preparatory academic achievement to meet the individual needs of each student. The traditional educational system meets the needs of the majority of students. Yet, there are families seeking a more personal, explicit, clear instructional plan for their student that includes a say in the curriculum, resources and an opportunity to participate in the education of their children.

Pacific Valley Charter Academy will offer students who choose a different path the opportunity to access a four-year college while engaging in school in the manner that will be most effective for them. The teachers will actively mentor new students, guiding them from where they are when they join us to successfully educated 21st century individuals.

Independent study programs do not offer all of the opportunities that site-based schools offer, and the students realize this upon enrolling. Instead, the students take advantage of community-based opportunities such as local parks and recreation districts, community college, theatre companies, vendors, and activities using fingerprinted vendors based on the interests and needs of the students.

As mentioned in the beginning of the charter, Heritage Peak Charter School Vacaville Resource Center currently has 98 students in grades 8-12 enrolled at the community colleges. The students currently attend 186 classes at the community college. The thirteen-year partnership with Solano Community College continues to benefit both organizations. Pacific Valley Charter Academy will continue this relationship ensuring our students have the very best opportunity for college and career technical education.

### **Individualized Instruction and Accessing Expanded Curricular Opportunities**

Pacific Valley Charter Academy curriculum will follow the state standards with implementation of the Common Core Standards as a priority. Students' courses in the core subjects will mirror the traditional programs to the extent that the state standards guide the curriculum that will be chosen as well as the monitoring of student achievement. Yet, unlike a traditional school, the qualified teacher, content area specialists, and the parent will adjust immediately based on the rate at which a student gains mastery. An important element of individualized instruction will be the discussion with each student and parent regarding the interests and needs that will augment the student's learning experience.

## **EDUCATIONAL PROGRAM OVERVIEW**

### **Curriculum and Content**

The course of study at Pacific Valley Charter Academy will focus on the traditional curriculum areas of mathematics, English, science, and history, along with fine arts, performing arts, and foreign languages. The entire program will be designed to meet students at their current level and then to ensure their grade level proficiency with the state standards as a gauge. Additionally, for high school students that will be with the school for more than three years, our goal will be to make them eligible for and capable of succeeding at four-year colleges if they are in high school or above grade level in grades K-8. The latest push for Career Technical Education prompted PCI to develop additional programs beyond Project Lead the Way (in place for eight years), including the possibility of Medical Assistant and EKG Technician as offered at other resource centers for Heritage Peak Charter School. Pacific Valley Charter Academy students will have successfully completed CTE and college level courses in the region and this will continue to be encouraged.

Teachers in core subjects shall meet the credentialing criteria contained in Education Code section 47605(1).

### **Highlights of the Pacific Valley Charter Academy Academic Program**

- An unwavering commitment to inspiring their students to strive and learn
- Qualified teachers committed to both the community and the students
- Each student graduates with the problem-solving skills required for post-graduate success in the 21st Century
- Development of the students' study skills so that they are both capable of and interested in learning after high school whether in career or college
- Continual evaluation of student learning through regular formal and informal assessment and re-teaching by teachers and parents when needed
- Focus on standards-based academic outcomes in mathematics, language arts, science, and social studies to ensure students are eligible for four-year colleges upon graduation
- Promotion of the use of technology as a learning and research tool
- Curriculum that will be sequential and well-articulated to provide a clear path to college
- Teachers demonstrate mastery and enthusiasm of their subject matter.

Pacific Valley Charter Academy will offer a proven and successful curriculum that meets the state standards. Student in grades K-5 will take advantage of small student-centered programs in core education that include a state-adopted curriculum and workshops and hands-on activities that complement the learning experience. In addition, teachers and parents will work together to provide students opportunities to pursue educational experiences in depth both in the core subject areas as

well as electives. Students in grades 6-12 will be enrolled in coursework that continually moves them towards college and career futures. Our curriculum will be grounded in the most effective state-adopted materials coupled with Common Core strategies, lessons, and resources and will be supplemented with solid online courses including but not limited to Compass Learning Odyssey, Study Island, and Calquity. For instance, PCI has access to the full course offerings from Edmentum, which can be an option for students whose high-level needs or interests cannot be met by the regular course offerings at the school.

## **Annual 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). The calendar will be similar to other schools under PCI while being cognizant of VUSD calendars.

## **INFORMING PARENTS ABOUT TRANSFERABILITY OF COURSES AND ELIGIBILITY FOR MEETING COLLEGE ENTRANCE REQUIREMENTS**

Pacific Valley Charter Academy will seek a six-year WASC accreditation, which will ensure that the school's a-g courses are transferable to the University of California and California State University systems. All four schools at Pacific Charter Institute meet these criteria.

Parents will be informed on an ongoing basis of the transferability of coursework to other public high schools and an individual course's a-g eligibility status through the course catalog and the Pacific Valley Charter Academy web page. This will ensure that high school pupils can meet California college entrance requirements.

High school students that come to Pacific Valley Charter Academy behind in credits and without the possibility to earn enough a-g credits by their graduation date will continue taking a-g courses, will also encouraged to engage in either a high quality Career Technical Education program and/or coursework at the community college. Students who attend the school for three or more years leading up to graduation will leave the school either eligible for a four-year college or university or ready to pursue training in Career Technical Education.

## **CURRICULUM**

### **Language Arts**

The language arts curriculum will prepare students to meet the Common Core State Standards ("CCSS") and post-high school reading and writing demands including the SAT, ACT and placement examinations at the colleges and universities. The curriculum includes Houghton Mifflin at the K-5 level and McGraw Hill StudySync for grades 6-12. StudySync, a Common Core State Standard approved curriculum, has a comprehensive online component as well as the ability to modify curriculum based on the student's ability. In addition to StudySync, students will have access to online a-g courses covering most subject areas using Odyssey. Workshops, in-services, and training from experts occur regularly to ensure that materials will be effectively adapted to ensure student

learning. Through assessment, students that require intensive intervention in reading and language will be identified to use Hampton Brown's Edge and Inside programs (depending on grade level). These programs will allow students to receive instruction in reading strategies and elements of literature and nonfiction at their current reading level with the expectation that they achieve greater than a one-year reading gain every school year. Parents and teachers will work together to find additional resources to exceed the expectations of the state standards including Lexia, Read Well, Compass Learning Odyssey, Study Island, PLATO, and Reading Eggs in order to master the state standards.

Pacific Valley Charter Academy will utilize NWEA MAP (or other regular assessment), embedded assessments, and the state standardized tests to monitor student learning and guide instruction.

## **Math**

The math curriculum at the K-5 level will focus on the CCSS using Common Core State Standards approved curriculum Singapore Math and Go Math. The school will supplement using online learning with Study Island informed by MAP scores and embedded assessments. Students will be given embedded assessments to ensure that they will be meeting grade level proficiency.

NWEA MAP assessment will be used as a formative tool to determine if gaps exist in students' mathematical background for grades K-8 and for the same purpose for high school students that are behind in math skills. Teachers will have the ability to fill the gap using Compass Odyssey to align any gaps with the appropriate curriculum to support the student.

Students in grades 6-12 will rely on regular benchmark examinations sourced from the CCSS and focusing on individual standards and global application of the standards. Students will be expected to pass algebra and all students will be required to take three years of math in high school, allowing students to reach at least pre-calculus. All students will be assessed in each standard from basic math through pre-algebra and up to pre-calculus using embedded assessments from state adopted curriculum. Students also will use Khan Academy online math, Odyssey, Study Island, or other online tools to supplemental work and reach mastery in mathematics.

Pacific Valley Charter Academy will follow the CCSS in mathematics to ensure optimal standards-based instruction. The school will use for all upper grade mathematics through Pre-Calculus, complemented by PLATO for superior academic growth monitoring. In all cases, the CCSS anchors the expected outcomes, regardless of the curriculum.

## **Science**

Students at the K-5 level will have access to the various publishers including the McGraw Hill curriculum. In addition to textbooks, the students will have enrichment opportunities through community offerings that address the Next Generation Science Standards. Students grades K-6 also will have access to Study Island, an online program promoted by the State of California as a positive supplement to the curriculum. PCI will utilize the Project Lead the Way Launch for K-5 to infuse high-interest and high-quality into the science program for elementary grade students. This program will allow PCI to train staff at Pacific Valley Charter Academy in the "Train the Trainer" model.

The students in grades 6-8 will have textbooks by McGraw Hill and additional publishers and enrichment courses emphasizing writing, science, and critical thinking.

Students in grades 9-12 will take UC approved a-g courses approved by UCOP and delivered in virtual and face to face instruction. Courses offered include Project Lead the Way Introduction to Engineering, Principals of Engineering, earth science, biology, chemistry, and physics. The students will be assessed using benchmark examinations at the high school level developed in alignment with the NGSS. All students will be provided wet laboratories as required by content.

PCI has experienced excellent results when combining the a-g science courses with online offerings such as Caliqity and using a virtual platform designed by and implemented by PCI teachers. As the NGSS continues to develop, the school will incorporate the most appropriate curriculum.

PCI offers the full complement of Project Lead the Way engineering program including Launch (grades K-5), Gateway to Technology (GTT) (grades 6-8), and Project Lead the Way (grades 9-12). **Students from the Vacaville Resource Center in 2016 won the Chevron Introduction to Engineering Regional Competition (PLTW).**

## **History**

Social studies courses will focus on the California content standards at each grade level using state-adopted curriculum. Grades K-5 will use curriculum from McGraw Hill and Harcourt. In addition to texts, students will be offered a variety of enrichment opportunities including, but not limited to, a “trip around the world” and living history programs such as a 24- hour field trip to Sutter’s Fort. Grades 6-8 will use Prentice Hall, and grades 9-12 will use Glencoe. Students in grades K-6 also will have access to Study Island, an online program promoted by the state of California as a positive supplement to the curriculum. Middle school students will have the option for supplemental materials that include historical videos via United Streaming (Discovery Education) and project-based activities to supplement their textbook work. Students in high school will take the a-g approved courses including geography, world history, US history, government, and economics.

As the CCSS for Literacy in History/Social Studies are developed, more appropriate curriculum will be adopted to maximize learning.

## **Foreign Language**

Foreign language will focus on Spanish and engages in conversational elements with online supports. The goal will be for students to become proficient in Spanish to the extent that they can use it to engage in the global economy. The study of Spanish at Pacific Valley Charter Academy will also expose students to the cultural and historical components of the language. The school will rely on Rosetta Stone online and offers either one-on one or virtual courses from a fluent, credentialed Spanish teacher. Students will meet with the instructor online to learn the fundamentals of the language and culture including history, cultural practices, visual arts, and idioms. Students will be provided Internet access provided by the school for home use of the program, and there will lab opportunities

as well. Pacific Valley Charter Academy will keep open the opportunity to offer other foreign languages based on need and approval through A-G.

### **Fine Arts**

Pacific Valley Charter Academy staff will offer a variety of venues and mediums at all grade levels to expose students to a quality fine arts program and to develop their talents. College Preparatory Art I and II will be UC a-g approved courses offered to high school students that follow the California Visual and Performing Arts Content Standards. At the lower grades, students will take courses through approved art vendors that are specific to students' interests. Pacific Valley Charter Academy will offer many types of fine arts opportunities including drama, painting, pottery, and woodworking by tapping resources in the community. In addition, students will have the option to participate in local and global competitions within the medium in which they excel. Students in all grades will have access to music instruction, which includes individual and group performances on most instruments based on their regional offerings. Students will also attend professional performances at a variety of venues to develop an appreciation for the arts.

### **Physical Education**

Pacific Valley Charter Academy students will have flexible access to pursue a physical fitness program that aligns with their individual goals. The school will provide guidelines for physical education and these elements into the student's personal endeavors, including but not limited the Active Lifestyle program. Students in grades five, seven, and nine will complete the physical fitness assessment through the state of California in the spring of each year. The school will require 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.

### **Career Technical Education**

Pacific Valley Charter Academy students will begin developing career goals and pathways using Career Cruising and many components of the program. In addition, the school will continue using the CTE Career Exploration Course designed to draw out student interests in career development. Students will have access to Solano Community College to pursue CTE programs as well.

### **Kindergarten through 5th grade Curriculum**

The curriculum in grades Kindergarten through 5th grade will consist of state adopted texts supplemented with individualized student materials to augment standards-based learning. The students will use Houghton Mifflin in language arts and Go Math in mathematics. In addition, these students will have access to PLTW Launch for science. As the CCSS and NGSS develop, the curriculum may change to maximize learning. The standards-based assignments will allow students to focus both on their interests while at the same time building skills from their unique ability levels. The curriculum also will ensure that the work promotes proficiency in the core subject areas. Students will supplement the core subject areas using Study Island, Odyssey, and PLATO online programs to assist in reaching proficiency for the students.

### **6th grade through 8th Grade Curriculum**

The curriculum in grades six through eight will use the state adopted curriculums including McGraw Hill StudySync for ELA and Holt for mathematics. As identified by the NWEA MAP assessment, students that require intensive intervention in language arts may also use the National Geographic Hampton Brown Inside program. As the Common Core State Standards develop, the curriculum may change to maximize learning. The school will use Holt Mathematics and other appropriate mathematic curriculum to meet mastery in the CCSS in math. These students will also have access to PLTW GTT to support NGSS. The curriculum will require online support to ensure that every student that can be monitored and supported.

### **9th through 12th Grade Curriculum**

As Pacific Valley Charter Academy grows, it will expect that all students will be enrolled in courses that allow them to perform at the highest possible level including a-g approved courses when appropriate. Every student will have the option to take the ACT and/or SAT to meet the entrance requirements of a four-year college. Pacific Valley will strive to make this a choice for every student upon graduation unless he or she is already enrolled at the community college or other post-secondary program.

**In mathematics, students will be required to complete three years of mathematics** to ensure access to four-year colleges. Pacific Valley Charter Academy will use Holt as its state adopted textbook to support the CCSS-based math program. The school will complement Holt with PLATO, an online delivery system that allows for individual learner pacing and support. This program may change with the development of the CCSS and be augmented with online programs including Compass and the virtual classes offered by PCI teachers. The math program, as described above, will stretch from CCSS through Integrated Math to calculus and offers on-site support courses as well online support. Students will use the full program will be capable of learning more quickly than their peers. In addition, students may supplement the math curriculum with Khan Academy, PLATO, and other online resources. As the Common Core State Standards develop, the curriculum may change to maximize learning.

Students will have access to variety of science courses including PLTW, earth science, biology, chemistry, and physics through direct instruction from qualified teachers. The variety of offerings will be based on meeting the California state standards in science and fulfilling the science requirement of a-g coursework. Students in these courses will be monitored with regular standards-based benchmarks examinations utilizing Illuminate student academic system. These assessments will be aligned with the coursework and help identify strengths and weaknesses in science for each student.

## GRADUATION REQUIREMENTS

The graduation requirements will include four years of English, **three years of math**, two years of science (biological and physical), two years of physical education, three years of social science, one semester of health, one semester of geography, and one year of foreign language and/or visual and performing arts. Faculty, staff, and families will be responsible for making sure students not only meet graduation requirements but exceed them whenever possible. The stakeholders seek input on improving programs at the school through the California Department of Education, California State University Sacramento, and the University of California. The PCI Board and/or the executive staff will reserve the right to modify, amend, and improve Pacific Valley Charter Academy, course offerings, and graduation requirements as necessary to achieve the mission and goals of the Charter.

Pacific Valley Charter Academy College Preparation	UC a-g Requirements
3 years	a: History/Social Science- 2 years required
4 years	b: English-4 years required
3 years	c: Mathematics-3 years required, 4 years recommended
3 years	d: Laboratory Science-2 years required, 3 years recommended
2 years	e: Language Other than English- 2 years required, 3 years recommended
1 year	f: Visual and Performing Arts (VPA) - 1 year required
3 years	g: Preparatory Electives-1 year required

**Table 17. Pacific Valley Charter Academy college preparation requirements**

## **HOW THE PROGRAM WORKS: FROM ENROLLMENT AND BEYOND**

Interested parents or students will contact the school through the [pacificcharters.org](http://pacificcharters.org) webpage to schedule an enrollment interview with the Director of the school. The parent can also set an appointment up on a walk-in basis. The Director or designee will explain the program to the student and parent, ensuring that they realize that the program will be a homeschool/independent study and online program. The parents and students will also be advised that this program will rely on the efforts of the parent, the student, and the teacher working collectively to ensure the academic success of the student (Academic Triangle©). During the meeting, the parent will complete the packet, or the student will complete the packet for the parent present if the parent is unable to read the document. The registration packet will include the Academic Agreement, contact and emergency contact information, demographic information, Home Language Survey, special programs, parent education level, request for transcripts and cumulative files from the prior school, and annual income information. If the student receives special education services, the special education teacher will obtain the special education file and complete an IEP for the student within 30 days.

While the parent completes the registration packet, the student will be given the appropriate assessments to determine reading and mathematics level. In addition, the grades and transcripts will be reviewed for accurate support of the new student. The assessment includes but not limited to the NWEA MAP.

Once the student is enrolled in the school, the student will be assigned to a teacher who will oversee all aspects of the student's education. The teacher will monitor attendance and all coursework and collaborates with the families and school leadership regarding any extracurricular and enrichment activities that will be added to the student's educational experience.

After analysis of the student's records and assessment results, the college and career counselor (grades 7-12), the teacher, the parent, and the student will decide on courses best suited to the student for the coming semester. This plan will include both the core courses as well the elective courses at each grade level. For high school students, the college and career counselor will suggest courses required both for high school graduation and to steer the student towards a collegiate or certification track based both on interest and ability. Students who are designated special education will receive critical input from the IEP Team as to the academic curriculum and instructional methodology.

The coursework decisions will be forwarded to the Site Manager or technician for PCI, who creates a Master Agreement in PowerSchool. The parent, the student, and the teacher will sign the Master Agreement. The Master Agreement will adhere to all state laws and regulations, including the K-12 audit guide, for compliance with independent study laws.

Teachers will assign work that will be completed within a specific deadline. Completed work will be recorded on the Semester Learning Report (Assignment Log). At the end of each month, the members of the Academic Triangle© will analyze the work completed and determine the best course of action for the next month. General pacing guides developed by the school will be used as well to help the

family map out a year's worth of instruction and to clearly understand the academic plan in each subject area.

Pacific Valley Charter Academy will continue the scheduling designed by HPCS Vacaville Resource Center by offering class or workshop schedules by age group. For instance, Mondays and Wednesday offer high school classes including math, science, ELA, and history classes. Tuesdays and Thursday are middle school days offering math, science, ELA, and history classes. On Fridays, students' elementary age students are offered enrichment combining both core subject areas as well as workshops in the arts. The Pacific Valley Charter Academy will expertly provide continuity of instruction for parents in the days that the students are not at the resource center.

The expectation as outlined in the Staff Handbook will require staff to contact each student regularly by phone, online, or in person to determine their progress towards proficiency. Tools used to identify proficiency at the K-5 level include assessments embedded in the curriculum, the NWEA MAP assessment, school-wide benchmark assessments, and continual monitoring using rubrics and oral and written quizzes. The school will keep track of student attendance and progress using PowerSchool Gradebook, and PowerTeacher. Students in grades 6-12 will be monitored for proficiency or better using curriculum embedded assessments, the specialized math program standards-based assessments, standards-based assessments in the sciences, and rubric driven writing. Overall academic achievement at the school level will be reviewed, supported and addressed through professional development at Pacific Valley Charter Academy and through the expertise and support staff of Pacific Charter Institute.

During the month, parents will complete a monthly calendar to verify that schoolwork is completed on those days. The calendar (contemporaneous record) will be completed by the parent, the student, and the teacher and then forwarded to office support staff. This record will be defined as a daily attendance log that documents and verifies that the student was engaged in 'educational' activities on a given school day. No attendance will be claimed for work done on weekends or holidays. Full apportionment will be based on a fiscal year of at least 175 school days and will be proportionally reduced for every day less than 175 days. The adult responsible for overseeing the work completed will be responsible for completing the monthly calendar. The monthly calendar will refer to the Semester Learning Report. The teacher will maintain a portfolio of the student work during the semester, with samples taken from the work that correspond to the work assigned in the Semester Learning Report and validated by the monthly calendar. All work samples will be required to have the signature of the teacher, the date, the percentage of work completed, and whether the student assignment passed the criteria established by the teacher.

Time value accounting will be utilized in assessing the work completed by the student. Time value will be the assessment by the student's certificated teacher that the student made satisfactory progress during the attendance period. This will be a subjective assessment, based upon the professional judgment of the certificated teacher. Teachers will determine the time value of the work completed and report attendance based on satisfactory progress during the attendance period. This will be consistent with independent study laws and regulations for the state of California.

At the end of the semester, the student's overall grade will be established based on the grades and assessment of student work provided weekly, bimonthly or monthly and the percentage of work completed. The grades will be placed onto the Master Agreement and submitted to the Director, who then will instruct staff to input grades into Gradebook (PowerSchool).

### **Student Budgets**

Pacific Valley Charter Academy will allocate part of the school-wide budget toward each student's individual learning plan. The expenditures from the student budget will be approved by the teacher and the school Director through with critical input from the families and staff of the school. All purchases and experiences will be non-religious and must be reflected on the Master Agreement as augmenting the educational application of a course. For instance, if a 4<sup>th</sup> grade student has history on his Master Agreement, and the Gold Rush will be one of the standards being covered, then that student may include field trips to Empire Mine in Grass Valley and Sutter's Fort in Sacramento, with the expenditures for the student covered by the budget. Students who enroll after the first month of school will have a budget that will be pro-rated by month. State standards in all subject areas will be taken into account when applying the budget to student learning plans. Students who attend the site for classes may have a modified budget or no budget at all based on services provided by the site and agreed upon by the parent, the teacher, and the director.

Targeted budget allocation for individual students will be a critical element to ensuring parent participation in the educational process of the child to building a meaningful curriculum for the student. Parents will have a far greater say in the fiscal management of their children's education than in traditional education, in which fiscal decisions are made on a macro level and not on the micro level of the students' individual needs. Teachers, students, and teachers work together when student is not meeting the California or content standard to allocate budget targeted towards remediation and academic support.

### **A DAY IN THE LIFE OF STUDENTS AT PACIFIC VALLEY CHARTER ACADEMY: PROFILES**

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

The credentialed teacher will be 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 will use a variety of assessments including NWEA MAP testing, Primary Reading Assessment, Benchmark testing, and curriculum embedded tests to ensure the student will be making adequate progress. All students will have access to teaching staff.

Not only do the teachers give students additional one-on-one help with their daily studies, but they also will serve as excellent role models.

During our students' junior and senior years, they will be encouraged to take courses through the local community college as exhibited with the current practices of Heritage Peak Charter School Vacaville Resource Center. The credentialed teacher will provide 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 will meet regularly with the college and career counselor. The counselor will keep the students up to date on what they need in order to achieve their post-graduation goals and monitors each student closely. The counselor also will make students aware of Career Technical Education opportunities and encourages students to pursue these courses of study based on their interest and aptitude.

### **CONCURRENT ENROLLMENT**

Students will be encouraged to pursue concurrent enrollment at the community college as soon as they are prepared for the curriculum and mature academic environment. When students meet the minimum requirements of the college and upon approval by the staff and family, the student will be able to take courses at the community college to augment learning at Pacific Valley Charter Academy. Staff will monitor and support the students who are taking college courses to ensure that they will be successful. Techniques that will support the students include accompanying the student to the school, meeting the professor and ensuring the right textbook and materials will be purchased, helping with assignments by email, phone, or in person, and helping the student plan the semester using the syllabus. The teachers will also ensure that the students are aware of and familiar with all of the academic support programs on the college campus.

### **INSTRUCTIONAL METHODS**

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 Pacific Valley Charter Academy will rely on Professional Learning Communities 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 become 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.*

### **Academic Triangle ©**

Pacific Valley Charter Academy will rely on three critical elements to successfully educate the students: the parent, the student, and the qualified teacher. The dynamics surrounding this vital geometry will ensure that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher will manage the directional elements to help the student develop the personal learning tools to successfully complete the curriculum.

### **Western Association of Schools and Colleges Accreditation**

Pacific Valley Charter Academy will seek earn the difficult honor of accreditation through the Western Association of Schools and Colleges (WASC).

### **Technology**

Pacific Valley Charter Academy will use technology to support and enhance student learning. As the Smarter Balanced Assessment Consortium continues to move forward, students will be trained in using the tools required by the standardized test. The school will utilize software programs and resources aligned with the state standards and CTAP (CLERN). These programs will include Study Island, PLATO, Odyssey, NWEA MAP, and Illuminate. Pacific Charter Institute continues to build its internal suite of live, online instruction with its own teachers to expand remote the most qualified, modern tools and methodologies.

Pacific Charter Institute migrated to Microsoft Office 365 to streamline collaboration and sharing of best practices. As technology advances, programs listed will complement new products or even be replaced with better products. In addition, students will use desktop programs including Word, Excel, and PowerPoint and also take a basic keyboarding course as needed. The school will use online instructional tools from the major publishers including McGraw Hill and Holt. The school will also offer courses from UC approved online providers.

### **College and Career Advising**

Pacific Valley Charter Academy wants every student that chooses to enroll at the school to arrive at a learning plan and develop a course of studies that will meet his or her individualized needs. 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. Pacific Valley Charter Academy will offer a variety of choices for students including college field trips, collegiate mentoring, planning programs, and individual meetings with the families. The counselor will also be in constant communication with teachers and staff regarding each student. The career and college counselor will have a student:counselor ratio that is at a fraction of the regular education system to ensure much better attention to the success of the students.

## **GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the table in Element B of this charter, “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities,” for a description of Pacific Valley Charter Academy’s annual goals to achieve the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, as required by Education Code Section 47605(b)(5)(A)(ii).

### **AT-RISK STUDENTS: PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

Many of the high school students who start with the school at the high school level will be behind academically; both through ability and in credits. All students will have access to state standards-based curriculum along with the support services offered by the school. The students will be assessed in reading by the NWEA MAP assessment to determine their independent and instructional reading levels. The students who will be determined to be two or more grade levels below in reading will need of intensive intervention. Along with the academic assessment, the student’s transcripts will be analyzed to determine the shortcomings both in terms of grades received and number of credits completed. The NWEA MAP assessment will also determine if gaps exist in students’ mathematical background. Teachers have the ability to fill the gap using Compass Odyssey, Study Island, or PLATO along with direct instruction with the appropriate curriculum to support the student.

The staff also will interview students and parents to determine whether other factors will interfere with the academic progress expected at the school. These same measures that will be used to determine whether a student will be 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 will also use authentic assessments to determine the academic level of students. Students will have access to experienced, qualified tutors as needed to supplement the online programs and 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 will be identified and re-taught. At-risk students will need support with their daily work while catching up with skills and concepts that they do not understand. All Pacific Valley Charter Academy students will remain competitive with their peers at the traditional public schools while maintaining a focus on their future goals. Therefore, it will be imperative that each teacher consistently and effectively reteaches standards, skills, and concepts that have not been mastered.

Staff development that helps teachers effectively work with at-risk students as well as low achieving students will be a critical element of the educational program. The PCI language arts and mathematics experts will conduct staff development regularly to review specific students, as well as develop overarching strategies for teachers to employ to move students towards proficiency. Staff development will include modeling the 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 more effectively using the online resources such as NWEA MAP and Odyssey.

## **Response to Intervention**

Pacific Valley Charter Academy teachers and staff will utilize the Response to Intervention Model (RTI) to ensure learning will be occurring if 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 will use a systematic problem solving approach to assist students. The SST will clarify 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 will be a general education function, but at Pacific Valley Charter Academy, the special education personnel will become involved for continuity. Many students will benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language acquisition issues.

Anyone who has a concern for a student will be able to refer that student to an SST based on the RTI 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 that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and law enforcement. 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.

## **PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL**

In order to provide effective programs and curriculum for high achieving and gifted students, Pacific Valley Charter Academy will offer a continuum of approaches and options that can meet a wide range of abilities, interests, and learning styles. The NWEA MAP assessment will be used as a formative tool along with embedded assessments to determine the areas in which the student will be excelling in the curriculum. Teachers will have the ability to 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 will also be identified based on their grades from their previous schools, as well as interviews with the students and their parents and their CAASPP scores. Since all learning plans will be individualized, the students will be accelerated into a higher-level curriculum and courses. Students in the elementary level working above grade level will be given materials that are academically appropriate yet also appropriate for the age level. For instance, a 3<sup>rd</sup> grade student performing at the 6<sup>th</sup> grade level in mathematics will be provided with the support materials from PLATO Study Island, McGraw Hill, or Holt and direct instruction from teachers 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 geometry. At the high school level, an eleventh-grade student may concurrently enroll in a credit bearing (college level) English class at Solano community

college or other post-secondary instruction. In all cases, the state standards will be used to help guide these decisions.

## **PLAN FOR ENGLISH LEARNERS**

Pacific Valley Charter Academy will be committed to supporting English Learners (EL). Pacific Valley Charter Academy will meet all applicable legal requirements for ELs as it pertains to annual notification of parents, student identification, placement, program options, ELD and core content instruction, teacher qualification and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing modifications. Pacific Valley Charter Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Curriculum for EL students will include McGraw Hill StudySync, Hampton Brown's Inside and Edge programs to develop reading strategies and language skills, as well as scaffolding to help EL students access the core curriculum.

### **Home Language Survey**

Pacific Valley Charter Academy will administer the home language survey at the time of a student's initial enrollment.

### **California English Language Development Test (CELDT)<sup>1</sup> Testing**

All students who indicate that their home language is other than English will be CELDT/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 CELDT/ELPAC test for another reason. Subsequently, students will be given the CELDT/ELPAC at least annually between July 1 and October 31st until reclassified as fluent English proficient.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/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 mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and student's next placement. Parents or guardians will be given a description of the reclassification process and are encouraged to participate in the school district's reclassification procedure.

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<sup>1</sup> All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills of English proficient pupils of the same age that demonstrates that the pupil will be sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- A measure of progress in reading comprehension, fluency, vocabulary, pronunciation, and grammar usage as indicated by the Oral Language Observation Matrix.

Pacific Valley Charter Academy will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC will be used to fulfill any requirements at the state or federal level.

### **Strategies for EL Instruction and Intervention**

The instructional model used at Pacific Valley Charter Academy will place heavy emphasis on differentiated instruction to meet the needs of the EL population based on academic and language readiness. Through the well-defined professional development plan that the school has in place, teachers will be trained on a variety of instructional strategies to be used specifically with EL students. These strategies will include integrating support materials for state-adopted materials, Academic Language Scaffolding, and arranging for individualized student support with an English language learner expert. The EL expert will conduct regular staff development sessions with the staff to review current practices and develop strategies for each parent and student.

In order for the EL students to make the same academic gains as their peers, Pacific Valley Charter Academy will emphasize access to the state-adopted materials and online support to ensure that EL students will have the same core base of knowledge. Beyond that, the EL students will be provided with the supplementary materials as well as scaffolding devices and extended language learning opportunities, all of which leads to a better understanding of the curriculum.

Academic language scaffolding will be another important strategy that teachers use to show students (and their parents) the step-by-step processes they need to engage in in order to complete tasks on their own. Academic language scaffolding will include modeling academic language, contextualizing academic language using visuals, gestures, and demonstrations, and using hands-on learning activities that involve academic language. Because the students will be learning in the independent study model, the materials will be provided in a variety of methods including online and on DVD.

Because of the large number of EL students in Solano and surrounding counties, the school will also employ an EL Specialist to assist students with strategies and curriculum support. The specialist will also be responsible for the school-wide dissemination of best practices for individual teachers to use with their EL students and directs the process of reclassification. The EL Specialist will also conduct workshops for parents to better engage their children with academic content.

## **PLAN FOR STUDENTS WITH DISABILITIES**

### **Overview**

Pacific Charter Institute, and its four charter schools, have NEVER been taken to Fair Hearing for special education since opening in 2005. The excellent care and attention that the organization provides to students with disabilities will continue at Pacific Valley Charter Academy.

Pacific Valley Charter Academy shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Pacific Valley Charter Academy shall be deemed an independent local educational agency ("LEA") and member of the El Dorado County Office of Education Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a) and hereby acknowledges its responsibility as an LEA. Currently, Pacific Charter Institute has two schools that belong to the El Dorado County Office of Education Charter Special Education Local Plan Area (SELPA).

Evidence of the Charter School's acceptance as a member of the SELPA will be provided to the District prior to beginning operation in the 2017-2018 school year. The Charter School may not commence operations until it provides evidence of acceptance as a member of the SELPA to the District. The Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan. The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services. The Charter School shall 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 IDEIA. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### **Services for Students under the "IDEIA"**

*The following description regarding how special education and related services will be provided and funded is proposed 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 will be provided and funded shall be set forth in a 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 shall provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEIA and Education Code requirements.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will develop 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 Plan (“IEP”) development, modification and implementation).

### **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 IDEIA. Charter School staff shall participate in in-service training relating to special education by the Charter School or SELPA.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall 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 shall 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 therapists, occupational therapists, behavioral therapists, and psychologists. Documentation of qualifications shall be maintained at the PCI headquarters and will be available for inspection.

### **Response to Requests**

The Charter School shall 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 shall have the responsibility 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 shall be referred by the Charter School for special education only after the resources of the regular 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” shall have the same meaning as the term “evaluation” in the IDEIA, 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 shall work to obtain parent/guardian consent to assess charter school students when it suspects the student may have a qualifying disability under the IDEIA.

### **IEP Meetings**

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School-designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in regular coursework; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide 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. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies and procedures of the SELPA and requirements of state and federal law.

### **IEP Implementation**

The Charter School shall be responsible for implementation of IEPs and supervision of services. The charter school shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards will be provided for the Charter School’s non-special education students. The Charter School shall 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**

For students who enroll during the school year in the Charter School from another school district with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

### **Non-Public Placements/Non-Public Agencies**

The Charter School shall 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 shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### **Non-discrimination**

It will be understood and agreed that all children will 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 shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall 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 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. In the event that the Charter School determines that legal representation will be needed, it shall select appropriate legal counsel.

### **Section 504 of the Rehabilitation Act**

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

A 504 team will be assembled by the Director and shall include 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 and behavioral records, and will be 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, and will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests that are 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, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student will be 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 shall consider all relevant information utilized during the evaluation of the

student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the charter school's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, 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. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

### **Instructional Process for Students with Disabilities**

Upon enrollment, students that have been identified as requiring special education services will have their enrollment packet forwarded to the Special Education staff. Typically, the Special Education staff requests the special education file (filed confidentially in school districts) for the student. During this time, the Special Education staff will arrange an IEP to ensure the placement will be appropriate for the student. The IEP will be held and specific plans will be put into place for the student, with the school offering additional services to the special education students specific to the benchmarks outlined in the IEP.

Pacific Valley Charter Academy will maintain the option to contract part-time with special education 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 Response to Intervention (RTI). The teachers will record the specific changes that they make and any progress or lack of progress that occurred during the following 4-6 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 special education team for testing and an initial IEP. Students that qualify for special education will be processed through the school's system and the students will begin using the agreed upon curriculum and instructional techniques. Some of the curriculum that will be available to students beyond the state adopted materials include, but not limited to, Language! Compass Learning, and Barton Reading System. When students require more resources than available at Pacific Valley Charter Academy, 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 of the teachers regarding special education will include the various appropriate interventions for SST's. In addition, the teachers will work individually with the special education coordinator to develop individual strategies for specific cases based on the IEP benchmarks. Students with an IEP will have the benchmarks assessed monthly to ensure adequate

progress will be occurring and the progress forms will be forwarded to the Special Education Coordinator for review and documentation for the next IEP meeting.

## **ELEMENT B: MEASURABLE STUDENT OUTCOMES**

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

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

Pacific Valley Charter Academy will meet all statewide standards and conduct all required state mandated student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. This includes but will not be limited to the CAASPP, CELDT/ELPAC, PFT, and any other requirements that are applicable under state and federal law.

Pacific Valley Charter Academy’s schoolwide and pupil outcomes will be aligned with the mission, curriculum, and assessment systems of the school. The Pacific Valley Charter Academy program is 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 described in the tables below, which have been developed to align with the state standards, including the Common Core State Standards and Next Generation Science Standards, and to align with the Eight State Priorities in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). 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 Pacific Valley Charter Academy. The assessments developed by Pacific Valley Charter Academy faculty and administration will be subject to review by the Pacific Charter Institute Board of Directors, which oversees the school.

Some desired pupil outcomes will be objectively measurable. For Pacific Valley Charter Academy, 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. Our primary measurable goal in all categories will compare 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. Progress will be discussed on a regular basis with parents and students. Kindergarten students will take an in-house standards-based assessment to measure learning over a specific time period. This piece will be informative and help steer 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 take embedded assessments in their curriculum including math, science, language arts, and social studies. These assessments occur in periods no less than every six weeks.

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 will:

- Demonstrate an understanding of their place in the world through cultural and historical knowledge by applying knowledge from field trip experiences provided by Pacific Valley Charter Academy to written and oral assignments and projects
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge garnered through hands-on coursework and seminars
- Apply mathematics as a language which helps us understand natural phenomena and the role of mathematics in human endeavors (evidenced via applications in problem solving in other disciplines) through the science and math programs offered by Pacific Valley Charter Academy
- Communicate effectively, both orally and in writing, as evidenced by writing assessments, external assessments, and performance and competitions such as school-wide writing tasks and oral competitions
- Demonstrate understanding that appropriate behavior will be required in a diverse community of scholars (evidenced via the student and parent handbook guidelines) by interacting with individuals from all 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
- Demonstrate the use of research skills to study topics in depth (evidenced via science fair and other external competitions, and through course assignments)
- Apply technological 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 K-12 to ensure students advance in their academic readiness for the next grade

### **Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Pacific Valley Charter Academy has established goals, actions and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including Pacific Valley Charter Academy's numerically significant subgroups. The metrics associated with these goals will help Pacific Valley Charter Academy ensure that these specific subgroups are making satisfactory progress, and will be provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

### **Local Control and Accountability Plan (LCAP)**

Pacific Valley Charter Academy 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. Pacific Valley Charter Academy submit the LCAP to the District and Solano County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Pacific Valley Charter Academy reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter. 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 Pacific Valley Charter Academy at the school site.

**Charter School Goals, Actions, and Outcomes Aligned to the Eight State Priorities**

**State Priority #1.** The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<b>Annual Goals to Achieve Priority #1</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>• The director will ensure personnel provide appropriate evidence of credentials and applicable licenses/authorizations held.</li> <li>• The Director will oversee the purchase of standards-aligned instructional materials.</li> <li>• The Director will provide resources for teachers to develop standards-aligned unit/lesson plans and will monitor implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers.</li> <li>• The director will train staff in safety procedures and will ensure regular maintenance and repairs are made in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Charter school personnel files will demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.</li> <li>• Every teacher will provide the Director with unit/lesson plans to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students, both high and low-achieving.</li> <li>• The charter school will keep a well-maintained school environment as evidenced by 100% clear maintenance and repair records and a visual inspection of the school environment.</li> </ul>

**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

<b>Annual Goals to Achieve Priority #2</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• Charter school will implement the CCSS.</li> <li>• All students will receive instruction in the academic and performance standards adopted</li> </ul>	<ul style="list-style-type: none"> <li>• The Director will provide professional development to instructional staff on the implementation of CCSS.</li> <li>• The Director will allow</li> </ul>	<ul style="list-style-type: none"> <li>• Every child will receive instruction in CCSS, as evidenced by:             <ul style="list-style-type: none"> <li>○ unit/lesson plans developed by teachers and submitted to the</li> </ul> </li> </ul>

<p>by the state board, and ELs will receive additional support, scaffolding, and English language development (ELD) instruction to access the content areas and gain English proficiency.</p>	<p>teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons.</p> <ul style="list-style-type: none"> <li>• The Director will work with each teacher to create an instructional schedule that shows when ELD instruction takes place.</li> <li>• Teachers will create unit/lesson plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs.</li> <li>• Using a data management system, performance for all students and significant subgroups will be tracked on school wide benchmarks or other performance assessments.</li> </ul>	<p>Director</p> <ul style="list-style-type: none"> <li>○ agendas for staff development showing CCSS-related professional development.</li> <li>• English Language learners will make measurable progress (defined as 10% and re-designated as fluent English proficient as defined by annual CELDT/ELPAC testing) in language proficiency and have access to the content areas, as evidenced by: <ul style="list-style-type: none"> <li>○ CELDT/ELPAC scores</li> <li>○ Reclassification rates of English Language Learners</li> <li>○ Teacher-created formal and informal observations and anecdotal records.</li> <li>○ Performance, formative, and summative assessments.</li> </ul> </li> </ul>
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**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
<p>All students will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>	<ul style="list-style-type: none"> <li>• Parents will be actively involved in their children’s’ learning.</li> <li>• The Director will establish partnerships with community organizations.</li> <li>• The Director/designee will track parent attendance at school events and parent meetings.</li> <li>• The Director will invite parents to serve on school committees, volunteer in the classrooms, participate in school events, and attend board meetings.</li> <li>• The Director will ensure that materials relating to parent involvement are translated into Spanish and any other languages commonly spoken by the charter School’s parent community.</li> <li>• The Director will conduct surveys among students, staff, and parents.</li> <li>• The Director will hold parent meetings during a variety of hours to inform parents about important school news and receive parental input.</li> </ul>	<ul style="list-style-type: none"> <li>• The charter school will demonstrate high parent involvement and participation and provide opportunities for input as evidenced by:               <ul style="list-style-type: none"> <li>○ record tracking by parent signing of assignment logs and student work from home logs</li> <li>○ attendance rates at school events, documented by sign-ins whenever possible</li> <li>○ documentation of parents serving on school committees</li> <li>○ documentation of parent meetings held at a variety of times, with agendas showing time designated for parental input</li> <li>○ 90% positive feedback in parent surveys</li> </ul> </li> </ul>

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

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

<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• Students at Charter school, including those in numerically significant subgroups, will show measurable progress on state mandated assessments.</li> <li>• Charter school will meet or exceed state requirements for the California School Dashboard.</li> <li>• English Learners will show consistent gains in language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director will ensure that the charter school meets the participation rates for statewide assessments and implements testing according to state regulations.</li> <li>• The Director will develop growth metrics to ensure charter school meets or exceeds state requirements for the Dashboard or other statewide metric</li> <li>• The Director will ensure the CELDT/ELPAC will be administered according to state regulations.</li> <li>• The Director and instructional staff will monitor reclassification rates of ELs.</li> <li>• Teachers will use formal and informal assessments to document students' progress in language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Students at charter school, including those in numerically significant subgroups, will show measurable progress on state mandated assessments.</li> <li>• Charter school will attain the academic performance growth as outlined with the Dashboard or other statewide metric target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.</li> <li>• English Learners will show consistent gains in language proficiency as evidenced by:               <ul style="list-style-type: none"> <li>○ CELDT/ELPAC assessment</li> <li>○ 75% of English Learners continuously enrolled for five (5) years or more will achieve reclassification to</li> </ul> </li> </ul>

		Fluent English Proficient
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**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 (EC §52052.1(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
<p>Students at Charter School will demonstrate positive engagement in learning.</p>	<ul style="list-style-type: none"> <li>• The Director will monitor school attendance rates regularly and employ strategies to maintain a high attendance rate. Strategies may include, but are not limited to, educating parents about the correlation between attendance and student achievement and attendance awards.</li> <li>• The Director will oversee additional efforts to be made with parents of students with chronic attendance issues, including, but not limited to, individual meetings or home visits.</li> <li>• The Director will ensure a positive learning environment will be in place during classroom and school walkthroughs. The Director will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Director will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> </ul>	<ul style="list-style-type: none"> <li>• The charter school will achieve a 95% ADA rate as evidenced through attendance records</li> <li>• The charter school will decrease dropout rates annually on a rolling three-year average</li> <li>• The charter school will graduate 90% of eligible students that attend the school for three consecutive years as high school students</li> </ul>

**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
<p>Students at charter school will demonstrate respect for individual differences, self-regulation, and character values of integrity and personal ownership.</p>	<ul style="list-style-type: none"> <li>• The Director will ensure a positive learning environment will be in place during classroom and school walkthroughs. The Director will facilitate trainings as needed to help teachers ensure students are engaged and feel safe and respected.</li> <li>• The Director will serve as a model for positive interactions through his/her demeanor and daily interactions with the charter school community.</li> <li>• The Director will ensure that parents and students understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, and classroom meetings.</li> <li>• The Director will monitor 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.</li> <li>• The Director will oversee 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Charter school will demonstrate suspension and expulsion rates lower than the school district, as measured through student discipline records.</li> <li>• Charter school will show a positive school climate as evidenced by student, parent, and staff surveys.</li> </ul>

**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, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

<b>Annual Goals to Achieve Priority #7</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• All Charter school students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• All ELs and students with exceptional needs, both high and low-achieving students, will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director will provide 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.</li> <li>• The Director will ensure 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.</li> <li>• The Director will ensure that progress will be monitored through the use of a data and assessment management system, like Illuminate, to track performance of numerically significant subgroups.</li> <li>• The Director will provide 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</li> </ul> <p>This will be measured by school-wide data relating to:</p> <ul style="list-style-type: none"> <li>• unit/lesson plans demonstrate standards-alignment in a broad course of study and modifications/adaptations for ELs, exceptional students, high and low-achieving students.</li> <li>• Visits with teacher and students</li> </ul>

**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
<ul style="list-style-type: none"> <li>• Students at Charter School will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education).</li> <li>• Charter School students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework<sup>2</sup> and California Common Core and Content Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director will ensure implementation of the academic program as described in Element One.</li> <li>• The Director will ensure multiple measures are used to measure student knowledge and achievement, as described in Element 3.</li> </ul>	<p>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.</p> <p>This will be measured by school-wide data relating to:</p> <ul style="list-style-type: none"> <li>• Reading Skills: Smarter Balanced Assessment or other applicable state tests, running records, performance assessments, benchmark assessments.</li> <li>• Writing Skills: Smarter Balanced Assessment or other applicable state tests, performance assessments.</li> <li>• Speaking Skills: Rubrics relating to class presentations, teacher observations, performance assessments.</li> <li>• Listening Skills: Teacher</li> </ul>

<sup>2</sup> [http://www.connectedcalifornia.org/direct/files/resources/CACRFramework\\_V1-1\\_2012\\_0126.pdf](http://www.connectedcalifornia.org/direct/files/resources/CACRFramework_V1-1_2012_0126.pdf)

		<p>observations of students during lessons and interactions with peers.</p> <ul style="list-style-type: none"> <li>• Mathematics Skills: Smarter Balanced Assessment or other applicable state tests, curriculum benchmark tests, performance assessments.</li> <li>• Science Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments.</li> <li>• History/Social Studies Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments.</li> <li>• Subgroup reports: Data tracking performance of each numerically significant subgroup.</li> </ul>
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**Table 18. Goals and Actions for the 8 State Priorities**

**Overview of Subject Matter Competencies**

Pacific Valley Charter Academy will expect 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 will be based on the state standards, including the Common Core State Standards (CCSS) and Next Generation Science Standards, as well as on in-depth discussions of what students should know and be able to do upon graduation and the entry-level expectations of two and four-year colleges.

For Mathematics CCSS (Adopted by the California State Board of Education August 2010 and modified January 2013), students will:

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 (Adopted by the California State Board of Education August 2010 and modified March 2013), 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

### **Lifelong Learning Skills**

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

- **Character Development:** To understand and accept the centrality of integrity in all aspects of life and learning and to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.
- **Communication:** The ability to listen, speak, read, and write as appropriate to the intended audience in school, at home, in the workplace, or in the community.
- **Cooperation:** The ability to work productively with school peers, family members, coworkers, and community members in order to complete assigned projects.

- **Critical Thinking:** The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other sources available and pertinent to socially aware citizens.
- **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 plan and implement a project in service to the school and the larger community.
- **Conflict Resolution:** The ability to resolve differences of opinion in a civil and fair manner.
- **Responsibility:** The ability to maintain the highest personal standards in studies, character development, and citizenship.
- **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.

## **ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES AND OTHER USES OF DATA**

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

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

The academic progress of students will be tracked through a range of formal and informal assessments. The formal assessments will include the CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Alternative Assessments (CAA), the California Science Tests (CAST)), the Physical Fitness Test (PFT), the California English Language Development Test (CELDT)/ELPAC, and students’ SAT and ACT test results. Students will receive progress reports regularly through tools that complement the Master Agreement and semester final grade reports. Pacific Valley Charter Academy will also utilize a wide range of internal assessments to ensure students are learning, including NWEA MAP, PLATO, Study Island, and embedded formative and summative assessments.

Please refer to the table in Element B (Measurable Pupil Outcomes) for a description of the assessments Pacific Valley Charter Academy will utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

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

### **Formative Assessments**

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

Measurement Outcome	Method of Measurement	When
State Content Standards	CAASPP tests, including California Standards Tests, and Smarter Balanced Tests	Annually
Content Mastery	California standards-based assessments administered through Illuminate, NWEA MAP, PLATO, Compass Learning, or other state adopted materials	Ongoing throughout the year
UC/CSU Eligibility	Course enrollments in A-G courses, course grades, SAT/ACT test results, and GPA	Enrollments and grades each semester; PSAT and ACT preparatory materials 8 <sup>th</sup> grade through 12 <sup>th</sup> grade
College Level Coursework	Final Grades earned by students	End of Course

**Table 19. Key Academic Measurement Methods**

### Use and Reporting of Data

The results of assessments will be used in multiple 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 online or one-on-one with their students. Pacific Valley Charter Academy will offer support to students with individual needs as determined through assessments. Students advance to the next course level in the a-g continuum unless an intervention, SST, or Response to Intervention suggests a different path, such as tutoring. Specific efforts will be made by Pacific Valley Charter Academy to match EL students with tutors fluent in the student’s primary language as needed. The Learning Team, including the subject area specialists along with the Director and content experts, will analyze student progress every six weeks in order to have a meaningful, effective conversation regarding the student achievement and develop action plans as needed.

The second way assessments will be used will be to inform Pacific Valley Charter Academy regarding 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 Pacific Valley Charter Academy in identifying the progress of individual students, providing staff the opportunity to recognize and respond appropriately to individual students individual progress.

Teachers will use the CAASPP data along with other data to provide specific assistance to each student as needed. This includes 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, MAP, and 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 and of instructional, 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 being used by staff. At all times, the staff reflects upon student progress and modifies as needed to maximize student achievement.

Finally, as described in Elements B and C of this charter, assessments will provide an overview of the success of the Pacific Valley Charter Academy academic program as a whole. As a college preparatory school as well as one providing school-to-career options, Pacific Valley Charter Academy will consider all information including GPA, the percentage of students receiving acceptance to their college of choice, which colleges students are attending, the average SAT, SAT 2, and ACT scores of graduates, and CTE certificates completed. The broader assessment picture will also include information from surveys of Pacific Valley Charter Academy graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests will occur quarterly by the Board of Directors and Executive Director, consistent with the Pacific Valley Charter Academy Dashboard growth targets (when applicable). Applicable elements will then be shared with teachers at staff meetings.

### **Active Monitoring to Drive Instruction**

Pacific Valley Charter Academy will use a variety of tools to monitor standards-based instruction effectiveness and guide re-teaching for students throughout the year. A combination of online tools and embedded assessments will 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. Pacific Valley Charter Academy will actively monitor provide the following actions:

- 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

### **Annual Performance Report**

The PCI Board of Directors will annually review the effectiveness of Pacific Valley Charter Academy. The review will be 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?

## **ELEMENT D: GOVERNANCE STRUCTURE**

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*“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.”*

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

### **Non-Profit Public Benefit Corporation**

Pacific Valley Charter Academy will be operated by Pacific Charter Institute (“PCI”), a California non-profit public benefit corporation pursuant to California law, which has its 501(c)(3) status recognized by the Internal Revenue Service.

Pacific Valley Charter Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and PCI. Pursuant to California Education Code 47604(c), the District will not be liable for the debts and obligations of Pacific Valley Charter Academy, or for claims arising from the performance of acts, errors or omissions by Pacific Valley Charter Academy as long as the District has complied with all oversight responsibilities required by law.

Experienced educators formed PCI in 2005. PCI operates four high-quality K-12 independent study programs serving over 2,300 students in Sacramento, Solano, Placer, Yolo, Sutter, Calaveras, Contra Costa, San Joaquin, Santa Clara, Alameda, Stanislaus, 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 opened during the 2015-2016 school year. The charter schools operated by PCI maintain a strong reputation at the local and state level as models for re-engaging dropouts and striving towards the goals of the state of California.

### **PCI Board of Directors**

The PCI Board of Directors (“Board”) will operate Pacific Valley Charter Academy. Pacific Valley Charter Academy will be governed by the PCI Board pursuant to the adopted bylaws, which may be subsequently amended from time to time, and which shall be consistent with this charter. The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

The PCI Board shall comply with Government Code Section 1090. PCI and Pacific Valley Charter Academy employees will not serve as members of the PCI Board.

See Appendix 3 for the current PCI Articles of Incorporation, Bylaws, and Conflict of Interest Code. PCI is committed to following Government Code Section 1090; thus, the Board shall update the Bylaws and Conflict of Interest Code to align with Government Code Section 1090 and promptly provide the revised documents to the District. As PCI currently operates four charter schools

authorized by four different school districts, changes to the PCI corporate documents will impact these four charters and PCI must coordinate the revision of the other four charters, which may take some time.

### **Board of Directors Composition, Meetings, and Duties**

The PCI Board of Directors includes seven voting directors. Each director brings significant experience and a strong commitment to the organization. In addition to the directors listed below, VUSD shall have the right to appoint a representative to the Board. If the District exercises this right, the total Board membership shall expand accordingly.

The current PCI Board of Directors includes:

- Kevin Smith-Fagan, PCI President (Vice President for Development, KVIE Public Television)
- Dr. Rex Fortune (Founder of Project Pipeline)
- Jean-Paul Prentice (Project Manager, Cost Accounting Construction)
- Judy Miller (CASBO, Retiree Representative)
- Wei Hsieh (Manager, Department of Toxic Substances Controls / State of California)
- Gary Borden (Senior Vice President, California Charter Schools Association)
- Beth Kay (Director, Director, Success Center for California Community Colleges)

As outlined in the bylaws, directors serve three-year renewable terms.

The Board will address program concerns regarding the operation and improvement of Pacific Valley Charter Academy. The Board will be the final policy-making authority for Pacific Valley Charter Academy. The Board, working with the Executive Director, will recommend programs, policies, and schedules designed to meet the evolving educational needs of Pacific Valley Charter Academy students, parents, and teachers.

All Board meetings will be held in accordance with the Brown Act and are open to the public; each agenda will include time for community input with regards to Pacific Valley Charter Academy.

The PCI Board will be appointed by majority vote of the directors. In addition, each officer position, including President, Vice President, Treasurer, and Secretary, 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 four times or more per year and focuses on the academic, fiduciary, and policy items to ensure smooth operation, as well as on compliance with all applicable laws. The Board's duties will include, but are not limited to, the following:

- Hiring of all personnel of Pacific Valley Charter Academy in collaboration with the staff of Pacific Valley Charter Academy and direction of the Executive Director
- Financial and operational management of Pacific Valley Charter Academy
- Adoption of the Pacific Valley Charter Academy 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 Pacific Valley Charter Academy
- 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

### **Managerial Expertise/Executive Team**

Pacific Valley Charter Academy will benefit from the experienced educational, administrative, and fiscal systems and procedures and from the experienced staff already 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, Pacific Valley Charter Academy operates under the Pacific Charter Institute management team. The Pacific Charter management team includes the Executive Director Dr. Paul Keefer, Corporate Accountant Larry Pastore, and Learning Analyst Mike Reid.

**Executive Director Dr. Keefer** is a regionally recognized expert on charter schools focused on students that do not fit into the traditional system. Dr. Keefer has over 20 years of private and public sector management experience including seven years at United Parcel Service and 17 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, Sutter Peak Charter Academy, and Valley View Charter Prep, since 2005. Dr. Keefer sits on the Cal Aggie Alumni Association Board of Directors.

**Corporate Accountant Larry Pastore** has over 25 years of experience in all aspects of school finances including accounts payable, accounts receivable, payroll, benefits, STRS, PERS, and financial reporting. Pastore serves as the business manager for Pacific Charter Institute (Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, and Valley View Charter Prep) and is recognized as an expert in the dynamics of public school finances. Prior to coming to Pacific Charter Institute, Mr. Pastore was Assistant Superintendent of Twin Ridges Unified School District and Director for Nevada County Office of Education.

**Learning Analyst Mike Reid** has over 30 years of educational experience including teaching, administration, consulting for Edison Learning, and Superintendent for Klamath-Trinity Unified School District. Reid brings academic expertise encompassing professional development, curriculum analysis and design, and student achievement accountability.

A dedicated group of educational, administrative and clerical staff members support the Executive Team. Pacific Charter Institute continues a strong record of academic support, high quality operations, administrative and fiscal stability, and strong fiscal reserves.

### **Executive Director**

The Executive Director oversees all schools operated by the Pacific Charter Institute. The Executive Director reports to the Board and will be 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 job specific 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 Pacific Valley Charter Academy 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 his designee, include, but are not limited to, the following:

- Oversee the strategic and operational plans of PCI, including those of Pacific Valley Charter Academy
- Oversee the day to day management PCI, including the operations of Pacific Valley Charter Academy
- 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 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 P3 to the Board
- Present the adopted LCAP to the Board
- Supervise student disciplinary matters when necessary
- Attend all Board meetings and attend VUSD Board of Trustees meetings as necessary, or assign 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 will 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.

### **Corporate Accountant**

The Corporate Accountant will be the chief financial officer of PCI. The Corporate Accountant reports to the Executive Director, and will be responsible for providing management of budgeting and financial operations. The primary objective of the Corporate Accountant will be to work with Administration to ensure that PCI will be 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 Corporate Accountant 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
- Coordinate LCAP development with the Learning Analyst and school director
- Process payroll 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 SB740 required 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

### **Learning Analyst**

The Learning Analyst manages a team of content experts to support all schools operated by the Pacific Charter Institute. This support will be essential as the organization adopts new statewide initiatives including the Common Core State Standards and the LCAP.

Under the direction and supervision of the Executive Director, the Learning Analyst will:

- Work with all staff throughout the organization to develop a common language towards academic success
- Coach all teaching staff and teaching support staff to successfully analyze student data including but not limited to benchmark, end of course, and statewide assessments, as well as portfolios when appropriate
- Support development of the LCAP
- Coach all teaching staff and teaching support staff to successfully map together the appropriate curriculum and instruction with the completed analysis
- Coach site leadership on how to maximize student achievement as recognized by the Academic Performance Index and Annual Yearly Progress
- Work with leadership to develop programs that will build capacity for the organization including Career Technical Education
- Work with all subject area specialists to ensure that their coursework aligns with all high stakes assessments for those subject areas
- Coach all teaching staff in best practices for direct instruction and monitoring results based on outcomes of direct instruction
- Develop a regular reporting system to complement both analysis of data and actions to increase student achievement and prepare appropriate reports and data for internal and external audiences
- Other duties as assigned by the Executive Director

### **Pacific Valley Charter Academy Director**

The Director will supervise the campus teachers and non-instructional staff and reports to the Executive Director. The Director will act as the instructional leader at the school and will be responsible for helping students achieve outcomes as outlined in the Educational Program. The Director will be responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Executive Director.

The responsibilities of the Director include, but will not be limited to, the following:

- Develop LCAP with the Corporate Accountant and PCI Leadership staff
- Oversee the implementation of an educational program consistent with the Pacific Valley Charter Academy mission and vision
- Develop ELL, Gate, STEM, academic support, and accelerated programs unique to Solano County and surrounding counties to enhance the educational opportunities for the students
- Oversee the development and implementation of curriculum in alignment with the state content standards
- Monitor and evaluate student achievement and develop strategies with staff to ensure academic progress
- Lead the teacher and staff hiring process.
- Provide timely performance evaluations of all employees
- Participate in the dispute resolution procedures and complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education Plan (IEP) and attend said IEP meetings upon the request of any involved party
- Handle student disciplinary matters in accordance with policies and procedures
- Plan and coordinate student orientation
- Facilitate open house events
- Oversee all parent/student/teacher relations
- Remain current on education laws and legislation
- Implement site safety procedures in compliance with all applicable laws
- Create and appoint committees to assist in the execution of certain planning and administrative functions.
- Establish and execute enrollment procedures
- Supervise all employees and volunteers
- Communicate at least weekly with Executive Director

### **Parental Involvement in Governance**

Parent involvement will be critical within the Academic Triangle©. The parent, along with the student and the teacher, will decidedly influence the direction of the educational process. For instance, parents will have equal say, and sometimes greater say, in the development of the learning of their student based on academic needs. The parents will dictate which electives their student will complete across a variety of genres including the arts, physical education, core subject areas, and immediate and future pursuits, which are reflected on the Master Agreement and align with the California academic standards. Parents will be made aware and will sign a waiver if the courses chosen for their child fail to meet the A-G requirement at the high school level.

Teachers, acting as conduits of information, will collaborate with other teachers and parents to determine what programs should be subsidized by the general fund of the school to maximize offerings. Examples of parent influence on governance and the fiduciary direction of the school will include field trips, tutors, and frequency of meetings with the teacher.

In addition, the Academic Triangle© dedicates revenues (depending on the state allocation) that will target students seeking opportunities found in traditional schools but not available in an independent study environment. Students will have the opportunity to use the funds towards standards-based activities including the performing and visual arts, physical fitness, the sciences (i.e., science camps), and music lessons on a variety of instruments. Unlike the traditional educational system, Pacific Valley Charter Academy will offer students specific, interest-driven programs based on the individual student rather than a class of students.

### **Parental Input Regarding the Educational Program**

As required by Education Code 47605, Pacific Valley Charter Academy will use a range of methods to consult with and receive parental input. These methods will include strategies used at Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy and include the aforementioned parent, student, and teacher Academic Triangle© collaboration, email and phone 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 to PCI in which the three major stakeholders—the teacher, the student, and the parent—work together to develop solid academic plans for the student based on various criteria. The criteria 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 able to determine the intensity of the educational experience and the right combination of opportunities.

All staff will have cellular phones and school email access with the expectation that they return all calls and emails from students and parents within 24 hours. The fact that teachers will be readily available to students reinforces the one-on-one connection with the teacher that the Academic Triangle© highlights. In addition, staff will use PowerSchool, PowerTeacher, and Illuminate to communicate with parents with the most up to date academic information.

Parents and students will be surveyed at least annually to determine their satisfaction with Pacific Valley Charter Academy. This reflective survey will help the school make program modifications to better serve the students. The faculty, administration, and the Board review the results of the surveys to determine how Pacific Valley Charter Academy compares to other schools in the region. In addition to the satisfaction survey, families will be surveyed for purposes of the LCAP.

Parents will also participate in daily activities with their children, which include opportunities with clubs and events at the school site.

### **Parent and Community Advisory Committee**

Pacific Valley Charter Academy will have an online Parent and Community Advisory Committee made up of parents and community stakeholders. The Parent and Community Advisory Committee will work with the Director of the school to develop organizational strategies for the school and to advise him or her on issues and plans surrounding the school. The Parent and Community Advisory Committee will meet regularly with the Director. When required, the committee will report back to

the school and the Board of Directors through meeting minutes and, if needed, a section in the school. This committee will make decisions by consensus, and its decisions must fall within the parameters of the charter document, the California Education Code, and the school handbook for both parents and students. The committee will be a crucial to the steering of Pacific Valley Charter Academy and may also include members of the Site Council (Title 1).

### **Staff Advisory Team**

Pacific Valley Charter Academy shall use the Staff Advisory Team (including staff and the Director) as an essential tool to review policies and procedures, introduce new curriculum and protocols, and develop future projects. The Staff Advisory Team will be an important because it allows each employee to participate in topics of interest, creating a greater say for every stakeholder.

Unlike traditional committees that rely on only a few people, and sometimes the same people year after year, the Staff Advisory Team will not membership driven, but rather idea driven. The Director, staff, and faculty will all have an equal say in the discussions in this forum and the ultimate implementation of ideas that will be in line with PCI academic and fiduciary goals. This team will meet regularly, and advise the Executive Director through the Director, who will then able to develop and implement strategic and tactical decisions with the Executive Director and the Board of Directors.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

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

*-California Education Code Section 47605(b)(5)(E)*

### **Hiring Process and Employee Qualifications**

PCI will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in our educational philosophy. In accordance with Education Code 47605(d)(1), PCI will be nonsectarian in its employment practices and all other operations. PCI will 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 other characteristic prohibited by state and federal law. All employees of Pacific Valley Charter Academy will be employees of PCI and will be at-will employees working under an employment contract with a yearly salary determination. VUSD shall not require any employee to work at Pacific Valley Charter Academy.

The following staff members will service Pacific Valley Charter Academy either as staff for the school itself or as Pacific Charter Institute support staff. All of these individuals currently either work for the Heritage Peak Charter School Vacaville Resource Center or Pacific Charter Institute, the charter management company overseeing the resource center.

**Teachers and Support Staff Table for Pacific Valley Charter Academy**

<b>Name</b>	<b>Site</b>	<b>Degree</b>	<b>Credential</b>	<b>Expires</b>
Aston, Debora	HPCS	MA	CMS	1/1/2020
Aston, Debora	HPCS	MA	CAdmin	1/1/2020
Aston, Debora	HPCS	MA	CSS	1/1/2020
Boykin, Magen	HPCS	BA	CMS	3/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Corniola, Christopher	HPCS	MA	CSS	7/1/2019
Enriquez, Sylvia	HPCS	MA	CMS	8/1/2020
Erickson, Jeff	HPCS	MA	CSS	1/1/2022
Erickson, Jeff	HPCS	MA	Admin	1/1/2022
Fanning, Gladys G.	HPCS	MA	CMS	8/1/2017
Fonseca, Blanca S	HPCS	BA	C Ed. Spec	11/1/2017
Geist, Janine	HPCS	BA	CMS	1/1/2019
Hines, Althea	HPCS	MA	CMS	12/1/2020
Powell, Emilee	HPCS	MA	CMS	6/1/2020
Rogers, Jennifer	HPCS	BA	CMS	4/1/2018
Rubey, Patrick	HPCS	BA	Admin	2/1/2019
Rubey, Patrick	HPCS	BA	CSS	2/1/2019
Schneider, Matthew	HPCS	MA	CSS	7/1/2021
Siu, Cheryl	HPCS	MA	CMS	2/1/2021
Stack, Scott A.	HPCS	MA	CSS	2/1/2018
Tatti, Andrea M	HPCS	BA	PMS	12/1/2017
Tennyson, Cari E	HPCS	BA	CMS	6/1/2017
<b>Support Staff</b>				
Diaz, Ruby	HPCS	MA	CSS	7/1/2018
Ellis, Jennifer	HPCS	MA	CSS	12/1/2021
J'Beily, Karyn	HPCS	BA	CMS	8/1/2020
McLaughlin, Dan	HPCS	BA	CSS	12/1/2018
Reid, Michael A	HPCS	MA	CMS	8/1/2019
Ribota, Timothy A	HPCS	Ed.D	CPPS	6/1/2018
Rodriguez, Julia	HPCS	MA	CPPS	6/1/2021
Scott, Janice M	HPCS	BA	PSS	3/1/2018
Steinke, Monika	HPCS	MA	CSLP	9/1/2020
Woodbeck, Raymond A	HPCS	Ph.D	CSS	11/1/2021
Woodbeck, Raymond A	HPCS	Ph.D	Admin	11/1/2021

**Table 20. Current Employee and Credential Information for HPCS Vacaville Resource Center 2016-2017**

Employee qualifications for all key employees of Pacific Valley Charter Academy and Pacific Charter Institute are listed below.

### **Executive Director**

- Required credentials and degrees including California Teaching and Administrative credentials, Masters in Business Administration, and demonstration of academic pursuits beyond the Masters level
- Clear all state and county-mandated background checks
- Proven track record in writing grants for a variety of agencies and organizations
- Experience reading grants regarding charter schools on the state level in California
- Developed relationships with district and state educational personnel in the charter community
- Proven track record in academic success across a variety of student populations
- Proven track record of collaborative leadership
- Knowledge of independent study laws, SB 740, and all laws pertaining to charter schools
- Proven track record of starting charter schools in a collaborative manner in multiple districts

### **Learning Analyst**

#### Education and Experience

- Education BA/BS (Masters preferred)
- Possess a valid California Teaching Credential for levels of instructional content.
- Proven improvement in student achievement as a consultant, teacher, or administrator

#### Knowledge/Skills/Ability

- K-12 school and district level data system knowledge and educational planning at the site and student level Private industry education consulting experience with proven student achievement gains of public school clients
- Experience in developing and maintaining guided K-12 instructional model at the student, school and district level
- Broad understanding of federally funded programs
- Extensive understanding and experience of charter schools in both site based and IS models K-12
- Develop and lead professional development for K-12 instruction
- Common core development for grades K-12

### **Director of Special Education**

#### Education and Experience

- Valid CA credential in Special Education preferred
- Pupil Personnel Services credential
- Master's Degree in Special Education Required
- Three years administrative experience

- Minimum of three years successful experience in one or more of the following: Special Education Teacher, School Psychologist, School Nurse, Speech and Language Pathologist or other related certificated field
- Track record of effectively implementing and leading program improvement process

#### Knowledge/Skills/Abilities

- Knowledge of best practices in curriculum and instruction, assessment, program evaluation, evidence of classroom effectiveness, budget management, and data analysis
- Knowledge of PCI operations and management
- Knowledge of Special Education law, SELPA local Plan and Title V regulations
- Knowledge of Special Education eligibility criteria, assessment and prescriptive techniques, matching learning needs to learning modalities
- Knowledge of basic needs and limitations of students with exceptional needs
- Knowledge of regular education curriculum and programs
- Knowledge of Special education curriculum, equipment, and other available resources
- Ability to lead strategic educational initiatives that result in measurable improvements in student achievement
- Ability to apply knowledge of current issues and trends in special education programming
- Ability to effectively present information and respond to questions from groups, parents, and the general public regarding Special Education
- Ability to use interpersonal communication skills such as counseling, coaching and mediation; conflict resolution, oral and written communications and organization skills
- Ability to prepare and present clear and concise reports
- Ability to establish and maintain effective relations with others
- Ability to provide in-service training activities for professionals and parents
- Ability to facilitate a variety of meetings including high profile IEPs
- Ability to relate well and work collaboratively with all departments
- Skill to use computers and related software

### **Human Resources Manager**

#### Education and Experience

- Bachelor's Degree preferred, or equivalent combination of education and work experience
- 3+ years of hands on HR experience in combined areas of Employee Relations, Staffing/Recruitment, management consultation and internal investigations.
- HR Certification a plus
- Three to five years' experience in Human Resources

#### Knowledge/Skills/Abilities

- Knowledge of HR policies, HR practices, and HR related laws and regulations including; California employment law, CA/Fed leaves of absence, ADA, EEO, Title VII, FLSA, etc.
- Knowledge of PCI policies and procedures
- Knowledge of management principles and practices

- Knowledge of solid analytical, problem solving and good judgement skills
- Knowledge of Commission on Teacher Credentialing procedures and policies
- Skill in operating equipment, such as a personal computer, software and IT systems
- Skill in oral and written communication, using tact and diplomacy to build trust and credibility
- Skill in MS Word, MS Excel and MS PowerPoint
- Skill in time management, ability to prioritize work for a variety of projects, and ability to meet deadlines with frequent interruptions
- Ability to communicate with employees and various business contacts in a professional and courteous manner
- Ability to organize multiple work assignments and establish priorities
- Ability to negotiate with others and resolve conflicts, particularly in sensitive situations
- Ability to pay close attention to detail and to ensure accuracy of reports and data and be self-motivated to find inaccuracies
- Ability to make sound decisions using available information while maintaining confidentiality
- Ability to create a team environment and sustain employee commitment
- Knowledge and experience with
- Ability to work individually as self-directed and as part of a team that is highly motivated and maintains positive interpersonal working relationships.
- Ability to possess high level of interpersonal skills to handle sensitive and confidential situations and documentation.
- Ability to commit to and adopt strategic goals and vision
- Ability to gather, compile and report on data and information.
- Ability to handle confidential information with appropriate discretion.

## **Information Technology Manager**

### Education and Experience

- AA degree with 5 years of related job experience, BA/BS preferred
- Supplemental specialized training in applications programming, systems analysis, and four years of increasingly responsible experience installing and maintaining systems software in an environment using relational database management systems.
- Industry certifications or experience may substitute for some higher education.

### Knowledge/Skills/Abilities

- specialized knowledge in advanced Windows based operating systems, including installation, maintenance, and troubleshooting
- working knowledge of current Windows network operating systems including installation, maintenance, upgrading, troubleshooting and scripting
- working knowledge of Virtual Server environments
- working knowledge of database design techniques and host computer logical and physical database structures and relationships, including those for networked microcomputer systems

- working knowledge of computer network design, installation, configuration, and maintenance procedures and practices, protocols, equipment, specifications, design, and integration
- working knowledge of computer security concepts and methodologies
- working knowledge of domain name servers and mail servers
- sufficient language and writing skill to read, understand, and prepare system documentation and instructions
- sufficient math skills to record sums, fractions, and statistical data
- sufficient human relations skill to convey technical concepts to others and to facilitate problem solving with individuals and small groups
- ability to administer host computer systems, wide-area networks, web servers, and database structures
- ability to install, configure, and troubleshoot system, database, and application software
- ability to apply various system administration and general software packages/applications for accessing and administering host computer databases and to utilize network utilities for sending and receiving electronic mail
- ability to design host computer logical and physical database structure and relationships, including those for microcomputer and network systems
- ability to work independently and collaboratively, follow logical progressions of program systems and to think logically, creatively, and in abstract terms
- ability to analyze and solve technical problems under extreme time pressure
- ability to orient/train other technical staff members in system/computer operations ability to read and interpret technical manuals and other documentation.

### **Risk Management - Compliance Manager**

#### Education and Experience

- BA or equivalent years of experience preferred
- Post-secondary education in Labor Management, Business, or HR from a recognized institution or five years of non-profit related work experience.
- 4 plus years of preparing annual internal audits

#### Knowledge/Skills/Abilities

- Skills including advanced ability with excel, word, outlook, and PowerSchool
- Excellent verbal and written Communication Skills
- Knowledge of governmental contract management and knowledge and experience in organizational effectiveness and operations management implementing best practice
- Ability to lead employee groups and complete major projects and initiatives
- Ability to look at situations from several points of view and the ability to develop consensus
- Ability to be persuasive with details and facts
- Coordinates, monitors, and implements organizational policies and procedures
- Demonstrated commitment to high professional ethical standards and a diverse workplace
- Excellent interpersonal skills and collaborative management style

- Knowledge of compliance implementation of non-profit Independent Study/Homeschool Charter School
- Ability to delegate responsibilities effectively
- Ability to work Collaboratively with a commitment to getting the job done
- Knowledge of organizational behavior and Business Administration
- Knowledge of legal aspects of business
- Ability to plan and communicate a shared vision that will drive strategy, assist with decision making, and position the organization competitively
- Knowledge of evaluation of qualitative and quantitative data
- Ability to develop, communicate, and implement policies and procedures to reduce organizational risks and promote ethical practices
- Knowledge of staffing requirements, interviewing, and hiring protocols
- Knowledge and application of laws and guidance to many business activities and development/implementation of corporate and divisional policies and/or procedures.
- Ability to communicate cross culturally
- Knowledge of Labor Standards
- Knowledge and experience in organizational effectiveness and operations management
- Competency in conflict Management
- Critical thinking and problem solving skills

## **Business Manager**

### Education and Experience

- Bachelor's Degree in Business Administration preferred, or equivalent work experience
- 4+ years hands on experience working with budgets, accounts payable, purchasing and payroll
- CBO certification preferred
- CPA certification preferred

### Knowledge/Skills/Abilities

- 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 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 use Microsoft Suite
- Knowledge of SACS account codes
- Knowledge of PCI policies and procedures
- Knowledge of Charter Law regarding budgeting
- Knowledge of management and principals and practices
- Knowledge of solid analytical, problem solving and good judgement skills
- Skills in operating equipment, such as a personal computer, software and IT systems
- Skills in oral and written communication, using tact and diplomacy to build trust and credibility
- Skills in time management, ability to prioritize work for a variety of projects, and ability to meet deadlines with frequent interruptions.

### **Corporate Accountant**

- Must clear all state and county-mandated background checks
- Ability to work in a dynamic, fast paced environment
- Proven track record working successfully with teachers, students, business entities, and parents
- Proven team player
- Proven track record in completing fiscal tasks and meeting all deadlines
- Familiarity with SACS Accounting, Payroll, Accounts Payable, Accounts Receivables, and Cash Flow
- Ability to meet all reporting expectations to the sponsoring school district, county office of education, and the state of California
- Ability to complete all transactions for STRS to meet all legal and fiscal responsibilities for these programs
- Proven track record in learning new computer programs and systems
- Ability to analyze and create procedures to optimize office operations.
- Flexibility with system implementation

### **Pacific Valley Charter Academy Director**

The Director will supervise the campus teachers and non-instructional staff. The Director will act as the instructional leader at Pacific Valley Charter Academy and will be responsible for helping the students achieve outcomes as outlined in the educational program. The Pacific Valley Charter Academy Director will be responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff as further outlined in the job specification and employment contract.

Employee qualifications are:

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

- An administrative services credential, or obtain an administrative services credential within a reasonable amount of time.
- Experience working with students including ELL, GATE, and at-risk students
- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing and supporting teachers
- Experience in performance assessment
- Other leadership coursework or training

## Teachers

Pacific Valley Charter Academy shall comply with Education Code Section 47605(l), which states:

“Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It will be the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Core teaching faculty, as providers of the day-to-day instruction and guidance of students, are the primary resources of Pacific Valley Charter Academy. In a school culture that promotes academic rigor and success for all students, teachers will be responsible for the following:

- Subject instruction
- Assigning and grading of student work
- Master Agreement completion (signed by the parent, student, and teacher)
- Curriculum planning
- Collaboration with fellow faculty administrators
- Student assessment
- Communication with parents

Candidates for teaching positions will also possess:

- A commitment to students and learning
- Knowledge of their subject matter
- A willingness to be innovative and dynamic in their instructional methods

These individuals must meet all of the following minimum requirements:

- Bachelor’s Degree
- Valid California Teaching Credential or equivalent CTC-issued document
- If appropriate, or determined by Pacific Valley Charter Academy or the State of California as required, the individual will hold all appropriate supplemental credentials

Paraprofessionals will meet applicable state and federal requirements.

## **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 successfully pass all required background checks as required by state law.

In accordance with the applicable law, PCI reserves 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 the most qualified employees. Job descriptions will appropriately detail the work responsibilities and subject matter competence required by the employees. Recruitment will include the use of comprehensive job listings services such as EdJoin, CareerBuilder, and employment fairs at universities and institutions. 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 typically will be required to prepare and present a lesson. 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.

## **Professional Development: Retention and Development of Qualified Faculty**

Once teachers are employed by the organization, ongoing professional development will be an integral part of professional practice for all teachers and administrators at Pacific Valley Charter Academy. Ongoing professional development will be essential to the continued growth of educational skills and expertise and to the retention of high quality faculty members. Pacific Valley Charter Academy professional development focuses on supporting teachers in implementing the state standards in a meaningful manner. Because Pacific Valley Charter Academy will be a homeschool and independent study school, the best practice will be achieved through collaboration between staff and 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 (see more information below).

Pacific Charter Institute will provide and/or coordinate professional development for all staff through the learning team. Professional development will include Illuminate, innovative instructional strategies, data diving, Holt Mathematics, StudySync ELA program, collaboration, National Geographic Hampton Brown, SBAC, Common Core State Standards, in house professional development, and online curriculum and instruction.

## **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 Pacific Valley Charter Academy with competitive salaries and benefits. PCI also pays 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 will include information regarding recruitment, working conditions, salaries, benefits, and employment policies. Salaries, benefits, and working conditions will be reviewed annually by administration and recommendations for change will be made to the Board.

Payroll for all PCI employees will be processed in-house using the Schoolability program. All full-time teachers will be paid a salary and offered annual employment salary determinations. Other employees will be compensated in alignment with their job description.

## **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 using a system called the Annual Review of Teaching (ART) or an evaluation system adopted by PCI. Teachers will be evaluated using a reflective process in which the teacher self-evaluates and the Director evaluates the employee with a clearly defined rubric. Combining their individual responses, the teacher and the Director then reach agreement on performance goals across a variety of specific areas. Staff will collaboratively develop this system using *Enhancing Professional Practice: A Framework For Teaching* (ASCD, 2008). The specific areas of review will include the following:

- Demonstrating knowledge of students
- Designing coherent instruction
- Designing student assessments
- Creating an environment of respect and rapport
- Managing student behavior
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

These criteria will anchor the process of the continual improvement that teachers are expected to demonstrate annually at Pacific Valley Charter Academy.

### Pacific Valley Charter Academy Director

The staff of Pacific Valley Charter Academy will develop a site plan aligned with the Pacific Charter Institute Strategic Plan and the LCAP (see more information above in Element A). The Director will then be evaluated based on the process and outcomes of the site plan and LCAP as implemented. The site plan contains specific academic and organizational goals for the school.

Pacific Valley Charter Academy Staff

Staff will be evaluated using a proven tool that allows for flexibility within the job positions to accurately assess how they are performing in the charter school environment.

## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish it with a criminal record summary as described in Section 44237.”*

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

In order to provide safety for all students and staff, Pacific Valley Charter Academy will implement full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. A complete copy of these procedures will be available to VUSD upon request.

The following will be a summary of the health and safety policies of Pacific Valley Charter Academy:

### **Procedures for Background Checks**

Employees and contractors of Pacific Valley Charter Academy are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must complete the LiveScan fingerprinting process with the California Department of Justice for the purpose of obtaining a criminal record summary. The Pacific Valley Charter Academy Director will monitor compliance with this policy with support from the human resources department. The Executive Director designee will monitor the fingerprinting and background clearance of the Director. Volunteers who come in contact with students without the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. Pacific Valley Charter Academy shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Pacific Valley Charter Academy will follow the requirements of Education Code 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees and volunteers who have frequent or prolonged contact with students.

### **Immunizations**

Pacific Valley Charter Academy 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 incoming 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **CPR/First Aid Training**

Designated employees will be CPR/First Aid trained.

### **Medication in School**

Pacific Valley Charter Academy will adhere to Education Code 49423 regarding administration of medication in school. Since Pacific Valley Charter Academy will be an independent study program, the school will expect parents and guardians to manage medications for their children prior to or after attendance at a school function.

### **Vision/Hearing/Scoliosis**

Pacific Valley Charter Academy will adhere to Education Code 49450, et seq. as applicable to the grade levels served by the school.

### **Diabetes**

Pacific Valley Charter Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> 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.

### **Oral Health Examinations**

Pacific Valley Charter Academy will require its students to comply with all oral health examinations pursuant to Education Code 49452.8. Since Pacific Valley Charter Academy will be an independent study program, the school will expect parents and guardians to manage oral health examinations for their children prior to or after attendance at the school site.

## **Suicide Prevention Policy**

Pacific Valley Charter Academy will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

## **Emergency Preparedness**

Pacific Valley Charter Academy will adhere to an emergency preparedness plan drafted specifically to the needs of the school site. This plan will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

## **Blood Borne Pathogens**

Pacific Valley Charter Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. PCI will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan will include 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**

Pacific Valley Charter Academy will maintain a drug, alcohol, and smoke-free environment.

## **Integrated Complaint and Investigation Procedure**

Pacific Valley Charter Academy 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 Pacific Valley Charter Academy. 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**

Pacific Valley Charter Academy will be committed to providing a school that will be 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. Pacific Valley Charter Academy 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.

### **School Facility Safety**

Pacific Valley Charter Academy will comply with Education Code 47610 by either utilizing facilities that will be compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pacific Valley Charter Academy will adhere to laws specific to charter schools on the local and state level regarding facilities. Pacific Valley Charter Academy agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they will be maintained in an operable condition at all times. Pacific Valley Charter Academy will conduct fire drills regularly. If Pacific Valley Charter Academy will be not operating under an existing safety plan of the facility where it will be housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

## **ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**

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

*-California Education Code Section 47605(b)(5)(G)*

Pacific Valley Charter Academy will strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that will be reflective of the general population residing within the territorial jurisdiction of the Vacaville Unified School District and/or Solano County and the adjacent surrounding counties. Students will be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220.

Pacific Valley Charter Academy will implement a recruitment strategy that includes, but will not necessarily be limited to, the following elements, which focus on achieving and maintaining a racial and ethnic balance among students that will be reflective of the general population residing within the territorial jurisdiction of VUSD:

- Provision of Spanish language materials (see below)
- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational materials that will reach out to all of the various racial and ethnic groups represented in the territorial jurisdiction of Solano County and the surrounding adjacent counties
- 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

As part of its outreach to Spanish speakers, Pacific Valley Charter Academy will translate into Spanish:

- General information sheets and other key documents, including the school vision and mission statement
- Information and announcements on the Pacific Valley Charter Academy website

## **ELEMENT H: ADMISSION REQUIREMENTS**

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*“Admission requirements, if applicable.”*

*-California Education Code Section 47605(b)(5)(H)*

Pacific Valley Charter Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor 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 will be contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Pacific Valley Charter Academy shall comply with all applicable legally required minimum and maximum age requirements. Pacific Valley Charter Academy shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into Pacific Valley Charter Academy.

### **Open Enrollment**

The recruitment activities will extend to all students in grades kindergarten through grade twelve in the surrounding counties and to promote a diverse student base. In addition, an informative website will be available and regularly updated with information about Pacific Valley Charter Academy and our admission process. An information brochure will be available in both English and Spanish.

A copy of the Pacific Valley Charter Academy handbook will be available on the Pacific Valley Charter Academy website and a copy will be provided to each student annually at the beginning of the school year.

Enrollment at Pacific Valley Charter Academy will be open to any resident of Solano County and contiguous counties who are committed to completing an academically rigorous program in an independent study format. Pacific Valley Charter Academy will be a school of choice and no student shall be required to attend the charter school. Enrollment will not be based on prior academic achievement. Pacific Valley Charter Academy will be a partnership between the school, the student, and the student’s family. In this partnership, each party will have responsibilities. As part of the admission process, all three parties—Pacific Valley Charter Academy, the student, and their parent or guardian—must first meet with the Pacific Valley Charter Academy Director or his/her designee. The parent and student will then sign the agreements that outline the expectations of all of the stakeholders. In addition, enrollment will be ongoing unless staffing prevents additional students from being enrolled.

## **Public Random Drawing**

Pacific Valley Charter Academy will admit all students who wish to enroll, subject to capacity and interview with the Pacific Valley Charter Academy Director. If the number of students wishing to attend exceeds the Pacific Valley Charter Academy capacity, a public random drawing consistent with the provisions of Education Code 47605(d)(2)(B) will be used to admit students, with the exception of existing students, who will be guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students
2. Students of Pacific Valley Charter Academy teachers and staff
3. Residents of the District
4. All other applicants

This public random drawing will be conducted in a public setting, at a time and place (e.g., the main school site) to be made known in advance to the community. The public random drawing process will be used to determine who will be offered enrollment and the order of the waiting list.

A waiting list of applicants will be maintained to fill vacancies that occur during the school year. When a drawing will be necessary after an enrollment period has ended, it will be conducted in accordance with the preferences and procedures established herein.

Any applicant that has filed false information on any form in order to gain entrance to Pacific Valley Charter Academy will not be admitted. If at any subsequent point it has been factually determined that an applicant filed false information to gain admission into Pacific Valley Charter Academy, then that student may be expelled from Pacific Valley Charter Academy in accordance with the school's discipline policy and procedures.

## **ELEMENT I: ANNUAL FINANCIAL AUDITS**

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*“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.”*

*-California Education Code Section 47605(b)(5)(I)*

An annual independent fiscal audit of the books and records of Pacific Valley Charter Academy will be conducted as required under Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Pacific Valley Charter Academy 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 Pacific Valley Charter Academy 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 will 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 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 VUSD, the Solano 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 will occur at a Board of Directors meeting. The Executive Director, along with the audit committee (if applicable), will review any audit exceptions or deficiencies and then report to the Board with recommendations on how to resolve them. The Board will submit a report to VUSD describing how the exceptions and deficiencies have been corrected by the time of the audit submission, along with supporting documentation. Additionally, the Charter School will inform VUSD of any outstanding exceptions or deficiencies at the time of audit submission and how they will be resolved to the satisfaction of VUSD 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 N of this charter or, if applicable, referred to the Education Audit Appeals Panel process in compliance with Education Code Section 41344.

The independent fiscal audit of Pacific Valley Charter Academy will be a public record and will be provided to the public upon request.

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

For the last eleven years PCI has received unqualified, positive fiscal and compliance audits from the highly-qualified firms of Perry-Smith LLC, Gilbert and Associates, and James Marta & Associates. Please see Appendix 4 for a copy of the 2015-2016 financial audit.

## **ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES**

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

*- California Education Code Section 47605(b)(5)(j)*

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

When the policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as Pacific Valley Charter Academy’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of Pacific Valley Charter Academy learn from home, this policy will be written broadly to apply as needed to Pacific Valley Charter Academy 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, and it will be printed and distributed as part of the Student & Parent Information Packet, which will be sent to each student at the beginning of the school year.

Discipline includes but will not be limited to: advising and counseling students, conferring with parents/guardians, 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 the policy, corporal punishment will not include an employee’s use of force that will be reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Pacific Valley Charter Academy administration shall ensure that students and their parents/guardians will be notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policy and administrative procedures will be available on 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 the charter school will have a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who will be qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The charter school will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who will be otherwise qualified for such services or protections in according due process to such students.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

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

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.  
(1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective

pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "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 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.

(b) For purposes of this clause, “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.

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

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

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

(1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force of violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- 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. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily

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

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

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, “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 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.
  - (b) For purposes of this clause, “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.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- x. Failure to comply with the Student Master Agreement

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

## **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **2. Notice to Parents/Guardians**

At the time of 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 committed by the student. In addition, the notice may also state the date and 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 Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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 pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following conclusions: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**D. Authority to Expel**

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

**E. Expulsion Procedures**

Students recommended for expulsion will be 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 pupil has committed an expellable offense.

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 unless the pupil makes a written request for a public hearing in open session three (3) days prior to 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the charter school's disciplinary rules, which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. 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.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

Pacific Valley Charter Academy 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The charter school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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 him or her to the witness stand.
7. If one or both of the support persons is also a witness, the charter school must present evidence that the witness' presence will both desired by the witness and will be helpful to the charter school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 person 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.

#### **G. Record of Hearing**

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

## **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or the 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

## **I. Written Notice to Expel**

The 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 or 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 District. This notice shall include the following:

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

**J. Disciplinary Records**

Pacific Valley Charter Academy shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the district upon request.

**K. No Right to Appeal**

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

**L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

**M. 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 pupil may reapply to Pacific Valley Charter Academy for readmission.

**N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (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.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a 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.

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC 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 and the Charter School agree otherwise.

#### 5. Special Circumstances

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

The 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:

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

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the 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.

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 will request an evaluation of the child.
- c) The child's teacher, or other school personnel, will expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other charter school supervisory personnel.

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

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

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

## **ELEMENT K: EMPLOYEE RETIREMENT BENEFITS**

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

*-California Education Code Section 47605(b)(5)(K)*

All full-time employees at Pacific Valley Charter Academy will 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. PCI teachers will participate in STRS. Non-credentialed staff who qualify will be enrolled in the 401(k) plan with school provided contributions and automatically participate in social security. All staff after meeting the criteria may participate in the 401(k) program. Staff will have access to other employer-sponsored retirement plans according to policies developed by the PCI Board. The Business Manager will be responsible for ensuring that appropriate arrangements for retirement coverage will be made for all employees.

## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

*-California Education Code Section 47605(b)(5)(L)*

No student may be required to attend Pacific Valley Charter Academy. Students who opt not to attend Pacific Valley Charter Academy 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 Pacific Valley Charter Academy will be informed on admissions 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 Pacific Valley Charter Academy, except to the extent that such a right will be extended by the local education agency.

## **ELEMENT M: EMPLOYEE RETURN RIGHTS**

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

*-California Education Code Section 47605(b)(5)(M)*

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

All employees of PCI will be considered the exclusive employees of PCI and not of VUSD, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credits at VUSD or any other school district will not be transferred to PCI. Employment by PCI will provide no rights of employment at any other entity, including any rights in the case of closure of Pacific Valley Charter Academy.

## **ELEMENT N: DISPUTE RESOLUTION**

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

*-California Education Code Section 47605(b)(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 VUSD, and (3) ensure a fair and timely resolution to disputes.

### **Public Comments**

The staff of Pacific Valley Charter Academy, PCI, the PCI Board, and VUSD will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes Arising from Within the School**

Disputes arising from within Pacific Valley Charter Academy, including all disputes among and between students, staff, parents, volunteers, advisory, partner organizations and the PCI Board, will be resolved pursuant to policies and processes adopted by PCI. Pacific Valley Charter Academy shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

VUSD will not intervene in any such internal disputes without the consent of the Board of PCI and will refer any complaints or reports regarding such disputes to the Board or the Executive Director for resolution pursuant to PCI’s policies. VUSD will agree not to intervene or become involved in an internal dispute unless the dispute has given VUSD 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 VUSD to intervene in the dispute.

### **Disputes Between Pacific Valley Charter Academy and VUSD**

Pacific Valley Charter Academy 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. Pacific Valley Charter Academy will be willing to consider changes to the process outlined below as suggested by the Vacaville Unified School District.

Pacific Valley Charter Academy 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 Pacific Valley Charter Academy and VUSD, Pacific Valley Charter Academy staff, employees and Board members and the District will 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 Pacific Valley Charter Academy. In the event that the VUSD 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, Pacific Valley Charter Academy will request 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 pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director or designee and the VUSD 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 VUSD designee and the Executive Director or designee and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the VUSD designee and the Executive Director or designee will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The VUSD 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 VUSD and Pacific Valley Charter Academy. The outcome of the mediation will be binding, unless both parties agree in writing that the mediation shall be non-binding. 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 VUSD and Pacific Valley Charter Academy.

## **ELEMENT O: CLOSURE PROTOCOL**

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*“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 charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”*

*-California Education Code Section 47605(b)(5)(O)*

Closure of Pacific Valley Charter Academy 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.

The Executive Director, under the direction of the Board of Directors, will promptly notify parents and students of Pacific Valley Charter Academy, the Vacaville Unified School District, the Solano 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.

The Executive Director will ensure that the notification to the parents and students of Pacific Valley Charter Academy 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.

The Board 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, Pacific Valley Charter Academy 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 the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Pacific Valley Charter Academy will ask the District to store original records of Pacific Valley Charter Academy students. All student records of Pacific Valley Charter Academy shall be transferred to the District upon closure. If the VUSD will not or cannot store the records, Pacific Valley Charter Academy shall work with the Solano 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 PCI, responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Pacific Valley Charter Academy will prepare final financial records. Pacific Valley Charter Academy will also have an independent audit completed within six months after closure. Pacific Valley Charter Academy 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.

Pacific Valley Charter Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Pacific Valley Charter Academy, all assets of Pacific Valley Charter Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, will remain the sole property of the Pacific Valley Charter Academy and, upon the dissolution 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. Upon closure of Pacific Valley Charter Academy, for whatever reason, assets in possession of the PCI non-profit public benefit corporation or the Charter School attributable to in-District ADA shall be disbursed to the District. Any assets acquired from the District or District property will be promptly returned upon Pacific Valley Charter Academy 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, Pacific Valley Charter Academy shall remain solely responsible for all liabilities arising from the operation of Pacific Valley Charter Academy.

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

## MISCELLANEOUS CHARTER PROVISIONS

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### District Oversight

Pacific Valley Charter Academy will be a wholly separate and independent entity from VUSD.

Pacific Valley Charter Academy will receive funding in accordance with Education Code 47630 et seq., and applicable federal law. Pacific Valley Charter Academy will receive its funding directly from the state or through any other available mechanism. Any funds that flow through VUSD that will be due to Pacific Valley Charter Academy will be promptly forwarded to Pacific Valley Charter Academy in accordance with law. PCI and Pacific Valley Charter Academy 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), VUSD may charge for the actual costs of supervisory oversight of Pacific Valley Charter Academy not to exceed one (1) percent of the revenue of Pacific Valley Charter Academy. VUSD may charge up to three (3) percent of the revenue of Pacific Valley Charter Academy if Pacific Valley Charter Academy will be able to obtain substantially rent-free facilities from VUSD. 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. VUSD 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.

### Fiscal Strength and Support

PCI has significant financial strength. This strength includes strong financial reserves to ensure smooth cash flow and meet all obligations. Pacific Valley Charter Academy demonstrates it has very strong financials. (See Appendix 5 for budget and cash flow documents.)

Pacific Valley Charter Academy will conduct its own financial systems provided under PCI. These will include accounting and payroll services, including STRS reporting and state reporting to the

California Department of Education. PCI will also use PowerSchool, a student information system (SIS) used extensively in California and through the United States. PowerSchool will be used for student attendance accounting (average daily attendance claims and support of attendance for audits) by the California Department of Education. This SIS will also provide comprehensive student databases, state reporting, scheduling, and administrative tools.

### **Internal Financial Controls**

Pacific Valley Charter Academy, with the support of PCI, will use internal financial controls as first established by PCI for Heritage Peak Charter School. Over the last thirteen 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 PCI Budget Analyst in Schoolability. The Director or Designee will sign off on all requisitions. The Business Technician or designee will process all of the purchase orders and then provides the ledger to the Director for final approval via initial for each purchase order previously approved in Schoolability. The Business Manager or designee will sign the ledger of the requisitions prior to check mailing. Upon the ledger report being reviewed and approved by line item, the checks will be mailed to vendors. No purchases will be approved by Pacific Valley Charter Academy without the process described above. The Executive Director will maintain full accountability of all purchases made by the school.

All payroll will be managed by the Human Resources Manager, Corporate Accountant, and Business Manager once a month upon submission by all staff with signed payroll forms. The Business Manager will compile all payroll for the organization. The Business Manager and Corporate Accountant will enter all payroll for the month into Schoolability. The Business Manager will then print a draft of the ledger to be reviewed by the Human Resources Manager, Business Manager, and Corporate Accountant. Once this review is completed, the Corporate Accountant will submit payroll to Schoolability (and Wells Fargo) for final dispatch of direct deposit into the employees' accounts.

The Corporate Accountant will manage the retirement plans (STRS, 401k) monthly through the payroll system, Schoolability. Payments and reports will be submitted to SCOE before the end of each month.

Accounts receivable arrive to the Business Manager, upon review is submitted to the Corporate Accountant. Once reviewed the Corporate Accountant will endorse the checks with a 'for deposit only' stamp and deposits the checks directly to Wells Fargo Bank. The receipts will then be forwarded to the corporate accountant for posting. The bank account will be reconciled on a monthly basis and the reconciliation will be signed off by the business manager.

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

## **Budgets and Cash Flow**

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

*-California Education Code 47605(g)*

See Appendix 5 for Pacific Valley Charter Academy’s three-year budget and cash flow, including financial projections. 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.

## **Financial Reporting**

Pacific Valley Charter Academy will provide reports to VUSD as follows, and will provide additional fiscal reports as requested by VUSD:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Pacific Valley Charter Academy’s annual, independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education, and Solano 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 Pacific Valley Charter Academy’s receipts and expenditures for the preceding fiscal year.

PCI and Pacific Valley Charter Academy will maintain appropriate records. In accordance with the timelines required by Education Code 47604.33, a copy of the proposed fiscal year budget for Pacific Valley Charter Academy, financial reports, and un-audited actuals will be forward to VUSD. Pacific Valley Charter Academy will be operated in accordance with generally accepted accounting principles (“GAAP”). A business operations manual has been adopted and will be utilized for Pacific Valley Charter Academy’s day-to-day business functions. Pacific Valley Charter Academy will promptly respond to all reasonable inquiries, including inquiries regarding financial records.

## **Reporting Requirements**

The following reports will be submitted to VUSD:

- 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

## **Insurance**

PCI will secure and maintain, on behalf of Pacific Valley Charter Academy, commercially reasonable general liability, worker's compensation, and other necessary insurance coverage as set forth below to protect Pacific Valley Charter Academy from claims that may arise from its operations:

- Workers' compensation insurance in accordance with the provisions of the California Labor Code, adequate to protect Pacific Valley Charter Academy 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 VUSD as an additional insured.

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

PCI shall maintain adequate property and liability insurance for Pacific Valley Charter Academy. Types and amounts will be agreed upon in an operational agreement between VUSD and PCI. Proof of insurance will be provided to VUSD upon request.

## **Administrative Services**

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

*-California Education Code Section 47605(g)*

PCI will conduct all administrative and business services on behalf of Pacific Valley Charter Academy 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 1401 El Camino Avenue, Suite 510, Sacramento, CA 95815. Any additional contracts will be vetted for conflict of interest as adopted by the PCI Board of Directors. Pacific Valley Charter Academy and PCI will 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.

## **Facilities**

*“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.”*

*-California Education Code Section 47605(g)*

Pacific Valley Charter Academy will be 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. Pacific Valley Charter Academy students shall be served at the facility currently known as the Heritage Peak Charter School Vacaville Resource Center located at 354 Parker Street, Vacaville, CA 95688. The facility will continue to be accessible to students by foot, bus, or car. Pacific Valley Charter Academy will ensure that the facilities align with all building and fire codes for instructional purposes as provided in Education Code Section 47610. In addition, Pacific Valley Charter Academy, or PCI, will alert the District at least 30 days prior to occupancy of every facility to be leased, purchased, or controlled by the school for instructional purposes. PCI and Pacific Valley Charter Academy will not pursue Proposition 39 facilities from the District and affirms that its waiver of rights to facilities under Proposition 39 is knowing and intentional.

## **Potential Civil Liability Effects**

*“Potential civil liability effects, if any, upon the school and upon the District.”*

*-California Education Code Section 47605(g)*

Pacific Charter Institute, a California non-profit public benefit corporation, will operate Pacific Valley Charter Academy. 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(c), 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. Pacific Valley Charter Academy will work diligently to assist the Vacaville Unified 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 Pacific Valley Charter Academy.

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 Pacific Valley Charter Academy.

### **Transportation**

Pacific Valley Charter Academy 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, or as otherwise required by law.

### **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.

# APPENDIX 1

**VACAVILLE UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 22, 2012-13**

**Resolution of the Governing Board  
To Conditionally Approve the Petition for the Pacific Valley Charter Academy**

**WHEREAS**, pursuant to Education Code section 47607, a petition for the grant of a charter shall be governed by the standards and criteria set forth in Education Code section 47605; and

**WHEREAS**, Dr. Paul Keefer (“Petitioner”), on behalf of the Pacific Charter Institute, Inc. (“Non-Profit Corporation”), submitted a petition (“Petition”) and supporting documentation to the Vacaville Unified School District (“District”) for the grant of a charter to establish the Pacific Valley Charter Academy (“Charter School”) on or about March 7, 2013; and

**WHEREAS**, a public hearing to determine the level of support for the Petition by teachers, other employees of the District and parents/guardians in accordance with Education Code section 47605(b) was held on March 21, 2013; and

**WHEREAS**, Petitioner submitted a revised Petition and additional supporting documentation for the grant of a charter to establish the Charter School on or about April 25, 2013; and

**WHEREAS**, under Education Code section 47605(b) the Board was required to act on the Petition within sixty (60) days of receipt of the Petition, or by May 7, 2013; and

**WHEREAS**, through agreement of their respective counsel, the District and Petitioner mutually agreed to extend the deadline pursuant to Education Code section 47605(b) for final action to allow more time for the District to review the revised Petition and additional supporting documentation; and

**WHEREAS**, in reviewing the Petition for a charter, the Governing Board of the District is cognizant of the intent of the Legislature that charter schools are, and should become, an integral part of the California educational system, and that establishment of charter schools should be encouraged; and

**NOW, THEREFORE, BE IT RESOLVED AND ORDERED** that the Governing Board of the District, having fully considered and evaluated the Petition, hereby accepts the Petition and conditionally grants Petitioner a Charter to establish the Pacific Valley Charter Academy to be operated by the Non-Profit Corporation located within the District’s boundaries, and shall serve students in grades K-12, for a term of five (5) school years, commencing July 1, 2013 and continuing through June 30, 2018, unless otherwise earlier revoked in accordance with law. (A true and correct copy of the Charter approved by the Governing Board is attached hereto as Exhibit A.)

**BE IT FURTHER RESOLVED AND ORDERED** that the approval granted is conditioned on the Parties reaching agreement to amend the Charter Petition regarding the enumerated elements listed below. The Governing Board of the District hereby delegates and authorizes the Superintendent or his designee to negotiate such amendments to the Charter Petition as are necessary to reflect the following:

1. A mutual agreement that the Charter School becoming an independent LEA for Special Education purposes shall constitute a material revision of the Charter.
2. A mutual agreement that the Non-Profit Corporation's Board of Directors and employees as well as the Charter School's employees shall be subject to the provisions of Government Code section 1090.
3. A mutual agreement that employees of the Non-Profit Corporation or Charter School will not also serve as members of the Non-Profit Corporation's Board of Directors.
4. A mutual agreement that the Charter School's Director shall obtain an administrative services credential within a reasonable amount of time.
5. A mutual agreement to clarify the audit procedures and how the audit findings for the Charter School and the Non-Profit Corporation will be reported in compliance with all applicable laws and regulations.
6. A mutual agreement that the dispute resolution procedure be amended to lead to a final and binding resolution if initial informal attempts at resolution are unsuccessful.
7. A mutual agreement that the Non-Profit Corporation and/or the Charter School notify the District of any complaints and/or disputes where matters within the District's oversight responsibilities are implicated.
8. A mutual agreement that upon closure of the Charter School, for whatever reason, assets in the possession of the Non-Profit Corporation or the Charter School attributable to in-District ADA be disbursed to the District.
9. A mutual agreement to clarify that the Charter School's waiver of rights to facilities under Proposition 39 is knowing and intentional.

**BE IT FURTHER RESOLVED AND ORDERED** that upon reaching agreement as to the Amendments to the Petition, the Governing Board of the District further delegates and authorizes the Superintendent or his designee to negotiate and enter into a Memorandum of Understanding ("MOU") between the District and Non-Profit Corporation that sets forth the arrangements and agreements between the parties in furtherance of the Charter as approved herein.

**BE IT FURTHER RESOLVED AND ORDERED** that pursuant to Education Code section 47605(j), the Petitioner shall provide written notice of this Governing Board approval, including a copy of the Charter and supporting documentation, to the Solano County Superintendent of Schools, and the California Department of Education.

**PASSED AND ADOPTED** on May 16, 2013, by the Governing Board of the Vacaville Unified School District by the following vote:

AYES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

I, John Niederkorn, Secretary to the Vacaville Unified School District Governing Board of Education, do hereby declare under penalty of perjury that the foregoing is a true and correct copy of a Resolution adopted by the said Board at a regular meeting thereof at the time and by the vote above stated, which Resolution is on file in the administrative offices of said School District.

\_\_\_\_\_  
John Niederkorn, Secretary

## **EXHIBIT A**

Please see revised Pacific Valley Charter Academy Petition attached as a separate document. Notations to the revised petition were left in the document for ease of tracking changes to the original petition.

# Vacaville Unified School District Minutes

Created: August 08, 2013 at 02:05 PM

## Regular Governing Board Meeting (Closed Session begins at 6:00 PM; Open Session begins at 7:00 PM)

July 18, 2013

Thursday, 06:00 PM

EDUCATIONAL SERVICES CENTER

401 Nut Tree Road

Vacaville, California 95687

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### Attendees

Jerry Eaton	Board Member	
Michael Kitzes	Board Member	
Larry Mazzuca	Board Vice President	
David McCallum	Board President	
Theresa Nutt	Board Member	
Whit Whitman	Board Member	
Teresa Flores	Executive Secretary	<i>non-voting</i>
Mark Frazier	Chief Academic Officer	<i>non-voting</i>
Randy Henry	Chief Human Resources Officer	<i>non-voting</i>
Ken Jacopetti	Superintendent	<i>non-voting</i>
Kari Sousa	Associate Superintendent	<i>non-voting</i>
Danielle Storey	Assistant Superintendent	<i>non-voting</i>
Donna Suchoski	Staff Secretary	<i>non-voting</i>

### 1. ESTABLISH QUORUM/CALL TO ORDER

#### Minutes

President McCallum called the Closed Session meeting to order at 6:00 p.m. Trustee Eaton arrived at 6:03 p.m.; Trustee Nutt arrived at 6:10 p.m. Trustee Mahlberg was absent from the meeting.

### 2. COMMENTS FROM THE FLOOR (CLOSED SESSION ITEMS ONLY)

#### **a. CLOSED SESSION COMMENTS FROM THE FLOOR: 3-minute time limit per individual; 20-minute time limit per topic**

Persons wishing to speak to Closed Session items are asked to complete a "Request to Speak" card and present it to the President prior to the meeting. Persons submitting a "Request to Speak" card will be given an opportunity to speak at this time.

Persons who have complaints against Board Members or staff are encouraged to seek resolution of those complaints by utilization of the Vacaville Unified School District written complaint procedure rather than orally addressing them at a meeting. Speakers are cautioned that under California law no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those

comments are made at a public meeting.

Minutes

There were no comments from the floor on items on the Closed Session agenda.

**3. CLOSED SESSION**

**a. Public Employee Employment/Discipline/Dismissal/Release/Re-Assignment/Resignation**

**b. Negotiations Update**

**4. WELCOME PUBLIC - REGULAR MEETING (7:00 P.M.)**

Minutes

President McCallum called the meeting to order at 7:05 p.m.

**5. REPORT CLOSED SESSION ACTIONS**

Minutes

President McCallum reported that during Closed Session the Board discussed employee group negotiations and employee discipline issues.

**6. MOMENT OF REFLECTION**

Minutes

President McCallum asked all in attendance to observe a moment of reflection.

**7. PLEDGE OF ALLEGIANCE**

Minutes

Trustee Whitman led the Pledge of Allegiance.

**8. APPROVAL OF AGENDA**

**a. Approval of July 18, 2013 Agenda** (V)

Motion made by: Whit Whitman

Seconded by: Michael Kitzes

Votes

Unanimously Approved

**9. COMMENTS FROM THE FLOOR**

**a. COMMENTS FROM THE FLOOR: 3-minute time limit per individual; 20-minute time limit per topic**

**ITEMS NOT ON THE AGENDA** - Persons wishing to speak to items **not on the agenda** are asked to complete a "Request to Speak" card and present it to the President prior to the meeting. Persons submitting a "Request to Speak" card will be given an opportunity to

Speak **at this time**.

**ITEMS ON THE AGENDA** - Persons wishing to speak to items **on the agenda** are asked to complete a "Request to Speak" card and present it to the President prior to the meeting. Persons submitting a "Request to Speak" card will be given an opportunity to speak **at the time the item is discussed** by the Board.

Persons who have complaints against Board Members or staff are encouraged to seek resolution of those complaints by utilization of the Vacaville Unified School District written complaint procedure rather than orally addressing them at a meeting. Speakers are cautioned that under California law no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

Minutes

There were no comments from the floor on items not on the agenda.

**10. SUPERINTENDENT'S COMMENTS/CORRESPONDENCE**

Minutes

New VUSD Superintendent Ken Jacopetti gave a presentation on his vision for the students and staff of Vacaville Unified School District. The overarching themes of his presentation included the standard implementation of curriculum; Common Core transition; behavioral wrap-round strategies; providing support and accountability to students and staff; stress factors in education; and effective public relations.

**11. BOARD MEMBER COMMENTS/CORRESPONDENCE**

Minutes

There were no Board member comments/correspondence.

**12. OLD BUSINESS**

**a. Board Action on Approval of Pacific Valley Charter Academy Petition (attachments)** (V)

The Board will consider Pacific Valley Charter Academy's petition request.

MOTION: As determined by the Board.

Minutes

During comments from the floor, Paul Keefer, CEO of Pacific Valley Charter Academy, asked that the Board approve the charter and looked forward to working with VUSD to serve

students in the community. The Board discussed the Charter petition and asked questions of Mr. Keefer and attorneys representing VUSD and Pacific Valley. After the discussion, the Board voted upon the Charter's petition as follows:

A motion was made by Michael Kitzes, seconded by Larry Mazzuca, to approve Resolution No. 1, 2013-14, Resolution of the Board of Trustees to Approve the Petition for the Pacific Valley Charter Academy. The resolution failed by the following roll call vote:

Eaton	No
Kitzes	Yes
Mazzuca	Yes
McCallum	No
Nutt	No
Whitman	No

An alternate motion was made by Jerry Eaton, seconded by Whit Whitman, that the Board deny the petition for the establishment of the Pacific Valley Charter School because the Board has determined the revised petition does not contain reasonably comprehensive descriptions addressing all of the educational deficiencies identified in Resolution No. 22, 2012-13, and therefore presents an unsound educational program and the petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition. The motion passed by the following roll-call vote:

Motion made by: Jerry Eaton  
Seconded by: Whit Whitman

Votes

Jerry Eaton	Yes
Michael Kitzes	No
Larry Mazzuca	No
David McCallum	Yes
Theresa Nutt	Yes
Whit Whitman	Yes

**13. NEW BUSINESS**

**a. Declaration of Need for Fully Qualified Educators (attachment) (V)**

The District must annually certify that there is an insufficient number of fully credentialed highly qualified teachers in certain areas. For this reason, the District will request emergency credentials for those individuals who meet our employment criteria for positions listed. In alignment with the District's Compliance Monitoring Intervention and Sanctions Plan, the District will make every effort to hire fully credentialed, highly qualified teachers and substitutes.

MOTION: Approve Declaration of Need for Fully Qualified Educators 2013-2014.

Board Member Vote:

Motion made by: Whit Whitman

Seconded by: Michael Kitzes

Votes

Jerry Eaton	Not Present
Michael Kitzes	Yes
Larry Mazzuca	Yes
David McCallum	Yes
Theresa Nutt	Yes
Whit Whitman	Yes

**b. CBEST Waivers for 30-Day Substitute Teachers for 2013-2014 (attachment)** (V)

Due to a shortage of specific substitute teachers, districts have had difficulty finding individuals who qualify for the 30-Day Substitute Teacher Permit. One of the qualifications for the Substitute Teacher Permit is the passing of the California Basic Education Skills Test (CBEST). The California Commission on Teacher Credentialing will issue a one-year CBEST Waiver. Administration requests the following statement be approved by the Board: The Governing Board of the Vacaville Unified School District declares that because of the shortage of substitute teachers in California, it has been unable to recruit a large enough pool of substitute teachers who have had the opportunity to take and pass CBEST.

MOTION: Approve CBEST Waivers for 30-Day Substitute Teachers for 2013-2014.

Board Member Vote:

Motion made by: Whit Whitman

Seconded by: Larry Mazzuca

Votes

Unanimously Approved

**c. Approval of District Authorized Signatures for District Bank Accounts** (V)

Administration requests that the Board authorize the following personnel as signers to District bank accounts at Umpqua Bank, West America Bank, and Wells Fargo Bank: Ken Jacopetti, Superintendent; Kari K. Sousa, Associate Superintendent; Cindy Williamson, Director of Fiscal Operations; and Teresa Flores, Executive Secretary.

MOTION: Approve Authorization of VUSD Personnel as Signers to District Bank Accounts as Presented.

Board Member Vote:

Motion made by: Michael Kitzes  
Seconded by: Jerry Eaton

Votes

Unanimously Approved

**d. Approval of District Authorized Signatory for District Bank Accounts** (V)

Administration requests that the Board authorize the following personnel as signers to the Administrator's Sunshine Fund and Board Sunshine Fund accounts at Westamerica Bank: Ken Jacopetti, Superintendent; Teresa Flores, Executive Secretary; Donna Suchoski, Staff Secretary; and remove authorization of former employee John Niederkorn.

MOTION: Approve Authorization of VUSD Personnel as Signers to District Bank Accounts as Presented.

Board Member Vote:

Motion made by: Michael Kitzes  
Seconded by: Whit Whitman

Votes

Unanimously Approved

**e. Will C. Wood High School Football Stadium Feasibility and Cost Study, Contract Services Agreement, HMC Architects (attachments)** (V)

This is a Measure V item. The Citizens' Oversight Committee will review this item at its regular meeting on July 11, 2013. The Stakeholder Committee has completed a process to select a consultant to perform a feasibility and cost study for a potential football stadium at Will C. Wood High School. The Stakeholder Committee consists of Will C. Wood athletic staff, teachers, site administrators, parents, students, City of Vacaville representative, District facilities staff and Project Manager. The Committee held interviews on June 10, 2013, for the top three candidate firms. The Committee selected their top candidate, references were checked, and a contract for services has been negotiated to include the scope desired, a fee, and a tentative schedule for the study. HMC Architects is recommended to be approved by the Board, along with the contract for architectural/engineering services. The contract includes a minimum of three Stakeholder Committee meetings, along with two anticipated community meetings. The study will begin in August, 2013 and is scheduled to be completed by December, 2013. The not-to-exceed fee is \$27,000.00.

MOTION: Approve contract services agreement with HMC Architects, in the not-to-exceed amount of \$27,000.00, for the Will C. Wood High School Football Stadium Feasibility and Cost Study.

Minutes

Prior to Board vote on approval of the feasibility study, Leigh Coop, Director of Facilities, gave background information on the intent of the study and the make up of the stakeholder committee for the feasibility study. Following Ms. Coop's comments, the Board heard

comments from the floor in support of the approval of the feasibility study. In addition, a comment from the floor from a Citizens' Oversight Committee (COC) representative, speaking on behalf of the COC, stated that although the cost of the study is a valid Measure V expenditure, the COC questions the spending of these funds on something that is not necessarily a direct benefit to the district's students and may not rise above other needs in the district.

Motion made by: Larry Mazzuca  
Seconded by: Whit Whitman

Votes

Unanimously Approved

**f. Will C. Wood High School Americans with Disabilities Act (ADA) Upgrade Project in Theatre and Cafeteria, Site Lease Agreement, Roebbelen Contracting, Inc.**

**(attachments)** <sup>(V)</sup>

This is a Measure V project. The Citizens' Oversight Committee (COC) will review this item at its regular meeting on July 11, 2013. As part of the Lease-Leaseback procurement process, a site lease agreement is necessary for successful implementation of the project. This contract is necessary to lease the construction area of the affected school campus to the Lease-Leaseback entity, Roebbelen Contracting, Inc. (RCON), to enable them to perform the facility improvements. RCON has been approved as part of the lease-leaseback pool for future construction projects. This site lease agreement is for the amount of \$10.00. The scope of work in the construction project will include ADA upgrades to ramps, lifts, seating, restroom fixtures, door handles, signage, and lighting in the theatre. Cafeteria work includes safety upgrades as required to the stove, restroom fixture changes, serving area accessibility upgrades, emergency lighting, door handles, and signage.

MOTION: Approve the Site Lease Agreement with Roebbelen Contracting, Inc., in the amount of \$10.00, for the 2013 WCW Theater/Cafeteria ADA Upgrade Project.

Board Member Vote:

Minutes

New Business items 13.f., 13.g., and 13.h. were combined and voted upon together in one motion.

Motion made by: Michael Kitzes  
Seconded by: Whit Whitman

Votes

Unanimously Approved

**g. Will C. Wood High School Americans with Disabilities Act (ADA) Upgrade Project in Theatre and Cafeteria, Facility Lease Agreement, Roebbelen Contracting, Inc.**

**(attachments)** <sup>(V)</sup>

This is a Measure V item. The Citizens' Oversight Committee will review this item at its regular meeting on July 11, 2013, prior to the Board of Education meeting on July 18, 2013.

As part of the Lease-Leaseback (LLB) project delivery method, a facility lease agreement is necessary for successful implementation of the project. This contract enables the Lease-Leaseback entity, Roebbelen Contracting, Inc. (RCON), to perform the facility improvements on the site. Because it is a lease agreement within the LLB process, the price of construction is known as the Total Base Rent, or TBR. This facility lease agreement is in the amount of \$298,872.00. The scope of work in the construction project will include ADA upgrades to ramps, lifts, seating, restroom fixtures, door handles, signage, and lighting in the theatre. Cafeteria work includes safety upgrades as required to the stove, restroom fixture changes, serving area accessibility upgrades, emergency lighting, door handles, and signage.

MOTION: Approve the Facility Lease Agreement with Roebbelen Contracting, Inc., in the amount of \$298,872.00, for the 2013 WCW Theater/Cafeteria ADA Upgrade Project.

Board Member Vote:

Minutes

New Business items 13.f., 13.g., and 13.h. were combined and voted upon together in one motion.

Motion made by: Michael Kitzes

Seconded by: Whit Whitman

Votes

Unanimously Approved

**h. Will C. Wood High School Americans with Disabilities Act (ADA) Upgrade Project in Theatre and Cafeteria, Project Inspection Services Agreement, Independent Inspection Services (IIS) (attachments) <sup>(V)</sup>**

This is a Measure V item. The Citizens' Oversight Committee (COC) will review this item at its regular meeting on July 11, 2013, prior to the Board of Education meeting on July 18, 2013. A Project Inspector is required in order to complete this project. The Project Inspector is certified by the Division of the State Architect (DSA) and ensures legal compliance with the plans and specifications, as well as meeting DSA requirements on all school construction. Independent Inspection Services (IIS) has performed PI work successfully on other projects in the District and is part of the Board-approved pool of inspectors. The services agreement is in the not-to-exceed amount of \$5,200.00. The agreement provisions have been approved previously and have been effective on past projects.

MOTION: Approve the inspection services agreement with Independent Inspection Services (IIS), in the not-to-exceed amount of \$5,200.00, for the ADA Upgrade Project at Will C. Wood High School.

Board Member Vote:

Minutes

New Business items 13.f., 13.g., and 13.h. were combined and voted upon together in one motion.

Motion made by: Michael Kitzes

Seconded by: Whit Whitman

Votes

Unanimously Approved

**i. Approval of Bid Awards for Child Nutrition Department, 2013-2014** (V)

Request for bids were solicited for various grocery goods and cleaning, paper, and disposable products needed by the Child Nutrition Department for the 2013-14 school year. Following public notification and timelines for submission, the bids were opened on June 5, 2013 at 3:00 p.m. Grocery bid items were required to meet SB 12 and SB 965 regulations (nutritional standards). Cleaning, paper and disposables were to be designated by percentage mark-up by category. Items in these two categories were selected by line item based on lowest responsible bidder quoting acceptable items, performance capabilities, and service issues among their duties.

The majority of the grocery item awards shall be shared by Danielson Company, Ed Jones Food Service, Hayes Distributing, and Sysco Sacramento. Producer's Dairy submitted the lowest bid for dairy products, and Holsum Produce for fresh produce. Cleaning, paper, and disposable item awards shall be shared by Danielson Company, P&R Paper Company, and Sysco Sacramento. The total estimated value of the bids are \$1,324,160.00.

MOTION: Approve VUSD Child Nutrition Bids for 2013-14 in the estimated amount of \$1,324,160.00.

Board Member Vote:

Motion made by: Whit Whitman

Seconded by: Larry Mazzuca

Votes

Unanimously Approved

**14. CONSENT CALENDAR**

**a. CONSENT ITEMS** (V) (C)

Routine items on the Consent Calendar are enacted by the Board in one motion. Discussion only occurs if members of the Board, Administration or public request specific items be discussed and/or removed from the Consent Calendar.

MOTION: Approve Consent Calendar items as presented.

Board Member Vote:

Motion made by: Larry Mazzuca

Seconded by: Jerry Eaton

Votes

Unanimously Approved

**b. Approval of June 27, 2013 Regular Governing Board Meeting Minutes (attachment)** (C)

**c. Approve Revisions to Board Policy 5030, Student Wellness (attachment)** (C)

Board policy updated for consistency with CSBA's publications "Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies" and "Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide". Policy revises language related to school gardens, summer programs as opportunities for nutrition education and physical activity, professional development, school health services, and bullying prevention. Other revisions include notes on new nutrition standards for the National School Lunch and Breakfast Programs and the proposed Federal rule regarding outside food sales and access to drinking water during mealtimes. Policy also revises language for program evaluation and frequency of program evaluation.

**d. Approve Revisions to Board Policy 5131.2, Bullying (attachment)** (C)

Board policy updated to ensure compliance with CDE decision that uniform complaint procedures must be used to receive and investigate student complaints involving bullying based on the characteristics covered within Education Code 234.1.

**e. Approve Revisions to Board Policy 5145.3, Nondiscrimination/Harassment (attachment)** (C)

Mandated policy updated to ensure compliance with CDE decision that uniform complaint procedures must be used to receive and investigate student complaints involving discrimination, harassment, and intimidation based on the characteristics covered within Education Code 234.1.

**f. Request for Contract between Vacaville Unified School District and Martin Therapy Services (attachment)** (C)

In accordance with Board Policy 3312, Contracts, staff requests Board approval for a contract between the District and Martin Therapy Services, at a rate of \$90.00 per hour and contract not-to-exceed \$39,960.00, in order to provide students with special education occupational therapy services.

**g. Request for Contracts between Vacaville Unified School District and AlphaVista Services, Inc. (attachments)** (C)

In accordance with Board Policy 3312, Contracts, staff requests Board approval for contracts between the District and AlphaVista Services, Inc., at a rate of \$78.00 per hour, and annual contracts not-to-exceed \$111,696.00 for 2012-13 and \$115,840.00 for 2013-14, in order to

provide students with special education speech and language services.

**h. Request for Contracts between Vacaville Unified School District and Progressus Therapy (attachments) (C)**

In accordance with Board Policy 3312, Contracts, staff requests Board approval for contracts between the District and Progressus Therapy, at a rate of \$74.00 per hour, and annual contracts not-to-exceed \$105,968.00 for 2012-13 and \$110,048.00 for 2013-14, in order to provide students with special education speech and language services.

**i. Approval of Destruction of Records (C)**

The Child Nutrition Department requests permission to destroy records that have exceeded the legal requirement for retention or whose usefulness ceased prior to or during the 2009-2010 school year. Records recommended for destruction are completed meal applications and daily cash receipts. These records are no longer required in hard copy retention and permanent record retention documents have been placed in an approved database. The database and subsequent backups are sufficient according to the California Department of Education. Permission is requested to destroy the original documents.

**j. Approval of Destruction of Records (C)**

The Business Department requests permission to destroy records that have exceeded the legal requirement for retention or whose usefulness ceased prior to or during the 2008-2009 fiscal year. Records recommended for destruction are completed warrant registers, batch reports, accounts payables vendor files, and accounts receivables invoices. These records are no longer required in hard copy retention and permanent record retention documents have been placed in an approved database. The database and subsequent backups are sufficient according to the California Department of Education. Permission is requested to destroy the original documents.

**k. Approval of June 2013 Vendor Warrant Summary (attachment) (C)**

This usual and customary business practice permits the District to pay vendors who supply our district with goods and services. Attached is a summary of vendor warrants issued from June 1 through June 28, 2013, in the amount of \$1,871,184.93.

**l. Quarterly Report on Williams Uniform Complaints (attachment) (C)**

Under the terms of the Williams Settlement Act, the District is required to report quarterly any complaints received in three general subject areas: textbooks and instructional materials, teacher vacancy or misassignments, and facilities conditions. For the quarter ending June 30, 2013 there were no complaints received.

**m. Primary Instructional Materials for AP Statistics for Approval** (C)

The Secondary Instruction Council requests approval of the following books which have been screened and are available through the Educational Services Department. The books are recommended for adoption as a primary instructional material in AP Statistics at Vacaville and Will C. Wood High Schools. Categorical Lottery funds will be used for this purchase.

Introduction to Statistics & Data Analysis, 4th Edition, published by Cengage Learning, copyright 2012. For use in AP Statistics, Grade 12 at Will C. Wood. Cost per book \$119.00; total cost of order \$3,530.21.

The Practice of Statistics for AP, 4th Edition, published by WH Freeman, copyright 2012. For use in AP Statistics, Grade 12 at Vacaville High School. Cost per book \$122.08.; total cost of order \$8,546.93.

**n. Primary Instructional Materials for Math 7 and Math 8 (Pilot) for Approval** (C)

The Secondary Instruction Council requests the submission of these textbooks to be piloted as primary instructional materials to the Board for approval. These textbooks have been screened by the various departments and are available through the Educational Services Department for review.

Core Connections course 2, 2nd Edition, published by CPM Educational Program. Copyright 2013. Cost is \$49.00. For use in grade 7. Pilot length: 1 year.

Core Connections course 3, published by CPM Educational Program. Copyright 2013. Cost is \$49.00 For use in grade 8. Pilot length: 1 year.

Textbook total cost is \$59,307.52. District categorical lottery funds will be used for this purchase.

**o. Hemlock Elementary School Main Driveway Replacement Pavement Project** (C)

Maintenance and Operations was granted Authorization to Advertise for bids on two asphalt projects at the April 18, 2013 Governing Board meeting. The engineer's recommendation was to completely remove the existing asphalt and base rock, replace a section of curb being lifted by tree roots, and reinstall new pavement to District Standards. Staff drafted construction documents, bid documents, and a solicitation for bids on asphalt repairs for Hemlock Elementary School.

Three contractors requested plans and specifications and two responded with bids. The results of the bid opening conducted at 2:00 p.m. on July 10, 2013 are as follows:

<b>Company</b>	<b>Bid Amount</b>
Vaca Valley Excavation	\$79,750.00
J.A. Gonzalves & Sons	\$129,000.00

Staff recommends that the bid be awarded to Vaca Valley Excavation in the amount of \$79,750.00. The increased scope of work will resolve many safety concerns at the main entrance of Hemlock Elementary and provide the District with the greatest value for funds expended.

**p. Approval for Will C. Wood Sylvan Singers and Tintinnabulists to Attend Summer Workshop from August 4-9, 2013 in South Lake Tahoe, NV (C)**

Will C. Wood High School is requesting permission for the Tintinnabulist and Sylvan Singers to attend a summer workshop at Zephyr Point Conference Grounds in South Lake Tahoe, Nevada, from August 4-9, 2013. Students will train in various aspects of musicianship to enhance advanced handbell ringing technique, basic show and jazz style choreography, holiday season repertoire for fall 2013, music theory and sight singing training. Participation in the workshop will establish and/or increase each ringer's ability to work in an intensive rehearsal environment where extensive learning of both skills and repertoire occurs. Students will be accompanied by David Barthelmess, Lloyd Chan, Laura Barton, and Kathy Troub, all VUSD certificated staff, plus five adult chaperones. Students will pay \$325.00 each for transportation, accommodations, and meals. Partial scholarships are available in cases of extreme financial hardship. No student will be denied the opportunity to participate because of the cost of the trip.

**q. Approval for Buckingham Charter Magnet High School Boys' Varsity Soccer Team to Participate in the 12th Annual Yosemite Cup Varsity Tournament in Sonora, CA, August 29-September 1, 2013 (C)**

Buckingham Charter Magnet High School Boys' Varsity Soccer Team requests approval to participate in the 12th Annual Yosemite Cup Varsity Tournament August 29-September 1, 2013. Participation will offer students the opportunity to interact with other student-athletes and strengthen team relationships. The cost of the tournament is \$125.00 per student. No student will be denied participation due to an inability to pay expenses. The 15-20 students will be chaperoned by the head coach, who is a Buckingham faculty member, an assistant, and adult/parent chaperones.

**r. Approval of Obsolete Equipment (C)**

The following equipment and/or supplies have been declared obsolete, not economically repairable, surplus, or of insufficient value to defray the costs of arranging a sale. The estimated value of one or more items is less than \$2,500.00. Approval of disposal of the listed items, as appropriate, are in accordance with Education Code Articles 13 and 14.

38 Computers	4 Laptops
7 Monitors	1 Power Strip
3 Printers	2 Televisions

s. Personnel Actions (attachment) (C)

**15. FUTURE BUSINESS**

a. Special Governing Board Workshop; July 25, 2013; 5:30 p.m. Educational Services Center

b. Regular Governing Board Meeting; August 1, 2013; 7:00 p.m. Educational Services Center

c. Regular Governing Board Meeting; August 15, 2013; 7:00 p.m. Educational Services Center

d. Special Governing Board Workshop; August 22, 2013; 5:30 p.m. Educational Services Center

**16. CLOSED SESSION**

Minutes

There was no need to return to Closed Session.

**17. REPORT CLOSED SESSION ACTIONS**

**18. ADJOURNMENT**

Minutes

There being no further business, President McCallum adjourned the meeting at 9:23 p.m.

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Board President

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Secretary

# APPENDIX 2

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-Vacaville**  
 Roster Date: **14-15 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	4	2692				
	3	2565				
	2	2516				
	4	2741				
	3	2627				
	3	2541				
	2	2387				
	1	2407				
	1	2335				
	1	2271				
	2	2543				
	2	2369				
	3	2582				
	1	2371				
	2	2526				
	1	2299				
	3	2596				
	3	2624				
	4	2500				
	1	2397				
	4	2528				
	1	2290				
	1	2345				
	1	2423				
	3	2637				

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**  
 Roster Date: **14-15 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	3	2569				
	2	2484				
	4	2686				
	1	2450				
	3	2640				
	1	2339				
	1	2411				
	3	2632				
	3	2603				
	2	2513				
	3	2559				
	3	2510				
	2	2535				
	2	2479				
	1	2389				
	1	2313				
	2	2553				
	2	2544				
	2	2426				
	3	2613				
	3	2662				
	4	2751				
	2	2449				
	2	2519				
	1	2419				

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**  
 Roster Date: **14-15 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	1	2438				
	1	2303				
	3	2620				
	1	2389				
	1	2453				
	3	2673				

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-Vacaville**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
[REDACTED]	1	2483	⚠	⚠	☐	⚠
[REDACTED]	1	2131				
[REDACTED]	3	2598	☐	☐	☐	✓
[REDACTED]	3	2582	☐	☐	☐	☐
[REDACTED]	1	2371	⚠	⚠	☐	⚠
[REDACTED]	2	2526	☐	⚠	✓	☐
[REDACTED]	1	2299				
[REDACTED]	2	2564	⚠	✓	☐	☐
[REDACTED]	1	2462	⚠	⚠	⚠	☐
[REDACTED]	3	2559	☐	☐	☐	☐
[REDACTED]	2	2479	☐	⚠	⚠	⚠
[REDACTED]	2	2544	☐	☐	☐	☐
[REDACTED]	1	2438	⚠	☐	☐	⚠
[REDACTED]	1	2303	⚠	⚠	⚠	⚠
[REDACTED]	3	2620	☐	☐	☐	✓

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- ✓ **Above Standard**
- ☐ **Near Standard**
- ⚠ **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	4	2724			
	4	2629			
	1	2457			
	4	2732			
	3	2628			
	2	2513			
	2	2412			
	1	2432			
	1	2415			
	2	2394			
	1	2465			
	1	2339			
	1	2492			
	1	2409			
	1	2429			
	1	2435			
	2	2545			
	2	2526			
	4	2541			
	2	2493			
	4	2525			
	1	2330			
	1	2375			
	2	2480			
	3	2660			

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Teachers: [REDACTED]

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**  
 Roster Date: **14-15 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	2	2513			
	1	2402			
	2	2548			
	1	2436			
	1	2417			
	1	2374			
	1	2407			
	3	2643			
	1	2526			
	2	2540			
	3	2569			
	1	2414			
	3	2580			
	3	2570			
	1	2394			
	2	2418			
	1	2283			
	2	2561			
	2	2462			
	4	2751			
	1	2392			
	4	2821			
	1	2359			
	1	2476			
	1	2461			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**  
 Roster Date: **14-15 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
[REDACTED]	2	2459			
[REDACTED]	1	2320			
[REDACTED]	3	2601			
[REDACTED]	1	2342			
[REDACTED]	1	2476			
[REDACTED]	2	2620			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	1	2483	⚠	⚠	☐	⚠
	1	2131				
	3	2598	☐	☐	☐	✓
	3	2582	☐	☐	☐	☐
	1	2371	⚠	⚠	☐	⚠
	2	2526	☐	⚠	✓	☐
	1	2299				
	2	2564	⚠	✓	☐	☐
	1	2462	⚠	⚠	⚠	☐
	3	2559	☐	☐	☐	☐
	2	2479	☐	⚠	⚠	⚠
	2	2544	☐	☐	☐	☐
	1	2438	⚠	☐	☐	⚠
	1	2303	⚠	⚠	⚠	⚠
	3	2620	☐	☐	☐	✓

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- ✓ **Above Standard**
- ☐ **Near Standard**
- ⚠ **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	1	2131				
	2	2516				
	1	2264				
	3	2597				
	1	2337				
	1	2241				
	1	2270				
	1	2299				
	1	2397				
	1	2290				
	1	2345				
	1	2462				
	2	2490				
	2	2500				
	3	2621				
	1	2277				
	1	2339				
	1	2411				
	1	2258				
	2	2513				
	1	2385				
	1	2389				
	3	2662				
	3	2546				
	1	2389				

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	1	2204			
	1	2457			
	2	2541			
	1	2259			
	1	2333			
	1	2351			
	1	2435			
	2	2493			
	1	2330			
	1	2375			
	1	2404			
	1	2477			
	1	2480			
	1	2409			
	1	2338			
	1	2374			
	1	2407			
	1	2250			
	2	2540			
	1	2376			
	1	2394			
	1	2392			
	2	2521			
	1	2342			

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Teachers: [REDACTED]

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**

Roster Date: **14-15 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter Vacaville**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	1	2432	☐	⚠	☐	⚠
	1	2300				⚠
	2	2370	☐	☐	⚠	⚠
	4	2712	✓	✓	☐	✓
	1	2383	⚠	⚠	☐	⚠
	3	2575	☐	☐	☐	☐
	3	2671	☐	☐	☐	✓
	4	2688	✓	✓	☐	✓
	3	2524	✓	✓	☐	☐

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- ✓ **Above Standard**
- ☐ **Near Standard**
- ⚠ **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	3	2487	✓	☐	✓	✓
	4	2700	✓	☐	✓	✓
	3	2579	☐	✓	☐	☐
	1	2432	☐	⚠	☐	⚠
	1	2369	⚠	⚠	⚠	⚠
	3	2561	✓	☐	☐	☐
	4	2574	✓	✓	✓	✓
	4	2676	✓	✓	✓	✓
	3	2556	☐	☐	✓	☐
	3	2490	✓	☐	✓	⚠
	2	2515	☐	⚠	☐	☐
	3	2579	☐	☐	☐	☐
	3	2466	☐		✓	☐
	4	2515	✓	☐	✓	✓
	2	2465	☐	⚠	☐	☐
	1	2320	⚠	⚠	⚠	⚠
	1	2353	⚠	⚠	☐	⚠
	2	2438	☐	☐	☐	☐
	2	2370	☐	☐	⚠	⚠
	4	2712	✓	✓	☐	✓
	1	2383	⚠	⚠	☐	⚠
	3	2575	☐	☐	☐	☐
	3	2643	✓	☐	☐	☐
	3	2630	☐	☐	☐	✓
	3	2566	✓	☐	☐	✓

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Teachers: [REDACTED]

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-Vacaville**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	4	2601				
	1	2434				
	4	2724				
	3	2476				
	1	2364				
	3	2588				
	4	2751				
	2	2568				
	2	2505				
	4	2786				
	1	2409				
	4	2688				
	3	2544				
	2	2547				
	2	2557				
	3	2654				
	3	2626				
	2	2570				
	1	2441				
	4	2784				
	2	2533				
	2	2446				
	3	2675				
	1	2370				
	3	2631				

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-Vacaville**  
 Roster Date: **15-16 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	4	2513	✓	☐	☐	✓
	4	2604	✓	✓	☐	✓
	4	2699	✓	✓	✓	✓
	1	2428	⚠	⚠	⚠	⚠
	3	2524	✓	✓	☐	☐
	1	2412	☐	⚠	⚠	☐
	2	2522	☐	⚠	☐	☐
	3	2642	✓	☐	☐	✓
	3	2595	☐	☐	✓	☐
	4	2739	✓	✓	☐	✓
	2	2516	☐	☐	☐	☐
	2	2521	☐	⚠	☐	☐

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- ✓ **Above Standard**
- ☐ **Near Standard**
- ⚠ **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
	2	2396				
	1	2300				
	1	2279				
	3	2627				
	1	2423				
	4	2676				
	1	2449				
	4	2515				
	1	2312				
	1	2409				
	1	2434				
	1	2364				
	2	2512				
	2	2550				
	1	2334				
	1	2362				
	2	2505				
	1	2318				
	2	2542				
	1	2370				
	4	2513				
	1	2458				
	3	2595				
	1	2114				
	2	2521				

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Teachers: [REDACTED]

# Smarter Balanced

## Student Roster with Claim Levels for ELA

Site: **Heritage Peak Charter**  
Roster Date: **15-16 | Y**  
Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
English Proficiencies: **All**  
Reported Race: **All Reported Races**  
Gender(s): **Male & Female**  
Special Education: **Special Ed**  
Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Reading	Writing	Listening	Research/Inquiry
[REDACTED]	1	2289				

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Teachers: [REDACTED]

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	2	2386			
	1	2361			
	1	2395			
	2	2560			
	1	2309			
	4	2667			
	1	2457			
	4	2512			
	1	2329			
	1	2235			
	1	2414			
	1	2336			
	1	2426			
	1	2452			
	1	2308			
	1	2282			
	1	2366			
	1	2265			
	1	2467			
	1	2354			
	3	2446			
	1	2384			
	1	2472			
	1	2189			
	1	2359			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
[REDACTED]	1	2342			

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Generated on 04/06/2017  
by Illuminate Education

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	2	2508			
	1	2361			
	3	2449			
	3	2632			
	2	2477			
	2	2509			
	2	2608			
	3	2640			
	1	2379			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **Black or African American**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **SED & Not SED**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter-VACAVILLE**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student



Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
2	2417			
2	2623			
4	2652			
2	2508			
1	2399			
2	2541			
3	2497			
4	2667			
3	2531			
2	2414			
2	2539			
3	2594			
1	2366			
4	2512			
1	2466			
1	2227			
1	2315			
1	2331			
3	2449			
3	2632			
2	2477			
2	2509			
1	2528			
3	2628			
2	2457			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**  
 Roster Date: **15-16 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

-  **Above Standard**
-  **Near Standard**
-  **Below Standard**

\* Student tested out of district

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	4	2567			
	1	2414			
	2	2583			
	4	2569			
	1	2336			
	2	2606			
	3	2658			
	3	2651			
	1	2366			
	3	2679			
	2	2502			
	3	2640			
	1	2449			
	3	2628			
	3	2638			
	3	2611			
	4	2663			
	1	2470			
	1	2347			
	4	2810			
	1	2517			
	2	2444			
	2	2574			
	1	2354			
	2	2549			

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**  
 Roster Date: **15-16 | Y**  
 Grade Levels: **3, 4, 5, 6, 7, 8, 11**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **Disadvantaged**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

Student	Perf. Level	Scale Score	Concepts & Procedures	Problem Solving & Modeling/Data	Communicating Reasoning
	3	2446	☐	☐	✓
	3	2568	✓	☐	✓
	3	2706	✓	✓	☐
	1	2459	⚠	☐	⚠
	1	2379	⚠	⚠	⚠
	1	2290	⚠	⚠	⚠
	2	2510	⚠	☐	☐
	3	2671	✓	☐	☐
	1	2472	⚠	⚠	⚠
	4	2782	✓	✓	✓
	1	2455	⚠	⚠	☐
	1	2359	⚠	☐	⚠

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- ✓ **Above Standard**
- ☐ **Near Standard**
- ⚠ **Below Standard**

\* Student tested out of district

# Smarter Balanced

## Student Roster with Claim Levels for Math

Site: **Heritage Peak Charter**

Roster Date: **15-16 | Y**

Grade Levels: **3, 4, 5, 6, 7, 8, 11**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **Male & Female**

Special Education: **Special & Non Special**

Socio-Economic: **Disadvantaged**

More information about this report can be  
found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

\* Student tested out of district

# APPENDIX 3



## 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 24 2004



*Kevin Shelley*  
Secretary of State

JUN 24 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.

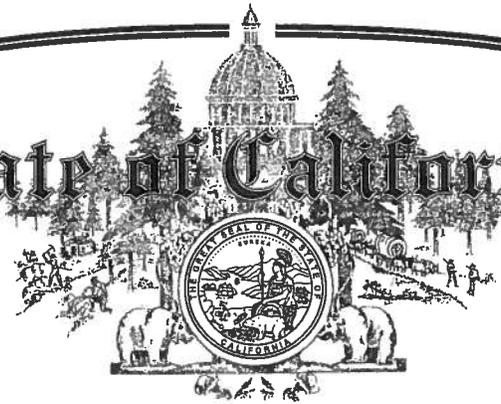
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and 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  
Sonja Cameron  
Incorporator



# State of California



## 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 24 2004



*Kevin Shelley*  
Secretary of State

**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

The undersigned certifies that:

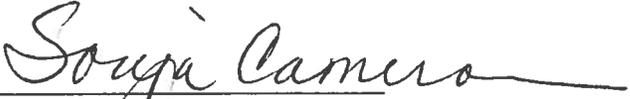
1. They are the President and the Secretary of the Pacific Charter Institute, a California nonprofit public benefit corporation.
2. Page one (1), Article II, Paragraph one (1) of the Articles of Incorporation of this corporation is amended to read as follows:

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.

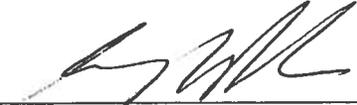
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

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, President

DATE: 1-27-06

  
\_\_\_\_\_  
Gary Borden, Secretary

**BYLAWS**  
**OF**  
**PACIFIC CHARTER INSTITUTE**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this Corporation is Pacific Charter Institute.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 6450 20<sup>th</sup> Street, Rio Linda, California 95673. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, 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) 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. 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 distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. All terms shall commence on July 1 and shall expire on June 30 of the year of the term. Board members may serve unlimited consecutive terms.

Section 6. NOMINATIONS BY CHAIRMAN OR EXECUTIVE DIRECTOR. The Chairman of the Board of Directors, the Executive Director, or both, may nominate qualified candidates for election to the Board of Directors. The nominations will be made at least seven (7) days before the date of any election of directors.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the **Executive Director**, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agencies' boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Executive Director is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall

participate in the teleconference meeting from locations within the boundaries of the school districts in which the Pacific Charter Institute operates;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

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

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, who shall be known as the "Executive Director," a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as

set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2.     **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Executive Director or the Chairman of the Board.

Section 3.     **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4.     **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5.     **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6.     **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7.     **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8.     **EXECUTIVE DIRECTOR.** The Executive Director, who is the chief executive officer, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9.     **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Executive Director, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII  
INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the

Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charters, the Corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Pacific Charter Institute, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], California.

[REDACTED]

[REDACTED], Secretary

## **PACIFIC CHARTER INSTITUTE CONFLICT OF INTEREST CODE**

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 Section 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 Section 81008). All statements will be retained by PCI.

**APPENDIX A  
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board and Alternates	1, 2
Corporate Officers (e.g. President, Secretary, Treasurer, etc.)	1, 2
Executive Director of Charter School	1, 2
Chief Operations Officer	1, 2
Director of Charter School	2
Outreach Coordinator	2
Business Manager	2
Technology Coordinator	2
Student Accounts Payable Technician	3
Human Resource Technician	3
Career Counseling Coordinator	3
Project Manager	3
Administrator	3
Program Coordinator	3
Site Coordinator	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 located in whole or in part within two (2) miles of any facility utilized by PCI's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) 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) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery 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) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department.

This is the last page of the conflict of interest code for **Pacific Charter Institute**.



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for **Pacific Charter**

**Institute** was approved on April 24, 2015. This code will become effective on

May 24<sup>th</sup> 2015.

Erin V. Peth

Erin V. Peth

Executive Director

Fair Political Practices Commission

# APPENDIX 4

**PACIFIC CHARTER INSTITUTE  
DBA HERITAGE PEAK CHARTER SCHOOL  
RIO VALLEY CHARTER SCHOOL  
VALLEY VIEW CHARTER PREP AND  
SUTTER PEAK CHARTER ACADEMY  
(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, 2016**

**PACIFIC CHARTER INSTITUTE**  
**(A California Non-Profit Public Benefit Corporation)**

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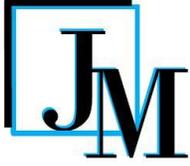
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**(A California Non-Profit Public Benefit Corporation)**

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**James Marta & Company LLP**  
***Certified Public Accountants***

*Accounting, Auditing, Consulting, and Tax*

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**INDEPENDENT AUDITOR'S REPORT**

Board of Directors  
Pacific Charter Institute  
Sacramento, California

**Report on the Financial Statements**

We have audited the accompanying financial statements of Pacific Charter Institute (a California Non-Profit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2016, the related statements of activities, functional expenses, and cash flows for the years then ended and the related notes to the financial statements.

**Managements Responsibility 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; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Pacific Charter Institute as of June 30, 2016, 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.

**Other Matters**

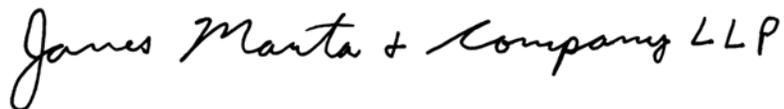
*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed in the table of contents, as required by the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relate 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 information is 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 November 14, 2016 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 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  
Certified Public Accountants  
Sacramento, California  
November 14, 2016

## **FINANCIAL STATEMENTS**

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT BENEFIT CORPORATION)**

**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2016**

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**ASSETS**

Current assets	
Cash and cash equivalents	\$ 2,051,846
Accounts receivable	3,430,715
Prepaid expenses	<u>125,097</u>
Total current assets	5,607,658
Noncurrent assets	
Fixed assets, net	<u>110,966</u>
Total assets	<u><u>\$ 5,718,624</u></u>

**LIABILITIES AND**  
**NET ASSETS**

Liabilities	
Accounts payable and accrued expenses	<u>\$ 1,439,843</u>
Total liabilities	<u>1,439,843</u>
Net assets	
Temporarily restricted	307,652
Unrestricted	<u>3,971,129</u>
Total net assets	<u>4,278,781</u>
Total liabilities and net assets	<u><u>\$ 5,718,624</u></u>

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF ACTIVITIES**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

**UNRESTRICTED NET ASSETS**

Revenues

State revenue

State aid portion of general purpose funding	\$ 14,677,508
State lottery revenue	292,972
Mandated cost reimbursements	887,251
All other	35,664

Local revenue

Cash in-lieu of property taxes	2,016,279
All other	28,782

Federal revenue	7,842
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Net assets released from restrictions	1,954,163
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Total revenues	<u>19,900,461</u>
----------------	-------------------

Expenses

Instruction	13,275,336
Instruction related services	4,923,588
Pupil services	-
General administration	996,185
Community services	-
Other outgo	<u>214,024</u>

Total expenses	19,409,133
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Change in Unrestricted Net Assets	<u>491,328</u>
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**TEMPORARILY RESTRICTED NET ASSETS**

Federal revenue	551,185
State lottery revenue	101,729
Other state revenue	652,091
All other local revenue	745,725
Net assets released from restrictions	<u>(1,954,163)</u>

Change in Temporarily Restricted Net Assets	<u>96,567</u>
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Change in Net Assets	587,895
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Net Assets, Beginning of Period	<u>3,690,886</u>
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Net Assets, End of Period	<u><u>\$ 4,278,781</u></u>
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**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<b>Instruction</b>	<b>Instruction related services</b>	<b>Plant services</b>	<b>Other outgo</b>	<b>Totals</b>
Expenses					
Certificated salaries	\$ 8,208,210	\$ -	\$ -	\$ -	\$ 8,208,210
Classified salaries	-	1,830,281	-	-	1,830,281
Employee benefits	2,809,832	537,062	-	-	3,346,894
Books and supplies	1,592,973	407,749	-	-	2,000,722
Services and other operating expenditures	664,321	2,148,496	857,263	-	3,670,080
Other outgo	-	-	-	214,024	214,024
Depreciation	-	-	138,922	-	138,922
 Total expenses	 \$ 13,275,336	 \$ 4,923,588	 \$ 996,185	 \$ 214,024	 \$ 19,409,133

The accompanying notes are an integral part of these financial statements.

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF CASH FLOWS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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<b>Net Cash Flows Provided (Used) by Operating Activities</b>	
Change in net assets	\$ 587,895
Reconciliation to net cash provided by operating activities:	
Depreciation	138,922
Changes in:	
Accounts receivable	(1,578,804)
Prepaid expense	(65,145)
Accounts payable	870,406
Net cash provided (used) by operating activities	<u>(46,726)</u>
<b>Net Cash Flows Provided (Used) by Investing Activities</b>	
Purchase of property and equipment	<u>(65,538)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(112,264)
<b>Cash and Cash Equivalents, Beginning of Year</b>	<u>2,164,110</u>
<b>Cash and Cash Equivalents, End of Year</b>	<u><u>\$ 2,051,846</u></u>

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2016**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**A. REPORTING ENTITY**

Pacific Charter Institute (the “Charter School”) is organized as a 501(c)(3) corporation and has received a favorable determination letter from the Internal Revenue Service. Pacific Charter Institute manages four individual charter schools: Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. In 2005, 2010, 2014, and 2015, the State Board of Education granted charter school status to Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy 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 or Nuestro School District, 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.

**B. BASIS OF ACCOUNTING AND FINANCIAL STATEMENT PRESENTATION**

The financial statements are prepared on the accrual basis of accounting and in conformity with accounting standards applicable to not-for-profit entities. The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Charter School’s temporarily restricted net assets were restricted in purpose for Special Education, Medi-Cal Billing Options, California Clean Energy Jobs Act, and Educator Effectiveness expenditures as of June 30, 2016. The Charter School had no permanently restricted net assets at June 30, 2016.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2016**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**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.

**E. 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.

**F. PREPAID EXPENSES**

Certain expenses are treated as prepaid at June 30, 2016. This is to reflect a proper matching of expenses for the year-end financial statements

**G. 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 no unearned revenue at June 30, 2016.

**H. 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.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2016**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**I. COMPENSATED ABSENCES**

At June 30, 2016, the Charter School had no liability for accumulated unpaid employee vacation benefits.

**J. ACCUMULATED SICK LEAVE**

At June 30, 2016, 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.

**K. 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.

**L. 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.

**M. 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.

**N. SUBSEQUENT EVENTS**

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, 2016 through November 14, 2016, 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.

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2016**

**2. CASH AND CASH EQUIVALENTS**

Cash and cash equivalents consisted of the following at June 30:

Per bank	\$ 2,330,179
Checks outstanding	<u>(278,333)</u>
Total cash and cash equivalents	<u>\$ 2,051,846</u>

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, 2016 were \$2,080,178.

*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, 2016, 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, 2016, the Charter School held \$2,330,179 in a single Wells Fargo checking account.

**3. PROPERTY AND EQUIPMENT**

Property and equipment activity for the year ended June 30, 2016, was as follows:

	Balance July 1, 2015	Additions and Transfers	Deductions and Transfers	Balance June 30, 2016
Non-depreciable assets:				
Work in progress	\$ 28,764	\$ -	\$ (28,764)	\$ -
Depreciable assets:				
Sites and improvements	371,568	52,992	28,764	453,324
Furniture and equipment	<u>132,577</u>	<u>12,546</u>	<u>-</u>	<u>145,123</u>
Total depreciable assets	<u>504,145</u>	<u>65,538</u>	<u>28,764</u>	<u>598,447</u>
Accumulated depreciation:				
Sites and improvements	(260,397)	(105,869)	-	(366,266)
Furniture and equipment	<u>(88,162)</u>	<u>(33,053)</u>	<u>-</u>	<u>(121,215)</u>
Total accumulated depreciation	<u>(348,559)</u>	<u>(138,922)</u>	<u>-</u>	<u>(487,481)</u>
Capital assets, net	<u>\$ 184,350</u>	<u>\$ (73,384)</u>	<u>\$ -</u>	<u>\$ 110,966</u>

Depreciation expense was \$138,922 for the year ended June 30, 2016.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2016**

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**4. 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.

**5. 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 provisions 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 8% 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 2015-2016 was 10.73% of annual payroll. Pacific Charter Institute's contributions to CalSTRS for the fiscal years ended June 30, 2016, 2015 and 2014 were \$1,250,167, \$786,036 and \$390,679, 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.

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2016**

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**5. 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 2015-2016 was 11.847% of annual payroll. The Charter School's contributions to CalPERS for the fiscal years ended June 30, 2016, 2015 and 2014 were \$150,192, \$98,894 and \$69,036, 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 25% of contributions up to 4% of the annual compensation. The Charter School's contributions for the years ended June 30, 2016, 2015 and 2014 were \$44,418, \$25,614 and \$16,993, respectively.

**6. 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, 2016:

Year Ended June 30,	Payments
2017	\$ 518,812
2018	375,426
2019	336,190
2020	219,099
2021	173,094
2022	<u>29,208</u>
Total	<u>\$ 1,651,829</u>

Rent expense for all operating leases totaled \$778,428 for the year ended June 30, 2016.

**7. 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 and Sutter Peak Charter Academy were \$391,274, \$463,768 and \$188,823, respectively. At June 30, 2016, there are no amounts due from Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy to Heritage Peak Charter School.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2016**

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**8. 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 \$30,601 at June 30, 2016.

## **SUPPLEMENTARY INFORMATION**

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**HERITAGE PEAK CHARTER SCHOOL  
GENERAL FUND**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<u>Budget</u>		<u>Actual</u>	<b>Variance with Final Budget Favorable (Unfavorable)</b>
	<u>Original</u>	<u>Final</u>		
<b>REVENUES</b>				
Local control funding formula sources	\$ 8,262,283	\$ 9,901,350	\$ 9,901,350	\$ -
Federal revenue	298,429	305,077	305,077	-
Other state revenues	238,349	1,285,979	1,285,979	-
Other local revenues	571,598	376,781	376,781	-
<b>Total Revenues</b>	<u>9,370,659</u>	<u>11,869,187</u>	<u>11,869,187</u>	<u>-</u>
<b>EXPENDITURES</b>				
Certificated salaries	4,141,826	5,202,380	5,202,380	-
Classified salaries	1,099,943	1,428,212	1,428,212	-
Employee benefits	1,462,045	2,198,345	2,198,345	-
Books and supplies	874,158	1,377,469	1,377,469	-
Services and other operating expenditures	1,230,876	1,294,569	1,294,569	-
Capital outlay	17,255	25,656	25,656	-
Other outgo	82,623	214,024	214,024	-
<b>Total Expenditures</b>	<u>8,908,726</u>	<u>11,740,655</u>	<u>11,740,655</u>	<u>-</u>
<b>Net change in fund balances</b>	461,933	128,532	128,532	-
Fund balances, July 1, 2015	<u>2,410,662</u>	<u>2,410,662</u>	<u>2,410,662</u>	<u>-</u>
Fund balances, June 30, 2016	<u>\$ 2,872,595</u>	<u>\$ 2,539,194</u>	<u>\$ 2,539,194</u>	<u>\$ -</u>

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**RIO VALLEY CHARTER SCHOOL  
GENERAL FUND**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<u>Budget</u>		<u>Actual</u>	<b>Variance with Final Budget Favorable (Unfavorable)</b>
	<u>Original</u>	<u>Final</u>		
<b>REVENUES</b>				
Local control funding formula sources	\$ 2,960,404	\$ 2,681,570	\$ 2,681,570	\$ -
Federal revenue	87,107	77,438	77,438	-
Other state revenues	207,586	384,419	384,419	-
Other local revenues	180,774	147,627	147,627	-
Total Revenues	<u>3,435,871</u>	<u>3,291,054</u>	<u>3,291,054</u>	<u>-</u>
<b>EXPENDITURES</b>				
Certificated salaries	1,436,249	1,198,650	1,198,650	-
Classified salaries	195,110	221,871	221,871	-
Employee benefits	353,357	498,610	498,610	-
Books and supplies	406,000	188,002	188,002	-
Services and other operating expenditures	977,000	393,782	393,782	-
Capital outlay	29,604	39,882	39,882	-
Other outgo	-	391,274	391,274	-
Total Expenditures	<u>3,397,320</u>	<u>2,932,071</u>	<u>2,932,071</u>	<u>-</u>
Net change in fund balances	38,551	358,983	358,983	-
Fund balances, July 1, 2015	<u>987,709</u>	<u>987,709</u>	<u>987,709</u>	<u>-</u>
Fund balances, June 30, 2016	<u>\$ 1,026,260</u>	<u>\$ 1,346,692</u>	<u>\$ 1,346,692</u>	<u>\$ -</u>

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**VALLEY VIEW CHARTER PREP  
GENERAL FUND**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<b>Budget</b>		<b>Actual</b>	<b>Variance with Final Budget Favorable (Unfavorable)</b>
	<b>Original</b>	<b>Final</b>		
<b>REVENUES</b>				
Local control funding formula sources	\$ 2,713,720	\$ 2,929,982	\$ 2,929,982	\$ -
Federal revenue	100,000	176,512	176,512	-
Other state revenues	184,088	268,871	268,871	-
Other local revenues	152,635	179,023	179,023	-
<b>Total Revenues</b>	<b>3,150,443</b>	<b>3,554,388</b>	<b>3,554,388</b>	<b>-</b>
<b>EXPENDITURES</b>				
Certificated salaries	1,250,191	1,262,904	1,262,904	-
Classified salaries	107,070	126,838	126,838	-
Employee benefits	362,419	515,229	515,229	-
Books and supplies	524,000	301,160	301,160	-
Services and other operating expenditures	858,363	716,665	716,665	-
Capital outlay	-	-	-	-
Other outgo	27,137	463,768	463,768	-
<b>Total Expenditures</b>	<b>3,129,180</b>	<b>3,386,564</b>	<b>3,386,564</b>	<b>-</b>
Net change in fund balances	21,263	167,824	167,824	-
Fund balances, July 1, 2015	108,165	108,165	108,165	-
Fund balances, June 30, 2016	<u>\$ 129,428</u>	<u>\$ 275,989</u>	<u>\$ 275,989</u>	<u>\$ -</u>

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**SUTTER PEAK CHARTER ACADEMY  
GENERAL FUND**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<b>Budget</b>		<b>Actual</b>	<b>Variance with Final Budget Favorable (Unfavorable)</b>
	<b>Original</b>	<b>Final</b>		
<b>REVENUES</b>				
Local control funding formula sources	\$ 1,525,032	\$ 1,180,885	\$ 1,180,885	\$ -
Federal revenue	-	-	-	-
Other state revenues	23,520	30,438	30,438	-
Other local revenues	82,320	71,076	71,076	-
<b>Total Revenues</b>	<b>1,630,872</b>	<b>1,282,399</b>	<b>1,282,399</b>	<b>-</b>
<b>EXPENDITURES</b>				
Certificated salaries	587,687	544,276	544,276	-
Classified salaries	42,067	53,360	53,360	-
Employee benefits	182,539	134,710	134,710	-
Books and supplies	258,000	134,091	134,091	-
Services and other operating expenditures	476,952	221,199	221,199	-
Capital outlay	-	-	-	-
Other outgo	76,252	188,823	188,823	-
<b>Total Expenditures</b>	<b>1,623,497</b>	<b>1,276,459</b>	<b>1,276,459</b>	<b>-</b>
Net change in fund balances	7,375	5,940	5,940	-
Fund balances, July 1, 2015	-	-	-	-
Fund balances, June 30, 2016	<u>\$ 7,375</u>	<u>\$ 5,940</u>	<u>\$ 5,940</u>	<u>\$ -</u>

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**ORGANIZATION**

**JUNE 30, 2016**

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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, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy were established in 2005, 2010, 2014 and 2015, respectively, through authority established in Education Code Section 47605. Each charter school offers K-12 non site-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 and Sutter Peak Charter Academy is sponsored by Nuestro School District.

**BOARD OF DIRECTORS**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Kevin Smith-Fagan	President	December 2018
Wei Hsieh	Vice President	October 2016
Judy Miller	Secretary	October 2017
Jean Paul Prentice	Treasurer	June 2018
Gary Borden	Member	December 2017
Rex Fortune	Member	December 2017
Beth Kay	Member	August 2019

**ADMINISTRATION**

Paul Keefer  
Executive Director

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

**Heritage Peak Charter School**

**Average Daily Attendance**

**Generated Through Non-Classroom-Based Instruction**

	<b>Second Period Report</b>	<b>Annual Report</b>
Elementary:		
Transitional Kindergarten / Kindergarten	64	65
Grades 1 through 3	141	140
Grades 4 through 6	176	178
Grades 7 through 8	183	184
Total elementary grades	564	567
High School		
Grades 9 through 12	591	589
Total all grades	1,155	1,156

**Rio Valley Charter School**

**Average Daily Attendance**

**Generated Through Non-Classroom-Based Instruction**

	<b>Second Period Report</b>	<b>Annual Report</b>
Elementary:		
Kindergarten	11	11
Grades 1 through 3	38	38
Grades 4 through 6	31	31
Grades 7 through 8	35	36
Total elementary grades	115	116
High School		
Grades 9 through 12	186	186
Total all grades	301	302

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

**Valley View Charter Prep  
Average Daily Attendance  
Generated Through Non-Classroom-Based Instruction**

	<b>Second Period Report</b>	<b>Annual Report</b>
Elementary:		
Kindergarten	27	27
Grades 1 through 3	94	96
Grades 4 through 6	99	99
Grades 7 through 8	59	59
Total elementary grades	279	281
High School		
Grades 9 through 12	78	78
Total all grades	357	359

**Sutter Peak Charter Academy  
Average Daily Attendance  
Generated Through Non-Classroom-Based Instruction**

	<b>Second Period Report</b>	<b>Annual Report</b>
Elementary:		
Kindergarten	21	23
Grades 1 through 3	48	49
Grades 4 through 6	33	34
Grades 7 through 8	25	26
Total elementary grades	127	132
High School		
Grades 9 through 12	23	24
Total all grades	150	156

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF INSTRUCTIONAL TIME  
FOR THE YEAR ENDED JUNE 30, 2016**

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<u>Grade Level</u>	<u>Minimum Instructional Minutes</u>	<u>Reduced Minutes Requirement</u>	<u>2015-16 Actual Minutes</u>	<u>Instructional Days</u>	<u>Status</u>
Kindergarten					Not Applicable
Grade 1					Not Applicable
Grade 2					Not Applicable
Grade 3					Not Applicable
Grade 4					Not Applicable
Grade 5					Not Applicable
Grade 6					Not Applicable
Grade 7					Not Applicable
Grade 8					Not Applicable
Grade 9					Not Applicable
Grade 10					Not Applicable
Grade 11					Not Applicable
Grade 12					Not Applicable

This schedule is not applicable to Pacific Charter Institute since they do not have any classroom based instruction.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

	<b>Adopted Budget 2016-17</b>	<b>Actuals 2015/2016</b>	<b>Actuals 2014/2015</b>	<b>Actuals 2013/2014</b>
<b><u>General Fund</u></b>				
Revenues and Other Financial Sources	\$ 20,696,969	\$ 21,040,893	\$ 14,351,266	\$ 10,806,284
Expenditures	21,124,756	20,379,614	13,608,918	11,729,128
Change in Fund Balance	(427,787)	661,279	742,348	(922,844)
Ending Fund Balance	<u>\$ 3,740,028</u>	<u>\$ 4,167,815</u>	<u>\$ 3,506,536</u>	<u>\$ 2,764,188</u>
Available Reserves	<u>\$ 3,554,261</u>	<u>\$ 3,735,067</u>	<u>\$ 3,235,499</u>	<u>\$ 2,212,578</u>
Reserve for Economic Uncertainties	<u>\$ 838,862</u>	<u>\$ 908,905</u>	<u>\$ 663,399</u>	<u>\$ 601,606</u>
Unappropriated Fund Balance	<u>\$ 2,715,399</u>	<u>\$ 2,826,162</u>	<u>\$ 2,572,100</u>	<u>\$ 1,610,972</u>
Available Reserves as a Percentage of Total Outgo	16.8%	18.3%	23.8%	18.9%
<b><u>All Funds</u></b>				
Total Long-Term Debt	\$ -	\$ -	\$ -	\$ -
Actual Daily Attendance at P-2	2,103	1,964	1,591	1,397

The general fund balance has increased by \$480,783 over the past three years. The Charter School budget projects a decrease of \$427,787 for the fiscal year ending June 30, 2017. 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 District has incurred an operating surplus in two of the past three years and anticipates incurring an operating deficit during the fiscal year 2016-2017.

The Charter School had no long-term liabilities over the past three years.

Average Daily Attendance (ADA) has increased by 567 over the past two years. The District anticipates an increase of 139 ADA for the fiscal year 2016-2017.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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No audit adjustments were made to any funds of the Charter School.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF CHARTER SCHOOLS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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<u>Charter Schools Chartered by the Charter School</u>	<u>Included in the Charter School Financial Statements or Separate Report</u>
Pacific Charter Institute does not sponsor any charter schools.	Not applicable

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

<b>Federal Catalog Number</b>	<b>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</b>	<b>Pass- Through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<u>U.S. Department of Education</u>			
<i>Passed through California Department of Education</i>			
84.010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	14329	\$ 310,186
84.027	Special Education: IDEA Basic Local Assistance Entitlement	13379	87,782
84.367	NCLB: Title II, Part A, Improving Teacher Quality	14341	3,143
84.282A	NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	14941	<u>150,074</u>
	Total U.S. Department of Education		<u>551,185</u>
<u>U.S. Department of Health and Human Services</u>			
<i>Passed through California Department of Education</i>			
93.778	Medi-Cal Administrative Activities	10060	<u>7,842</u>
	Total Federal Programs		<u>\$ 559,027</u>

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**COMBINING STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2016**

	<u>Heritage Peak Charter School</u>	<u>Rio Valley Charter School</u>	<u>Valley View Charter Prep</u>	<u>Sutter Peak Charter School</u>	<u>Totals</u>
<b>ASSETS</b>					
Current assets					
Cash and cash equivalents	\$ 1,883,837	\$ 740,094	\$ (320,854)	\$ (251,231)	\$ 2,051,846
Accounts receivable	1,720,086	685,034	701,737	323,858	3,430,715
Prepaid expenses	102,630	6,100	16,367	-	125,097
Total current assets	<u>3,706,553</u>	<u>1,431,228</u>	<u>397,250</u>	<u>72,627</u>	<u>5,607,658</u>
Noncurrent assets					
Fixed assets, net	<u>48,876</u>	<u>41,090</u>	<u>21,000</u>	<u>-</u>	<u>110,966</u>
Total assets	<u>\$ 3,755,429</u>	<u>\$ 1,472,318</u>	<u>\$ 418,250</u>	<u>\$ 72,627</u>	<u>\$ 5,718,624</u>
<b>LIABILITIES AND NET ASSETS</b>					
Liabilities					
Accounts payable and accrued expenses	<u>\$ 1,167,362</u>	<u>\$ 84,535</u>	<u>\$ 121,259</u>	<u>\$ 66,687</u>	<u>\$ 1,439,843</u>
Total liabilities	<u>1,167,362</u>	<u>84,535</u>	<u>121,259</u>	<u>66,687</u>	<u>1,439,843</u>
Net assets					
Temporarily restricted	212,384	79,869	15,399	-	307,652
Unrestricted	<u>2,375,683</u>	<u>1,307,914</u>	<u>281,592</u>	<u>5,940</u>	<u>3,971,129</u>
Total net assets	<u>2,588,067</u>	<u>1,387,783</u>	<u>296,991</u>	<u>5,940</u>	<u>4,278,781</u>
Total liabilities and net assets	<u>\$ 3,755,429</u>	<u>\$ 1,472,318</u>	<u>\$ 418,250</u>	<u>\$ 72,627</u>	<u>\$ 5,718,624</u>

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**COMBINING STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2016**

	<u>Heritage Peak Charter School</u>	<u>Rio Valley Charter School</u>	<u>Valley View Charter Prep</u>	<u>Sutter Peak Charter School</u>	<u>Eliminations</u>	<u>Totals</u>
<b>UNRESTRICTED NET ASSETS</b>						
Revenues						
State revenue						
State aid portion of general purpose funding	\$ 8,499,042	\$ 2,206,950	\$ 2,890,236	\$ 1,081,280	\$ -	\$ 14,677,508
State lottery revenue	177,530	39,863	52,696	22,883	-	292,972
Mandated cost reimbursements	611,338	148,966	126,947	-	-	887,251
All other	34,068	1,547	49	-	-	35,664
Local revenue						
Cash in-lieu of property taxes	1,402,308	474,620	39,746	99,605	-	2,016,279
All other	1,069,893	1,452	1,302	-	(1,043,865)	28,782
Federal revenue	7,842	-	-	-	-	7,842
Net assets released from restrictions	1,036,477	411,042	428,013	78,631	-	1,954,163
Total revenues	<u>12,838,498</u>	<u>3,284,440</u>	<u>3,538,989</u>	<u>1,282,399</u>	<u>(1,043,865)</u>	<u>19,900,461</u>
Expenses						
Instruction	7,993,155	1,852,153	2,511,221	918,807	-	13,275,336
Instruction related services	3,885,335	526,694	342,730	168,829	-	4,923,588
Plant services	788,235	131,217	76,733	-	-	996,185
Other outgo	214,024	391,274	463,768	188,823	(1,043,865)	214,024
Total expenses	<u>12,880,749</u>	<u>2,901,338</u>	<u>3,394,452</u>	<u>1,276,459</u>	<u>(1,043,865)</u>	<u>19,409,133</u>
Change in Unrestricted Net Assets	(42,251)	383,102	144,537	5,940	-	491,328
<b>TEMPORARILY RESTRICTED NET ASSETS</b>						
Federal revenue	297,235	77,438	176,512	-	-	551,185
State lottery revenue	60,864	15,832	17,478	7,555	-	101,729
Other state revenue	402,179	178,211	71,701	-	-	652,091
All other local revenue	350,753	146,175	177,721	71,076	-	745,725
Net assets released from restrictions	(1,036,477)	(411,042)	(428,013)	(78,631)	-	(1,954,163)
Change in Temporarily Restricted Net Assets	<u>74,554</u>	<u>6,614</u>	<u>15,399</u>	<u>-</u>	<u>-</u>	<u>96,567</u>
Change in Net Assets	32,303	389,716	159,936	5,940	-	587,895
Net Assets, Beginning of Period	<u>2,555,764</u>	<u>998,067</u>	<u>137,055</u>	<u>-</u>	<u>-</u>	<u>3,690,886</u>
Net Assets, End of Period	<u>\$ 2,588,067</u>	<u>\$ 1,387,783</u>	<u>\$ 296,991</u>	<u>\$ 5,940</u>	<u>\$ -</u>	<u>\$ 4,278,781</u>

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**BALANCE SHEET – FUND BASIS  
JUNE 30, 2016**

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**ASSETS**

Cash and cash equivalents	\$ 2,051,846
Accounts receivable	3,430,715
Other assets	-
Prepaid expenses	125,097
Total Assets	<u>\$ 5,607,658</u>

**LIABILITIES AND FUND BALANCE**

Liabilities:	
Accounts payable	<u>\$ 1,439,843</u>
Total Liabilities	1,439,843
Fund balance	<u>4,167,815</u>
Total Liabilities and Fund Balance	<u>\$ 5,607,658</u>

**RECONCILIATION OF THE FUND BASIS BALANCE SHEET  
TO THE STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2016**

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Total Fund Balance - Fund Basis	\$ 4,167,815
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.	<u>110,966</u>
Total Net Assets - GAAP Basis	<u>\$ 4,278,781</u>

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE  
FUND BASIS  
FOR THE YEAR ENDED JUNE 30, 2016**

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<b><u>Revenues:</u></b>	
LCFF sources	\$ 16,693,787
Federal revenue	559,027
Other state revenue	1,969,707
Other local revenue	774,507
Total revenues	19,997,028
<b><u>Expenditures:</u></b>	
Certificated salaries	8,208,210
Classified salaries	1,830,281
Employee benefits	3,346,894
Books and supplies	2,000,722
Contract services and operating expenditures	3,670,080
Capital outlay	65,538
Other outgo	214,024
Total expenditures	19,335,749
Change in fund balance	661,279
<b>Fund balance July 1, 2015</b>	<b>3,506,536</b>
<b>Fund balance June 30, 2016</b>	<b>\$ 4,167,815</b>

**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, 2016**

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Net change in fund balance - Total Fund Basis	\$ 661,279
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	(138,922)
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	65,538
Change in net assets - GAAP basis	\$ 587,895

**PACIFIC CHARTER INSTITUTE**  
**(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO SUPPLEMENTARY INFORMATION**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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**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 School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the Charter School. 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.

**G. Schedule of Expenditures of Federal Awards**

The accompanying schedule of expenditures of federal awards includes the federal grant activities of the Charter School and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

**PACIFIC CHARTER INSTITUTE  
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO SUPPLEMENTARY INFORMATION  
FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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**H. Combining 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.

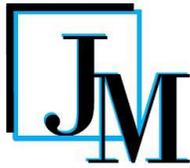
**I. Reconciliations of State Reporting to GAAP Reporting**

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 COMPLIANCE  
 WITH STATE LAWS AND REGULATIONS**

Board of Directors  
 Pacific Charter Institute  
 Sacramento, California

**Report on Compliance for Each State Program**

We have audited the compliance of Pacific Charter Institute with the types of compliance requirements described in the State of California's *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2016.

**Management's Responsibility**

Compliance with the applicable compliance requirements is the responsibility of Pacific Charter Institute's management.

**Auditor's Responsibility**

Our responsibility is to express an opinion on Pacific Charter Institute's compliance with the applicable compliance requirements based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed below occurred. An audit includes examining, on a test basis, evidence about Pacific Charter Institute's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

<b>Description</b>	<b>Procedures Performed</b>
<b>Local Education Agencies Other Than Charter Schools:</b>	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time for School Districts	No, see below
Instructional Materials	No, see below
General Requirements	No, see below

<b>Description</b>	<b>Procedures Performed</b>
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
Transportation Maintenance of Effort	No, see below
 <b>School Districts, County Offices of Education, and Charter Schools:</b>	
Educator Effectiveness	No, see below
California Clean Energy Jobs Act	No, see below
After Schools Education and Safety Program	No, see below
General requirements	No, see below
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
 <b>Charter Schools:</b>	
Attendance	Yes
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes - Classroom Based	No, see below
Charter School Facility Grant Program	No, see below

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 the Educator Effectiveness, California Clean Energy Jobs Act and Charter School Facility Grant Program because the Charter School did not have any expenditures under these programs.

We did not perform any procedures related to the After School Education and Safety Program because the Charter School did not offer this program.

We did not perform any testing of Independent Study-Course Based because it was not material to the audit.

We did not perform any procedures related to Immunizations as the LEA did not have any schools reported by the California Department of Public Health as not submitting immunization assessment reports.

The Charter School does not have any classroom based instruction; therefore, we did not perform any procedures related to Mode of Instruction or Annual Instructional Minutes - Classroom Based.

**Opinion**

In our opinion, Pacific Charter Institute complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2016.

*James Marta & Company LLP*

James Marta & Company LLP  
Certified Public Accountants  
Sacramento, California  
November 14, 2016



**James Marta & Company LLP**

*Certified Public Accountants*

*Accounting, Auditing, Consulting, and Tax*

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**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 financial statements Pacific Charter Institute, which comprise the statement of financial position as of June 30, 2016 and the related 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 November 14, 2016.

**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) to determine the 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.

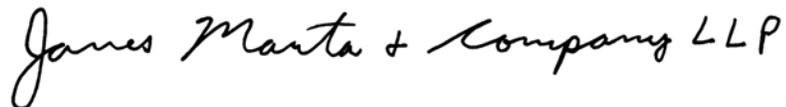
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been 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 determination of financial statement amounts. 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  
Certified Public Accountants  
Sacramento, California  
November 14, 2016

## **SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**PACIFIC CHARTER INSTITUTE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

---

**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**

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

Type of auditor’s report issued on compliance  
for major programs: Not Applicable

Identification of major programs:

                    CFDA Number(s)                      
Not Applicable

Name of Federal Program or Cluster

**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: Unmodified

**PACIFIC CHARTER INSTITUTE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

---

**Section II – Financial Statement Findings**

No matters were reported

**Section III – Federal Award Findings and Questioned Costs**

No matters were reported.

**Section IV – State Award Findings and Questioned Costs**

No matters were reported.

**PACIFIC CHARTER INSTITUTE**  
**PRIOR YEAR FINDINGS AND RECOMMENDATIONS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2016**

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No matters were reported.

# APPENDIX 5

PCI CHARTER SCHOOL - VACAVILLE

# BUDGET

2017-18

1401 El Camino Avenue

Sacramento, CA 95815

866-992-9033

## **PCI Charter School - Vacaville Budget Narrative**

### **Revenues:**

- LCFF revenues have been based on the FCMAT LCFF calculator using updated COLA and gap funding percentages.
- Unduplicated percentage is estimated at 29%
- Lottery revenue is budgeted at \$120 per ADA.
- Special Education revenues are budgeted at \$500 per ADA.

### **ADA Projections:**

<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
354	354	354

### **Expenditures:**

- Certificated staff is budgeted at 19:1.
- STRS employer contribution rate is budgeted at 14.43%.
- The budget assumes that the school will not participate in PERS.
- Instructional supplies and services are budgeted at \$800 per independent study student and \$2,500 per home school student.
- Special Education expenditures are budgeted to exceed revenues by \$8,215.
- District Oversight Fee – 1 percent of LCFF Funding.
- PCI administrative costs have been allocated based on projected ADA.
- LCAP expenditures are budgeted at \$40,000.

### **Fund Balance:**

Fund balance is projected to be \$259,137 at June 30, 2018. Of this amount, \$179,151 is reserved for economic uncertainties and the unappropriated portion of fund balance at June 30, 2018, is projected to be \$79,986.

### **Cash Flow:**

- The cash flow projection assumes the current apportionment schedules for revenues.
- Short-term advances made by Pacific Charter Institute are expected to be repaid within the same fiscal year.
- Salaries are shown on a twelve month (July through June) payment schedule.

**Multi-Year Projection:**

- LCFF Revenues have been based on the FCMAT LCFF calculator using updated COLA and gap funding percentages.
- ADA is based on the figures presented above.
- Step increases are reflected in all years.
- Retirement contribution percentages are budgeted to increase each year.
- LCAP expenditures are budgeted at \$110,000 for 2018-19, and \$150,000 for 2019-20.

**PCI Charter School - Vacaville**  
**Statement of Revenues, Expenditures and Changes in Fund Balance**  
**Budget**  
**2017-18**

**Revenues:**

LCFF Sources	\$2,972,669
Federal	0
State	42,480
Local	177,000
Other Financing Sources	650,000
	3,842,149

**Expenditures:**

Certificated Salaries	1,263,361
Classified Salaries	107,958
Employee Benefits	343,281
Books & Supplies	328,730
Services	524,750
Capital Outlay	0
Other Outgo	364,933
Debt Service - Principal	650,000
Debt Service - Interest	0
	3,583,012

Excess	259,137
Fund Balance, Beginning	0
Fund Balance, Ending	\$259,137

**Components of Ending Fund Balance:**

Designated Amounts:	
Reserve for Economic Uncertainty	\$179,151
Restricted	0
Unappropriated	79,986
	\$259,137

**PCI Charter School - Vacaville  
Revenue Detail  
Budget  
2017-18**

	<u>Object</u>	<u>Resource</u>	
<b><u>LCFF Sources:</u></b>			
LCFF	8011	0000	\$1,961,026
EPA	8012	1400	70,800
In-Lieu Property Taxes	8096	0000	940,843
<b>Total Revenue Limit</b>			<u>2,972,669</u>
<b><u>State:</u></b>			
Lottery	8560	1100	42,480
<b>Total State Revenue</b>			<u>42,480</u>
<b><u>Local:</u></b>			
Special Education	8792	6500	177,000
<b>Total Local Revenue</b>			<u>177,000</u>
<b><u>Other Financing Sources:</u></b>			
PCI Advance	8979	0000	650,000
<b>Total Other Financing Sources</b>			<u>650,000</u>
			<u>\$3,842,149</u>

**PCI Charter School - Vacaville**  
**Statement of Revenues, Expenditures and Changes in Fund Balance**  
**Multi-Year Projection**

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<b><u>Revenues:</u></b>			
LCFF Sources	\$2,972,669	\$3,020,843	3,102,726
Federal	0	0	0
State	42,480	42,480	42,480
Local	177,000	177,000	177,000
Other Financing Sources	650,000	0	0
	<u>3,842,149</u>	<u>3,240,323</u>	<u>3,322,206</u>
<b><u>Expenditures:</u></b>			
Certificated Salaries	1,263,361	1,313,895	1,366,451
Classified Salaries	107,958	112,276	117,890
Employee Benefits	343,281	513,422	564,050
Books & Supplies	328,730	328,730	328,730
Services	524,750	530,750	530,750
Capital Outlay	0	0	0
Other Outgo	364,933	396,273	404,414
Debt Service - Principal	650,000	0	0
Debt Service - Interest	0	0	0
	<u>3,583,012</u>	<u>3,195,347</u>	<u>3,312,285</u>
Excess	259,137	44,976	9,921
Fund Balance, Beginning	0	259,137	304,113
Fund Balance, Ending	<u>\$259,137</u>	<u>\$304,113</u>	<u>\$314,034</u>
<b><u>Components of Ending Fund Balance:</u></b>			
<b>Designated Amounts:</b>			
Reserve for Economic Uncertainty	\$179,151	\$159,767	\$165,614
Restricted	0	0	0
Unappropriated	79,986	144,345	148,420
	<u>\$259,137</u>	<u>\$304,113</u>	<u>\$314,034</u>







# APPENDIX 6

**Signature Page for Teachers – Pacific Valley Charter Academy**

We the undersigned believe that the attached charter for the creation of Pacific Valley Charter Academy (the “Charter School”) merits consideration and hereby petition the governing board of the Vacaville Unified 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.

**By the Lead Petitioner:**

Paul Keefer  
Name

[Signature]  
Signature

4-28-17  
Date

The petitioners recognize 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 Vacaville Unified School District governing board.

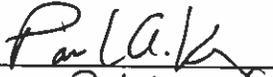
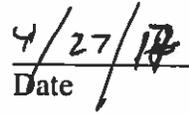
**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
Janet Potter	[Signature]	4-24-17	Multi ; admin	707 392 6387
Kelley VanDerHoef	[Signature]	4-28-17	multi subject	937 267 6951
Jennifer Kostal	[Signature]	4-28-17	Multiple Subject	707 469 7787
Heather Santopadre	[Signature]	4-28-17	multiple subject	707 628-4779
Bruce Semineff	[Signature]	4-28-17	multiple subject	707 448 1883

**Signature Page for Teachers – Pacific Valley Charter Academy**

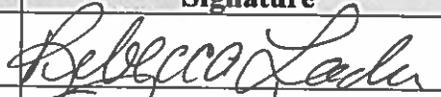
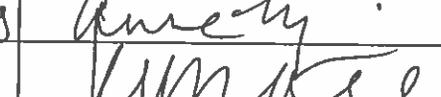
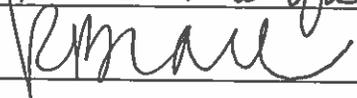
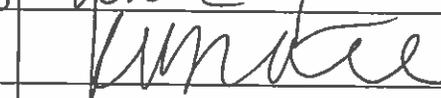
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**By the Lead Petitioner:**

  
 Name Paul Keefe
  
 Signature \_\_\_\_\_
   
 Date \_\_\_\_\_

The petitioners recognize Paul Keefe as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vacaville Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
Rebecca Leader		4-27-17	Mult. Subject	916 837 9519
Stacie Jones		4-27-17	Education Specialist	530-304-9548
Anne Marquiss		4/27/17	Mult Subject	916 835-4662
		4/27/17	multi-subject	(916) 712-7831
Katie Holmes		4/27/17	multi-subject	916 804-6314
MURRAY NAVARRO		4/27/17	math	916 230-7908

**Signature Page for Teachers – Pacific Valley Charter Academy**

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**By the Lead Petitioner:**

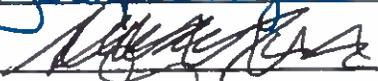
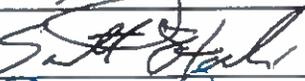
Dr. Paul Keefer  
Name

  
Signature

4-27-17  
Date

The petitioners recognize 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 Vacaville Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
Emilee Powell		4/26/17	Multiple subject	(641) 805-5852
Jennifer Rogers		4/26/17	Multiple subject	(707) 689-6465
<del>Michelle Edwards</del>	<del></del>	<del>4/27/17</del>	<del>ELA, US History, Social Science, Math, Science</del>	<del>(530) 614-1111</del>
Gladys Fanning		4/26/17	multiple subject	916-759-7033
Scott Stueck		4/27/17	S.S. Math	916-759-9728
Deb Aston		4-27-17	MS, K-12, SS, Social Sci, Math Auth. Admin Cred.	916-212-1777



**Signature Page for Parents – Pacific Valley Charter Academy**

We the undersigned believe that the attached Charter for the creation of the Pacific Valley Charter Academy ("Charter School") merits consideration and hereby petition the governing board of the Vacaville Unified 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.

By the Lead Petitioner:

Dr. Paul Keefer  
Name

Paul Keefer  
Signature

4/27/17  
Date

The petitioners recognize 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 Vacaville Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Jennifer Rogers	<i>Jennifer Rogers</i>	4/26/17	6045 DORNSHIRE DR. DIXON	707-689-6465	1	
Janine Best	<i>Janine Best</i>	4/26/17	2550 Caranogio Dr DAVIS	(530) 312-8152	2	
MATHEW SCHNEIDER	<i>Matthew Schneider</i>	4/26/17	1579 VAHAJO STREET DAVIS	(530) 746-2112	2	
SYLVIA ENRIQUETA	<i>Sylvia Enriquez</i>	4/26/17	2806 AUDUBON DR DAVIS	(530) 304-2187	2	
Barbara Carrion	<i>Barbara Carrion</i>	4/26/17	1102 Griffin Way Winters	530-219-0825	1	
Vanessa Stone	<i>Vanessa Stone</i>	4/26/17	404 Berryessa dr W	707-446-2152	1	
Andrea Tatti	<i>Andrea Tatti</i>	4/26/17	3700 Lyon Rd, Apt. 204	916-606-6345	2	

**Signature Page for Parents – Pacific Valley Charter Academy**

We the undersigned believe that the attached Charter for the creation of the Pacific Valley Charter Academy (“Charter School”) merits consideration and hereby petition the governing board of the Vacaville Unified 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.

**By the Lead Petitioner:**

Dr. Paul Keefer  
Name

Paul Keefer  
Signature

4/26/17  
Date

The petitioners recognize 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 Vacaville Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Raynelle Finklestein	<u>Raynelle Finklestein</u>	4/26/17	2913 Olivewood Ln Vallejo, CA 94591	707-343 5165	2	3
Chris Ellis	<u>Chris Ellis</u>	4/26/17	5580 W. Nicholas Ln Dixon, CA 95620	707 627 5867	2	2
Laura Whitney	<u>Laura Whitney</u>	4/26/17	500 Parkridge Dr. Vacaville, CA 95688	707 307 3902	1	1
Naomi Christianson	<u>Naomi Christianson</u>	4/26/17	994 Hoppinct Woodland CA 95746	707 688 7029	2	2
Lanea Christianson	<u>Lanea Christianson</u>	4/26/17	994 Hoppinct Woodland CA 95746	707 688 7027		
Magen Boykin	<u>Magen Boykin</u>	4/26/17	207 Quietwood Dr. Vacaville, CA 95688	(707) 540- 0730	3	-
Emilee Powell	<u>Emilee Powell</u>	4/26/17	137 Churnook Ct. Vacaville, CA 95688	(707) 805- 5852	1	1

**Signature Page for Parents – Pacific Valley Charter Academy**

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**By the Lead Petitioner:**

Dr. Paul Kefer  
Name

Paul Kefer  
Signature

4-27-17  
Date

The petitioners recognize Paul Kefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vacaville Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Pierce Davis	<i>[Signature]</i>	4/25	2390 Nut Tree #45	(707) 265-8629	1	1
Mary Ducker	<i>[Signature]</i>	4/25	2400 Pennsylvania Ave	(707) 635-3960	2	2
Natalie Johnson	<i>[Signature]</i>	4/25	2183 Parkview Terr	925-639-0530	2	2
Courtney Sciortino	<i>[Signature]</i>	4/25	1131 Kensington Dr <sup>FFCA</sup>	945-33707 885-0122	2	2
Shawntele Fargott	<i>[Signature]</i>	4/25	2037 Cormorant Dr. Fairfield, CA 94533	808-640-5465	1	1
Shayla Padilla	<i>[Signature]</i>	4/25	1370 W H-st Apt C Dixon CA 95620	(707) 853-4857	2	
Kaia Brodie	<i>[Signature]</i>	4/25	185 Valhalla Ct. Vacaville, CA 95687	707 317 5968	1	1

**Signature Page for Parents – Pacific Valley Charter Academy**

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**By the Lead Petitioner:**

Dr. Paul Keefer  
Name

Paul A. Keefer  
Signature

4-27-17  
Date

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**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Cynthia Frei	Cynthia Frei	4/25/17	875 Bristol Ct. Dixon CA 95020	707-635-5775	3	4
Rana Burr	Rana Burr	4/25/17	2409 Las Hadas Ct Fairfield CA 94534	710-827-2556	2	2
Allison Woolley	Allison Woolley	4/25/17	618 Jerome St. Davis, CA 95616	530-758-1716	2	2
Laura Dorsey	Laura Dorsey	4/25/17	407 Vinewood Ct Suisun, CA 94585	707-330-0206	5	5
Renee Moore	Renee Moore	4/25/17	2448 Lone Pine Ct. West Sacramento Ca 95691	916-371-8156	1	1
Stacey Wharton	Stacey Wharton	4/25/17	563 Terran Ct Green Valley, CA 94534	916-381-2002	2	2
Melanie DeShields	Melanie DeShields	4/25/17	744 Laurelwood Circle	707-624-0378	3	3

**Signature Page for Parents – Pacific Valley Charter Academy**

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**By the Lead Petitioner:**

Dr. Paul Keefer  
Name

*Paul Keefer*  
Signature

4-27-17  
Date

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**By the Petitioners:**

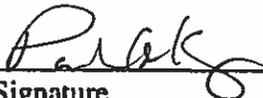
Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Adija Sawhney	<i>Adija Sawhney</i>	4/25/17	5132 Bickford Cir Fairfield CA 94533	(707) 704-4815	3	3
Carrie Bincoe	<i>Carrie Bincoe</i>	4/25/17	249 Ginger Street Vacaville CA 95677	916-289-2321	2	3
Beth Campore	<i>Beth Campore</i>	4/25/17	2333 Channing Place Fairfield CA	580-58-0374	2	2
Janelle White	<i>Janelle White</i>	4/25/17	2481 Salishan Fairfield CA 94537	(707) 344-5951	2	
Margy Hughes	<i>Margy Hughes</i>	4/25/17	101 Richard Place Vacaville, CA 95687	707-803-1749	1	1
Katie Klug	<i>Katie Klug</i>	4/25/17	3024 Beckham Ct Vacaville CA 95687	(707) 631-7493	3	3
Colleen Davis	<i>Colleen Davis</i>	4/25/17	1395 N. Lincoln St. #714 Dixon, Ca. 95620	707-290-0843	2	2

**Signature Page for Parents – Pacific Valley Charter Academy**

We the undersigned believe that the attached Charter for the creation of the Pacific Valley Charter Academy (“Charter School”) merits consideration and hereby petition the governing board of the Vacaville Unified 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.

**By the Lead Petitioner:**

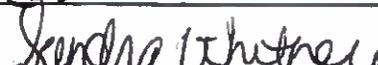
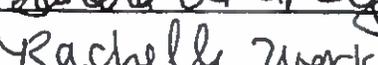
Dr Paul Keefer  
Name

  
Signature

4-27-17  
Date

The petitioners recognize 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 Vacaville Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Susan Ottmer		4/25/17	829 Rose Dr. Benicia	707-745-5859	2	
Stacey Jones		4/25/17	2027 Julius Ct. Walnut Creek	925-408-3754	1	
Terrri Cannaday		4/25/17	643 5 <sup>th</sup> St Vjo 94590	707-731-7583	2	
Carley Anderson		4/25/17	217 Livingston Ave	707-999-0328	2	
Sandra Whitney		4/25/17	105 Glenn Ct	907-887-4436	2	
Rachelle Work		4/25/17	2728 Cascade Cirde	707-592-6857	2	
Miranda Sheldon		4-25-17	1310 Jacobs Pl. Dixon 95620	707-618-4419	3	

**Signature Page for Parents – Pacific Valley Charter Academy**

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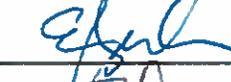
Dr. Paul Keefer  
Name

Paul Keefer  
Signature

4-27-17  
Date

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**By the Petitioners:**

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Gladys Fanning		4/20/17	155 Woodstock Cir Vacaville, CA 95687	916 259-2033	1	
Cari Tenmyson		4/27/17	1102 Ruby Dr. VV 95687	707- 3654882	1	
Dionne Barrett		4/27/17	1628 Harrisburg Ln Suisun City 94585	707- 384-8108	1	1
Emily Yaroeh		4/27/17	2460 Fryta Way Fairfield CA 94533	707 430-3758	1	1
Tamela Benton		4-27-17	530 W Lincoln St Dixon CA 95620	707 816-0632	3	1
DEANNA BUEK		4/27/17	161 Breakwater VV 95688	707 416 8758	1	
Kelly McJunkin		4/27/17	197 Silver Eagle way VV 95688	707 447-0718	1	1

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By the Lead Petitioner:

Paul Kefer  
Name

[Signature]  
Signature

4/28/17  
Date

The petitioners recognize Paul Kefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vacaville Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Kristi Mitchell	<u>[Signature]</u>	4/24/17	165 Raleigh Dr Vacaville CA 95687	707 447 4330	2	0
Michelle Davis	<u>[Signature]</u>	4/24/17	805 Jeffrey Lane Dixon, CA 95620	(707) 678-4271	4	4
Leslie Adams	<u>[Signature]</u>	4/24/17	1841 Selter Ln Vacaville, CA 95688	530 848-0501	3	4
Sarah Duggan	<u>[Signature]</u>	4/24/17	508 Paula Dr Susan 94585	707 631 7345	1	0
Gwen Winn	<u>[Signature]</u>	4/24/17	730 Alamo Dr Vacaville 95688	707 448 4865	3	2
Myriam Galte	<u>[Signature]</u>	4/24/17	2325 Burgundy Fairfield CA 94533	707 738 3010	2	2
Christine Little	<u>[Signature]</u>	4/24/17	5060 Hwy 111 Fairfield CA 94533	707 208 9788	2	2

Signature Page for Parents – Pacific Valley Charter Academy

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By the Lead Petitioner:

Paul Keefer  
Name

[Signature]  
Signature

4-28-17  
Date

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Joyce Martinez	<u>[Signature]</u>	4/24/17	4824 Alvarado Ave Fairfield	707-200-6035	5	
Gina Posquez	<u>[Signature]</u>	4/24/17	1308 Blossom Me Suisun, CA	707-631-5837	3	
Heather Santopadre	<u>[Signature]</u>	4/24/17	148 Vista View Dr Vacaville, CA	707-628-4779	3	
Carol Macle	<u>[Signature]</u>	4/24/17	R Bay Ln Baker Cr	707-452-1111	1	
Mark [unclear]	<u>[Signature]</u>	4/24/17	6224 Woodside Vacaville	707-449-3651	2	

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By the Lead Petitioner:

Paul Keefe  
Name

[Signature]  
Signature

4-22-17  
Date

The petitioners recognize Paul Keefe as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vacaville Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Valerie Camacho	<u>[Signature]</u>	4.24.17	VV 95687 973 Countrywood Cir	707 688 2400	5	5
Jennifer Murphy	<u>[Signature]</u>	4.24.17	619 Roscommon Pl. Vacaville, CA 95108	707 803- 8 1416	1	2
Daniella Butler	<u>[Signature]</u>	4/24/17	117 Lassen Ctl, Rio Vista, CA 94571	707-374 3062	2	2
Rena Santa Cruz	<u>[Signature]</u>	4/24/17	1610 Spruce St Vacaville, CA 95621	707 1066-4963	2	2
Jeanne Ersckson	<u>[Signature]</u>	4/24/17	655 Whitestag Way Vacaville, CA 95687	707- 592- 6752	2	1
Jennifer Kostal	<u>[Signature]</u>	4/24/17	574 Oakmeadow Ct Vacaville, CA 95687	707- 469- 7737	2	2
Janet Bittner	<u>[Signature]</u>	4/24/17	P.O. Box 211 Vacaville, CA 95687	707 391 1237	2	2