MISSION STATEMENT
Pacific Charter Institute schools empower students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

OUR VISION
Pacific Charter Institute is developing educated individuals in Northern California who will spread the wealth of knowledge worldwide in a meaningful way.
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Dear Parents and Legal Guardians,

Welcome to Pacific Charter Institute—home of Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. We are honored that you have chosen us to be a partner in your child’s education. PCI has a long history of providing educational excellence to every student. Whether you choose the Independent Study or Homeschool model, our goal is for your student to succeed. To achieve success, each person must fulfill an important role in the academic triangle, which consists of the teacher, parent/guardian and student. Commitment from each person is critical. We ask only that the family support their child’s effort to become and remain a life-long learner.

Our teaching staff is comprised of highly qualified credentialed teachers who have come to us with a vast amount of experience. It is their responsibility to provide high quality curriculum and teaching strategies to make sure your student can meet the rigorous academic standards set forth by the state of California. Our teachers will communicate with you regularly to ensure that your student is progressing towards these goals.

As the parent/guardian, your critical role is to make sure that your student is completing all tasks as assigned, attending teacher meetings, and mandatory school events such as MAP and CAASPP testing. We value your input and expertise and look forward to partnering with you.

Students who enroll in a Pacific Charter Institute school are 21st century learners who are looking for a unique learning model that serves their academic and social needs. Our students are focused and driven, with a strong desire to succeed. Students agree to attend teacher meetings and classes on time with work completed accurately. Students are responsible for their behavior and actions and are committed to daily learning.

We take bullying and harassment very seriously at every one of our PCI locations, and we adhere to all state of California laws and rules on this important subject. We want to partner with you, the parents and legal guardians of PCI students, in preventing all forms of bullying and making school a safe and healthy experience for all. We encourage you to talk about bullying and harassment with your children and the negative effects it can have on them and others with whom your children interact. Finally, we appreciate ideas or suggestions you may have, so please feel free to share yours with us.

Thank you for entrusting our schools with your children. We look forward to building a solid partnership with you and your student. Please do not hesitate to reach out to your child’s teacher, principal or school director with any questions you may have throughout the school year. We look forward to exceeding your expectations and maximizing the academic pursuits of all of our students.

Once again, thank you for choosing Pacific Charter Institute. I am available to you at any time by phone or by email.

Sincerely,

Dr. Paul Keefer

Paul Keefer, MBA, Ed. D.
Executive Director, Pacific Charter Institute
pkeefer@pacificcharters.org
(B.) PACIFIC CHARTER INSTITUTE CORPORATE OFFICE

Corporate Office Main Line: (866) 992-9033

Academic Counseling Ext: 3060
Business Department/Accounts Payable Ext: 3020/3021
Career Tech Education (CTE) Ext: 3061
Compliance / Risk Management Ext: 3010/3006/3040
Executive Director Ext: 3000
Human Resources Ext: 3004/3002
Information Technology Ext: 3050/3052/3053
Student Services Director Ext: 3009
Special Education Department Ext: 3080

(C.) HELPFUL HINTS FOR GETTING STARTED

- Read and familiarize yourself with the PCI Parent / Student handbook
- Stay in contact with your teacher
- Questions are important! Keep a log of questions and information that need to be discussed at each teacher meeting
- Use the parent portal of PowerTeacher to view your student’s academic progress; each family will be issued a parent login into the portal

(D.) ANNUAL STUDENT INFORMATION PACKET (AIP)

The Annual Information Packet (AIP) is given to new and returning students to take home to parents/guardians each school year. The packet contains important documents for parents/guardians and students to review and keep as well as forms that must be filled out and returned to their teacher/resource center/school. These forms provide necessary information for PCI to be compliant and meet state mandated reporting deadlines. Read all the instructions carefully and contact your teacher, principal or site assistant if you have any questions when filling out the required documents in the AIP.
(E.) LEARNING MODELS

Pacific Charter Institute offers four learning models (availability varies from school to school):

- **Homeschool**: Parent/Guardian is the home educator for the student and receives support from an assigned, highly-qualified teacher. They are involved with the curriculum choices for the student and make weekly lessons plans. The teacher assists with aligning the chosen curriculum to the California Standards and assesses the student to ensure adequate progress is being made. Parent is confident and familiar with the home education process and takes primary responsibility for the educational program of their student. The parent and student do not meet at or attend classes at a resource center.

- **Independent Study (off campus)**: Students participate in weekly face-to-face meetings with an assigned, highly-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at an agreed upon location in the community (home, library, etc.) and does not attend classes at a school's resource center.*

- **Independent Study (On campus)**: Students participate in weekly face-to-face meetings with an assigned, highly-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. In addition, students have access to on-site support and/or site-based classes. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at one of the school's resource centers.*

- **Credit Recovery (On Campus)**: Students meet with their assigned, highly-qualified teacher twice a week for face-to-face meetings. They are provided with California standards-aligned curriculum, books, materials, pacing guides and assessments. Students in this program are able to recover previous unearned credits by working at an accelerated pace and earning credits every six weeks on a "Hex" Schedule. Additionally, students have access to on-site support and wrap-around services. Students should be able to work independently with the support of the teacher and parent. Student meets with a teacher at a school resource center. The "Headways" credit recovery program is currently offered at our Rio Valley Charter School, Broadway location and at our Heritage Peak Charter School, West Sacramento location.

(F.) SCHOOL PROGRAMS, OPPORTUNITIES AND EDUCATIONAL SUPPORT

**Project Lead The Way (PLTW):**

*Project Lead The Way* prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today’s high-tech, high-skill global economy. PLTW sparks the ingenuity, creativity, and innovation within all of our participating students.
**Community College Classes:**

Qualified high school students have the opportunity to apply to concurrently take courses offered at local community colleges. Students must first meet with their high school academic counselor to determine eligibility. Each community college has its own unique criteria and process for enrollment. Students are responsible for submitting community college transcripts to the PCI Academic Counseling office if they wish to also earn high school credit for the course(s). Each college unit earned from the community college is the equivalent to 3.3 high school credits. Example: a 3-unit community college class will count as 10 high school credits. Students need to remain in good academic standing with the college and with their PCI school in order to continue to take classes while in high school.

**Career and Technical Education (CTE):**

CTE gives high school students the chance to get a head start on preparing for college and careers. CTE students have the opportunity to participate in hands-on training in a chosen program and gain real-world experience through internships when available.

All 11th and 12th grade students may enroll in a CTE program (pending course availability and local district regulations for students not enrolled within district). CTE is an extensive network of classes typically held during the day in a variety of professional pathways including professional communication, medical, and office skills. Students wishing to enroll can meet with their academic counselor for more information. Some CTE programs are offered entirely online and provide industry recognized certificates upon completion.

**CTE Program Attendance:** For our onsite CTE courses, attendance is mandatory. Only three absences are permitted from classroom instruction. These absences must be made up, hour per hour missed, otherwise students will not be permitted to attend their internship placement when applicable.

**Special Education:**

PCI provides special education services. Discuss with your teacher if you think your child has a disability that requires special services or accommodations. This is the beginning of the Response to Intervention (RTI) process.

The Special Education Department manages all paperwork and resources related to the evaluation, monitoring and implementation of special education services for special education students. The special education staff works with teachers and families to design a support network allowing each student to progress academically.

- **Student Study Team (SST):**

  SST’s are site-based committees that serve as an early warning system to help schools identify students who may benefit from academic, behavioral or personal interventions (e.g. academically not on grade level, chronically absent, or at-risk for grade level retention, etc.) The SST is made up of the student’s teacher(s), one or several other teachers, an administrator or designee, the parents and the student. In grades four and above, it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help him or her be more successful. During the meetings, the student’s strengths and weaknesses are discussed and interventions are explored. When everyone involved follows the interventions, improvement occurs. Teachers or parents may request an SST.

- **Section 504 Accommodation Plan:**

  Schools ensure that students with disabilities have meaningful opportunities to participate in all aspects of their schooling on an equal basis with students without disabilities. Section 504 Accommodation plans are managed by the administration and 504 team at each learning center or program.
(G.) SCHOOL / COMMUNITY COMPACT / THREE-WAY PLEDGE

Teachers, Parents and Students Working Together

Our goal is for your student to succeed! In order to ensure success, each member of the academic triangle (Teacher/Parent/Student) needs to have clear expectations outlined. This pledge reflects the commitment of PCI to our families and community to provide quality education.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. I expect that every student will reach a high level of achievement. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide high-quality curriculum and teaching strategies to enable my students to meet the state’s academic achievement standards.
- I will ensure that all the necessary concepts are taught to my students before work is assigned.
- I will be aware of the academic individual needs of my students.
- I will regularly communicate regarding my students’ progress.

The Student Pledge:

I realize that my education is important to me. It helps me to develop the tools I need to become a productive citizen of the 21st century. I also understand that my parents/guardians want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will attend my scheduled teacher meetings and classes, on time and ready to learn.
- I will be responsible for my own behavior and be a cooperative learner.
- I will complete all assigned work and return it on time.
- I will return corrected work to my parent(s).
- I will commit to daily learning.
- I will participate in mandatory testing.

The Parent/Guardian Pledge:

I realize that my student’s education is important. I understand that my participation in my student’s education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my student to study and ensure that he/she completes assigned work.
- I will see that my student arrives at the learning center on time when attending a class or meeting with his or her teacher.
- I will attend learning center/school functions.
- I will participate, as appropriate, in activities and decisions relating to the education of my student.
- I will monitor my student’s progress.
- I will ensure my student participates in mandatory testing.*

* With regard to California Education Code Section 60615
The Board of Directors for all schools associated to Pacific Charter Institute desires that each student is prepared to obtain a diploma of high school graduation. In order to ensure that each student is adequately prepared for post-graduation opportunities that may include postsecondary education, career, or military options, the Board of Directors has adopted the following policies regarding eligibility for a high school diploma for all schools associated to Pacific Charter Institute that offer 9-12th grade education. To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year (10-credits) unless otherwise specified.

1. Four courses in English (EC 51225.3)
2. Three courses in Mathematics (EC 51225)*
3. Two courses in science, including biological and physical sciences (EC 51225.3)
4. Two courses in social studies, including United States History and World History; in addition, a one-semester course in American Government and a one semester course in World Geography (EC 51225.3)
5. One course in visual or performing arts, foreign language, or American Sign Language or Career Technical Education (CTE). (Education Code 51225.3) (AB 1330)**
6. A one-semester course in Health
7. A one-semester course in Economics
8. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241 (Education Code 51225.3)
9. Electives as needed to fulfill 220 total credits. It is the recommendation of the Board of Directors for Pacific Charter Institute that students take one year of a college-prep elective.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law. 

*Beginning in the 2015-16 school year, at least one mathematics course or a combination of the three mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra 1. In accordance with state guidelines, a course prescribed as Integrated Math 1 meets or exceeds this requirement. Completion of Algebra 1 or its equivalent coursework in grades 7-8 shall not exempt a student from the requirements to complete 3 mathematics courses in grades 9-12. (EC 51224.5)

In accordance with the state mandate SB 359 (The California Mathematics Placement Act), all incoming students to charter schools associated to Pacific Charter Institute will adhere to the following:

a. A norm criterion referenced test will be administered that accurately recommends appropriate placement for mathematics classes associated to high school level math and those classes by which graduation credits may be given.

b. A second test will be administered to 9th grade students not less than one month after the enrollment period to re-examine correct class and content placement for student success.

c. 9th grade student course outcomes will be reviewed 15 days prior to the end of the current school year to ensure students are not held back in any discriminate manner with emphasis relating to race, ethnicity, gender, or socio-economic demographics

d. An annual report or results will be provided to the Board of Education annually by each LEA

An opportunity for recourse will be provided to each 9th grade pupil’s parent or legal guardian who may question the results of assessments given in accordance with this policy.

**Per AB 1330, Pacific Charter Institute has adopted the policy of accepting a Career Technical Education (CTE) course in lieu of a course in visual or performing arts or foreign language to meet graduation requirements. Existing state law requires all graduating high school students to complete one course in visual or performing arts or foreign language. Beginning with the 2012–13 school year (class of 2013), AB 1330 authorizes local educational agencies to accept a Career Technical Education (CTE) course as an optional high school graduation requirement in lieu of one course in visual or performing arts or foreign language.
## CSU-UC Comparison of Minimum Freshman Admission Requirements

<table>
<thead>
<tr>
<th>SUBJECT REQUIREMENTS</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT REQUIREMENTS</strong></td>
<td>15 year-long/30 semester college preparatory 'a-g' courses are required with letter grades of C or better.</td>
<td>11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)</td>
</tr>
<tr>
<td>“a”</td>
<td>History/Social Science</td>
<td>2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND</td>
</tr>
<tr>
<td>1 year of history/social science from either the “a” or “g” subject area</td>
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<tr>
<td>“b”</td>
<td>English</td>
<td>4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):</td>
</tr>
<tr>
<td>3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)*</td>
<td>2 years/4 semesters of laboratory science</td>
<td></td>
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<tr>
<td>(Integrated math sequences may be used to satisfy the &quot;c&quot; Mathematics requirement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“c”</td>
<td>Mathematics</td>
<td>Students applying to UC must complete a geometry course (or integrated math courses with geometry content).</td>
</tr>
<tr>
<td>“d”</td>
<td>Laboratory Science</td>
<td>At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area**</td>
</tr>
<tr>
<td>“e”</td>
<td>Language Other Than English</td>
<td>2 years/4 semesters (or equivalent to the 2nd level high school instruction) of a language other than English*</td>
</tr>
<tr>
<td>“f”</td>
<td>Visual and Performing Arts</td>
<td>1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts</td>
</tr>
<tr>
<td>“g”</td>
<td>College Preparatory Elective</td>
<td>1 year of an elective chosen from any area on approved &quot;a-g&quot; course list</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REPEATED COURSES</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</td>
<td>Required &quot;a-g&quot; courses must be completed with a letter grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated.</td>
<td>Required &quot;a-g&quot; courses must be completed with a letter grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.</td>
</tr>
</tbody>
</table>

* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area "c" and/or "e" requirements.
** It is best to prepare for both UC and the CSU by completing two laboratory courses from the “d” subject area.

Information is accurate as of October 10, 2017
# CSU-UC Comparison of Minimum Freshman Admission Requirements

<table>
<thead>
<tr>
<th>VALIDATION OF SUBJECT OMISSION BY OTHER COURSES</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. Integrated style Math 2 will be accepted in lieu of a geometry course. (See exception for UC below).</td>
<td>The omission of a full year of geometry cannot be validated by any higher-level coursework. However, the omission of the 1st semester of geometry can be validated by successful completion of the 2nd semester. Refer to UC's Validation Matrix in Quick Reference for Counselors.</td>
</tr>
<tr>
<td>Language Other than English (LOTE)</td>
<td>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to the college's “a-g” course list on the <a href="#">“a-g” website</a> and review the &quot;Title/Discipline&quot; column for notations, e.g. LOTE 1 – Level 1, LOTE 2 – Level 2, etc.</td>
<td>UC does not allow validation of Chemistry.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A grade of C or better in the second semester of Chemistry will validate the first semester.</td>
<td>For UC, refer to the Validation Matrix in Quick Reference for Counselors.</td>
</tr>
</tbody>
</table>

## VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES

Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework. CSU also allows the validation of the D/F grades in Chemistry.

For UC, refer to the Validation Matrix in [Quick Reference for Counselors](#).

## VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES

Required “a-g” courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to [Quick Reference for Counselors](#). For UC, the omission of a course in Geometry cannot be validated by any examination score.

## HIGH SCHOOL GPA

Calculate GPA using all “a-g” approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C = C.**

Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.

Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. However, when completing the UC admission application, all “a-g” courses and grades must be reported.

## HONORS POINTS

Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

## TEST SCORES – ACT/SAT

**ACT or SAT Reasoning**

Test required for CSU applicants to impacted campuses and programs. Test required for CSU applicants to non-impacted campuses, who have earned an “a-g” GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 or after March 2016), may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.

The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Writing/Essay from the same test date. Some campuses may [recommend SAT Subject Tests for specific majors](#).

*Information is accurate as of October 10, 2017*
(J.) GRADING

Students will be accessed in all academic disciplines throughout the year to determine subject mastery and will be asked to keep a portfolio of completed work to document their progress. Grades will be given according to the following:

**K - 3rd:**
- O – Outstanding
- S – Satisfactory
- N – Needs Improvement

**4th – 12th:** Students are issued standard letter grades A – F (+/-)

<table>
<thead>
<tr>
<th>Grade scale</th>
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<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<td>F</td>
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<td>P</td>
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(K.) GENERAL POLICIES AND EXPECTATIONS

- Each PCI school is unique in the programs it offers. Please consult with the principal or director to learn more about the educational offerings at each of our resource centers and programs.

- Students must sign in when they arrive to a resource center and sign out when they leave.

- All bikes, scooters, skateboards, and skates must be checked into the office upon arrival to any PCI school and can be reclaimed upon departure from the school. Students are responsible for all items brought to campus. PCI takes no responsibility for items stolen, broken or misplaced.

- Students must be dropped off no earlier than 10 minutes prior to class or teacher meeting and picked up no later than 10 minutes after a class or teacher meeting. Students and parents that do not abide by this may be restricted from attending support classes or meetings held at the school site.

- Students may bring cell phones for contacting parent/guardian. The phone must be placed on silent mode. Misuse of phone may result in phone use being suspended while on site.

- Computers on site are for SCHOOL WORK only; misuse may result in loss of computer privilege.

- Students’ schedules vary depending on the resource center and the individualized student course schedule. PCI is not responsible for students’ actions, behaviors, or the consequences of such actions once a student leaves a resource center. If parents or guardians have any concerns about their child’s schedule, they should contact the site principal.

CAL Grant GPA Submission: California public high schools are required to submit a Cal Grant high school Grade Point Average (GPA) for all graduating seniors, unless the student or parent has opted out of the submission process, no later than October 1. California Education Code section 69432.9 requires the school district or charter school, no later than January 1 of a pupil’s grade 11 academic year, to notify, in writing, each grade 11 pupil and his or her parent or guardian that the pupil will be deemed a Cal Grant applicant unless the pupil is opted out prior to the high school’s submission of GPAs to the Commission. Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award. If you do not want your school to report a GPA, please complete the Cal-Grant opt-out form found under the Financial Aid tab of the www.pcicounseling.org website and return it to your counselor.

Academic Honesty:

Academic honesty is a fundamental principle of scholarship. Content of research papers is expected to provide a means to distinguish a student’s own work from the work and ideas of others. Students must give credit to the source of their ideas or to the words of others. Furthermore, students are expected to do their own work on tests and assignments, neither sharing answers or content with other students nor getting these from other students or illegal sources. This is not to be confused with collaborative learning, which PCI fully supports and encourages through opportunities for students to learn together, for example in study groups through group projects, and in various online forums. Any copying from other students, printed sources, or online sources—violates PCI’s academic honesty tenet. If a student is found to have plagiarized, the first offense will result in an “F” on the assignment. If a second offense occurs, the student will receive an “F” in the course and a meeting must be held with the teacher, student, parent/guardian, and the principal to discuss the consequences, which may include expulsion from PCI schools.

Plagiarism is defined by dictionary.com as a piece of writing that has been copied from someone else and is presented as being your own work; the act of plagiarizing is to take someone’s words or ideas and present them as if they were your own.
**Grade-Level Retention:**

K-8 students shall be considered for retention *(e.c. 51100-51102)* once the parent/guardian has completed the "Parent Request for Retention" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to the request being approved. Upon approval of retention of a student, the request shall become part of the student's permanent academic record. In the instance a request to retain a student previously accelerated is received, the same process shall be followed. The parent or guardian’s written request shall state that the parent/guardian is taking full responsibility for the retention of the student.

**Grade-Level Skipping:**

K-7 students shall be considered for skipping a grade level *(e.c. 48070.5(b))* once the parent/guardian has completed the "Parent Request for Promoting Beyond the Next Grade Level" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to this request being approved. Upon approval of the request to skip a grade, the request shall become part of the student's permanent academic record. The parent or guardian’s written request shall state that the parent/guardian is taking full responsibility for the promotion of the student.

**Staff/Student Interaction Behavior Policy:**

Our behavior policies apply to anyone at a PCI school including staff, parents, students, siblings, and visitors. Everyone is expected to obey the following policies and procedures of PCI and all state laws related to behavior while participating in school-related activities:

- Treat each person with respect and dignity
- Be honest in all dealings with teachers, students, and staff
- Use only appropriate language and no profanity
- Use good judgment and be accountable for your own actions
- Respect the property of others

**Student Internet Use and Technology Policy:**

This agreement speaks to a code of conduct expected of PCI students regarding their use of the Internet and PCI technology while at any PCI resource center.

PCI provides Internet access to all students and staff. Internet access allows classrooms and individuals to have access to core curriculum, information, software, news and opinions, and communication by electronic mail that originates from any point in the world. All users must agree to the guidelines in this code of conduct to have access to the Internet through their classrooms, library, or computer labs.

Our network system has been established for educational purposes including classroom activities, direct instruction and independent learning activities, individual and collaborative writing and publishing, career development, personal productivity, and other high-quality learning activities. Pacific Charter Institute has the right to place reasonable restrictions on the student access to the network system and the material they may post on the network system. Misuse of the Internet usage policy will result in a consequence reserved by the executive staff.

All users shall not hold Pacific Charter Institute staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users’ mistakes or negligence. All users shall agree to indemnify and hold harmless Pacific Charter Institute personnel for any damages or costs incurred.
School Search & Seizure Policy:

Statement of Findings

Pacific Charter Institute (PCI) Board of Trustees, which oversees Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy, recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or PCI rules and regulations, jeopardizes the health, safety and welfare of students and PCI employees. Incidents which jeopardize the health, safety and welfare of students and PCI employees may necessitate the search of students and their property, student use areas, and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials found in the search. The California Constitution requires that all students and staff of public schools have the inalienable right to attend resource centers which are safe, secure, and peaceful. As such, PCI and its charter schools adopt this policy outlining the search of students and their property, student-use areas, student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. If illegal, unauthorized or contraband materials are discovered through the use of a trained detection dog, school officials may impose discipline upon the student(s), including suspension and/or expulsion, in accordance with PCI’s discipline policies and procedures. PCI shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

PCI Dress Code:

The following are not permissible at any PCI Resource Center or Sponsored activity:

- Halter, spaghetti strap, or strapless tops
- Bare midriffs
- See-through or revealing apparel
- Bare feet
- Gang related clothing
- Clothing with profanity, alcohol, drug, or sexual related content
- Baggy or saggy clothes that expose undergarments

Students not adhering to the dress code will be asked to leave their respective resource center/activity or they will be provided with clothing they may borrow to ensure they are in compliance with the dress code.

Warning Letters:

Teachers and staff are required to submit warning letters any time the terms of enrollment are not met. Warning letters may be issued for any of the following:

- The teacher, upon evaluating the student’s work, determines that less than 80% of the assigned work has been completed.
- Parent or student misses a scheduled meeting (without appropriate warning or reason)
- Failure to attend independent study support classes or labs (when applicable)
- Failure to comply with the behavior policy of PCI
- Failure to attend mandatory testing
- Student is caught cheating or violating PCI plagiarism polices
- A student maintains an “F” grade in more than one class during the semester or receives a final grade of “F” in more than one course in the same semester
- A student’s grade point average drops below 2.0 in a single semester
- Student exhibits offensive behavior towards a staff member and/or another student
- Student is in non-compliance with PCI school policies
Pacific Charter Institute’s policy regarding warning letters:

Each action of academic/behavior misconduct by the student is documented by the teacher in PowerSchool.

1. **First Warning Letter**: Given to the parent/guardian and student in person when applicable

2. **Second Warning Letter**: A phone call is made to the parent/guardian and a conference between the teacher, student and parent/guardian will take place to discuss the incident(s) so that necessary changes can be made.

3. **Third Warning Letter**: Mailed to the student’s residence and the student is put on probationary status. This meeting, between the teacher, parent/guardian, student and any necessary support personnel (i.e., Counselor, Principal, or Special Ed. Coordinator) is mandatory to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student (EC 51747 c (7). The student may be referred back to his/her school of residence. Any further academic/behavior misconduct will result in the student being withdrawn.

4. **Withdrawal**: Misconduct of any kind results in the student being withdrawn from school with notification made by mail and a phone call by the teacher to the parent/guardian.

This policy in no way limits the teacher/administrative staff from going directly to probation, withdrawal or expulsion when the student exhibits behavior in violation of either the Parent/Student Handbook or California Education Code, such as use or possession of drugs or weapons, and/or physical altercations.

**Student Withdrawal from School:**

Any parent/guardian voluntarily withdrawing their student from PCI must first contact their child’s teacher. At the final meeting, curriculum and materials must be returned and withdrawal grades will be determined. Students leaving a PCI school prior to the end of the semester will be issued an “In Progress” grade for each of their courses based on the work submitted up to the date of withdrawal. **Partial credits will not be given unless student is eligible under state law**. Pacific Charter Institute’s schools assume no responsibility for the grades in progress being accepted by the student’s new school. Students who withdraw or are withdrawn from any Pacific Charter Institute school may not re-enroll for two consecutive semesters without Principal and Director approval.

* Students in foster care or who meet the qualifications for AB 1806 who transfer out of a PCI School will be granted partial course credits (based on the number of months they were enrolled) for the work they have completed during the semester they withdraw.

**Academic Probation**

If a student leaves a PCI School for any of the reasons listed below and wishes to return to one of our schools, they will automatically be put on Academic Probation for one (1) semester upon re-enrollment. At the end of that semester, an evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in Independent Study, or whether he or she should return to a traditional school program. **Ed Code 57147(b)**

**WITHDRAWAL CONDITIONS THAT LEAD TO AUTOMATIC ACADEMIC PROBATION:**

1. Left-Unknown where student went
2. Poor Attendance (Multiple missed appointments, failure to communicate absences)
3. Failing Grades
**ELPAC:** (For students who indicate a home language other than English on their registration packet) Students must be assessed within 30 days of enrollment unless they have been tested by their previous school during the current school year. Students who have tested out of the ELPAC test do not need to take it again.

**MAP:** Measures of Academic Progress (MAP) is a computerized assessment tool associated to the Northwest Evaluation Association. This online assessment provides parents, teachers and students with information they need to help pinpoint academic strengths and weaknesses. It allows us to accurately project and measure expected student growth as well as build curriculum specific to meeting a students’ academic learning needs.

**Physical Fitness:** (Given in the spring semester to all 5th, 7th, & 9th grade students). This test measures endurance, flexibility, core strength, agility, body mass, and upper body strength.

**California Science Assessments:** (For all students in 5th, 8th & H.S. students upon completion of their last science course). This test is given in the spring with test dates generally scheduled in late March to early May. Specific times and locations are determined early in the second semester of each school year.

**Smarter Balanced Assessments:** Smarter Balanced Assessment Consortium (SBAC) is a state-mandated test given online to students in 3rd-8th and 11th grades. This summative test is currently given one time per year in the late spring. All California public schools are provided a test window by the California Department of Education. PCI resource centers may choose to also require interim SBAC assessments at various student grade levels.

**AP Exams:** Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. Colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Pacific Charter Institute will order and proctor AP exams for students who have taken an AP approved course during the current school year. Any AP exams proctored by Pacific Charter Institute staff will be administered at an approved PCI Resource Center. Students wishing to take an AP exam who have not taken an approved AP course, or took an approved AP course in a previous school year, may explore testing options through their local county office of education. Students wishing to access potential benefits of AP exam testing (potential for college credit, extra GPA point, etc.) are reminded that taking and passing a college-level community college class offers the same benefits.

**SB 359:** Current law SB 359 requires school districts with 8th and/or 9th grades to develop, establish, and implement fair, objective and transparent mathematics placement policies. These must consider multiple objective measures (i.e. California statewide assessments, pupil course grades) as the basis for placement and permit multiple checkpoints to assess placement accuracy and pupil progress. Appropriate math course placement must be determined at the start of the academic year.

In response to SB 359, Pacific Charter Institute uses 9th grade MAP testing scores generated in the fall testing window as a guide to providing a recommendation for math class placements or supports to parents of 9th grade students. Northwest Evaluation Association (NWEA) - Measures of Academic Progress (MAP) testing is a normed referenced test that is nationally recognized for its ability to provide individualized academic content grade level proficiency.
Math Course Recommendations

Math course recommendations for 9th grade students will be based on the following after completing the MAP assessment:

- RIT (Rasch Unit Interval Table) range that is achieved by the student completing the Math section of the MAP Testing
- Teacher(s) and administrator recommendation
- Parent recommendation*

Math Course Placement Recommendations (based on ‘RIT’ score)

<table>
<thead>
<tr>
<th>RIT Score</th>
<th>RIT &lt; 220</th>
<th>RIT 220-230</th>
<th>RIT &gt;230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Recommendation(s)</td>
<td>Integrated Math Skills</td>
<td>Integrated Math 1 (Two-year pace)</td>
<td>CP Integrated Math 1 (One-year pace)</td>
</tr>
</tbody>
</table>

9th Grade Math Course Descriptors

The following are course descriptors and support workshops that are available to 9th grade students.

- **Integrated Math Skills** - provides for a preparation for Integrated Math and a solid mathematical background for subsequent classes in the sequence. The focus of the class is on the reinforcement of the student’s arithmetic background and its application to common mathematical tasks to include percentage, order of operation, fractions, decimals, average, geometric quantities, and graphical representations of numbers. The emphasis of the semester sequence is fortification of mental calculation power with minimum reliance on digital calculation. This course is provided to 9th and 10th grade students as approved through school administration.

- **Integrated Math 1 (Two-Year Pace)** - a four-semester pathway to meeting the Integrated Math 1 graduation requirement. This pathway divides the CP Integrated Math 1 curriculum into four manageable semesters. After completing all four sections, students earn 20 math credits total (5 per semester) and meet the CP Integrated Math graduation requirement. Integrated Math 1 addresses the California Common Core State Standards for Mathematics for the Integrated Mathematics pathway. The program places equal emphasis on conceptual understanding and procedural fluency, while also focusing on depth of instruction and coherent articulation across grade levels. The program is organized around the Critical Areas of the CCSS and promotes depth of understanding via interactive lessons, research-based instructional approaches, best practices, and effective differentiation. Comprehensive digital resources support students, teachers, administrators, and parents, and help build 21st-century skills.

- **CP Integrated Math 1 (One-Year Pace)** - CP Integrated Math 1 addresses the California Common Core State Standards for Mathematics for the Integrated Mathematics pathway. The program places equal emphasis on conceptual understanding and procedural fluency, while also focusing on depth of instruction and coherent articulation across grade levels. The program is organized around the Critical Areas of the CCSS and promotes depth of understanding via interactive lessons, research-based instructional approaches, best practices, and effective differentiation. Comprehensive digital resources support students, teachers, administrators, and parents, and help build 21st-century skills. CP Integrated Math 1 meets the graduation requirement equivalent to CP Algebra 1 and also satisfies the “A-G” subject requirement in mathematics for UC and CSU.

*Please make sure to contact your student’s Academic Counselor if you have questions or concerns regarding the recommended placement for your student.*

*Parents who wish to ‘opt out’ of the course recommendation determined by the above criteria should contact their teacher or Academic Counselor.*
(M.) SUSPENSION / EXPULSION PROCEDURES

PCI pupils may be suspended or expelled from enrollment for cause as determined by the PCI Executive Director, including but not limited to the grounds for suspension or expulsion identified in the PCI pupil suspension and expulsion procedures.

**Suspension:** The parents or guardians of a student recommended for suspension by the PCI Executive Director or designee will be informed in writing of the reason for his or her removal within 24 hours via US mail along with a phone call. The parents or guardians will be provided an opportunity to respond at a conference with the PCI Executive Director or designee before the suspension is imposed, unless the PCI Executive Director or designee finds that the student’s presence at their resource center poses a risk of harm to the life, safety or health of students or others. The written notice shall state the facts, grounds, and duration of the suspension. Since PCI offers independent study programs, students may be assigned an alternative meeting location away from their respective resource center, which may or may not be considered a suspension.

**Site Suspension (Temporary / Permanent):**

1. Fighting
2. Bullying
3. Repeated dress code violations
4. Academic dishonesty
5. On-site while under the influence of drugs and/or alcohol
6. Repeatedly disrupts the learning of others

**Expulsions:** A mandatory meeting is arranged between the PCI Executive Director or designee, the teacher, and the parent. If parent and/or pupil do not attend the meeting or reschedule the meeting within 24 hours of receiving the written notice, the pupil shall be deemed to have waived any right to contest or appeal the notice. Students with special needs will be subject to suspension or expulsion only in accordance with applicable special education laws and/or regulations.

Pacific Charter Institute has a mandatory expulsion procedure for any student on campus who:

1. Possesses, sells, or furnishes any type of weapons including but not limited to firearms and knives.*
2. Possesses, sells, or furnishes any controlled substances.*
3. Engages in physical altercations or harassment (including cyber bullying) see “Harassment/Discrimination Policies” below.
4. Commits or attempts to commit sexual assault
5. Commits a terrorist threat

*For additional information regarding these policies please see the California Department of Education: www.cde.ca.gov/ls/ss/se/zerotolerance.asp

(N.) HARASSMENT / DISCRIMINATION POLICIES

Pacific Charter Institute is committed to equal opportunity for all individuals in education. PCI programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, physical or mental disability, or any other unlawful consideration. Any student found to be violating the harassment/discrimination policy may be banned from PCI activities, including but not limited to, on-site classes and field trips.

**DEFINITION OF HARASSMENT:** Harassment is unwanted and unwelcome behavior from other students, parents, guardians, or staff members that interferes with another individual’s life. When it is sexual in nature, it is “sexual harassment.” When it is racial in nature it is “hate-motivated behavior” or sometimes a “hate-crime.”

**DEFINITION OF DISCRIMINATION:** Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion, or gender.

**WHAT YOU SHOULD DO IF YOU ARE HARASSED:**

- Seek help from your teacher or other staff member
- Keep a written record of every incident
- Do not ignore it
(O.) UNIFORM COMPLAINT PROCEDURE

PCI has a uniform complaint procedure that may be followed in case of alleged harassment or discrimination. If the issue is a peer-to-peer harassment case, the school administration will address these issues through the student discipline system. Please contact your teacher or the principal for a copy of the complaint form. If your principal and you (the student) are unable to resolve the issue, it is imperative that you contact the PCI Executive Director or designee for further resolution assistance.

(P.) PUPIL RECORDS

Notification of Privacy Rights of Pupils: Federal and state laws grant certain privacy rights and rights of access to pupil records to students and to their parents. Full access to all personally identifiable written records maintained by the school must be granted to:

1. Parents/guardians of a student age 17 or younger; and
2. Students age 18 or older, or students who are attending an institution of postsecondary instruction (“adult student”). In addition, parents/guardians of a student age 18 or older who is dependent for tax purposes and students age 16 or older or who have completed the 10th grade (“eligible student”) must be permitted access to those particular records relevant to the legitimate educational interest of the requester.

Parents/guardians, or an adult or eligible student, may review individual records by making a request to the Registrar. The Registrar will see that explanations and interpretations are provided if requested. A parent/guardian has the right to question and receive any information regarding items on his/her child’s record that appears inaccurate, misleading or that invades his/her child’s privacy. Information which is alleged to be inaccurate, inappropriate, or misleading may or may not be removed by the Executive Director or his/her designee.

If a student moves to a new school, records will be forwarded upon request of the new district. At the time of transfer, the parent or an eligible student may challenge, review or receive a copy at a reasonable fee of the requested records. Parents may contact the school for any policy regarding the review and expunction of pupil records.

If a parent/guardian and/or student believe the school is not in compliance with federal regulations regarding privacy, they may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

The school also makes certain student directory information available in accordance with state and federal laws. This means that each student’s name, birth date, birthplace, address, telephone number, major course of study, participation in school activities, dates of attendance, awards, and the most previous public or private school attendance, may be released to certain specified agencies. Appropriate directory information may not be provided to any private, profit making entity other than employers, prospective employers or to representatives of the news media. Names and addresses of seniors or terminating students may be given to public or private schools and colleges.

Upon written request from the parent/guardian of a student age 17 or younger, the school will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of post-secondary instruction and makes a written request, the student’s request to deny access to directory information will be honored. Requests should be submitted within 30 calendar days of receipt of this notification. Education Code §§ 49060-49078; 51101; FERPA 20 U.S.C. § 1232g; 34 C.F.R. § 99.37

Release of Information Pursuant to Court Order or Subpoena: Information concerning a student must be furnished in compliance with a court order or lawfully issued subpoena. Reasonable effort shall be made to notify the parent in advance of disclosing student information pursuant to a subpoena or court order. Education Code § 49077.
(Q.) HISTORY OF PACIFIC CHARTER INSTITUTE

In 2004, Sonja Cameron and Paul Keefer started a non-profit corporation called Pacific Charter Institute (PCI). The original board members from PCI that still serve our school include Dr. Rex Fortune and Gary Borden. The goal of PCI included the development of charter schools in California. As of 2015, Pacific Charter Institute operates four charter schools serving 11 counties in Northern California.

Heritage Peak Charter School. After collaborating with the Rio Linda Union School District (RLUSD), Heritage Peak Charter School was approved by the RLUSD school board in February of 2005. RLUSD was a gracious host, offering Vineland Elementary in Rio Linda as our school location. We quickly grew by welcoming new teachers whom Mrs. Cameron and Dr. Keefer had worked with at a prior school.

Rio Valley Charter School. Pacific Charter Institute (a tax exempt, non-profit corporation) opened a learning center in Lodi, California serving students that required a different academic model. Rio Valley Charter School began in 2009 when it transitioned from a learning center for its PCI sister school, Heritage Peak Charter School, into its own statewide benefit charter school sponsored by Lodi Unified School District. Since that time, Rio Valley has successfully prepared a wide cross-section of students both socially and academically for graduation and beyond. In 2014, Rio Valley Charter School earned a six year WASC Accreditation.

Valley View Charter Prep. Valley View Charter Prep was founded on the principle that education works best when it is tailored to the individual student. Our goal is to work cooperatively with students, parents and the broader community to empower VVCP students’ learning. We leverage the flexibility of the independent study and home school model to develop each student's greatest potential. By building upon the hard work and reputation of its parent organization, Pacific Charter Institute, VVCP is positioned to provide superior service to students throughout Contra Costa, Alameda, Santa Clara, and Stanislaus Counties. VVCP is a non site-based school.

Sutter Peak Charter Academy. Sutter Peak Charter Academy, established in 2015, is the newest school within Pacific Charter Institute’s family of schools. Creating a family-centered school community that fits the individual, academic and social needs of each student is of the highest priority. We provide rigorous studies to fit the individual needs of our students. Sutter Peak is a non site-based school serving homeschool and independent study students. SPCA provides superior service to students throughout Butte, Colusa, Placer, Sacramento, Sutter, Yolo and Yuba Counties.