



Pacific Charter Institute

2022 - 2023 PARENT / STUDENT HANDBOOK



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.



Pacific Charter Institute

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(A.) WELCOME

Dear Parents and Legal Guardians,

Welcome to Pacific Charter Institute—home of Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep 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 ExactPath and CAASPP testing. We value your input and expertise and look forward to partnering with you.

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

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

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

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

Sincerely,

Dr. Paul Keefer

Paul Keefer, MBA, Ed.D.

Executive Director, Pacific Charter Institute paul.keefer@pacificcharters.org

(B.) HISTORY OF PACIFIC CHARTER INSTITUTE

In 2004, Sonja Cameron and Paul Keefer started a non-profit corporation called Pacific Charter Institute (PCI). The goal of PCI included the development of charter schools in California. Currently, Pacific Charter Institute operates four charter schools serving 15 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 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 2020, Rio Valley Charter School earned a six-year WASC Accreditation.

Valley View Charter Prep. Valley View Charter Prep was founded in 2014 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 and Alameda 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, Sutter, Yolo and Yuba counties.

(C.) PACIFIC CHARTER INSTITUTE CORPORATE OFFICE CONTACT NUMBERS

Corporate Office Main Line:	(866) 992-9033
Business Department/Accounts Payable	Ext: 3020/3021
Career Tech Education (CTE)	Ext: 3060
Assistant Director of Student Services / Counseling Dept.	Ext: 3060
Executive Director	Ext: 3000
Human Resources	Ext: 3004/3002
Information Technology	Ext: 3050/3052/3053
Registrar	Ext: 3051
Student Services Director	Ext: 3009
Special Education Department	Ext: 3009

(D.) HELPFUL HINTS FOR GETTING STARTED

- Read and familiarize yourself with the PCI Parent / Student Handbook
- Stay in contact with your teacher
- Questions are important! Keep a log of questions and information that need to be discussed at each teacher meeting
- Access the Parent Portal in PowerSchool to view your student's academic progress; each family will be issued a parent login into the portal. <https://pci.powerschool.com>

(E.) ANNUAL STUDENT INFORMATION PACKET (AIP)

The *Annual Information Packet (AIP)* is provided to all students, parents/guardians each school year. The online form contains important documents for parents/guardians and students to review.

(F.) LEARNING MODELS

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

- **Homeschool:** Parent/Guardian is the home educator for the student and receives support from an assigned, qualified teacher. Parent/Guardian is involved with the curriculum choices for the student and makes weekly lesson plans. The teacher assists with aligning the chosen curriculum to the California Standards and assesses the student to ensure adequate progress is being made. Parent is confident and familiar with the home education process and takes primary responsibility for the educational program of their student. 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, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. Students should be able to work independently with the support of the teacher and parent. Student meets with teacher at an agreed upon location in the community (home, library, etc.) and does not attend classes at a school's resource center.
- **Independent Study (on campus):** Students participate in weekly face-to-face meetings with an assigned, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. In addition, students have access to on-site support and/or site-based classes. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at one of the school's resource centers.*
- **Credit Recovery (on Campus):** 11th & 12th grade students meet with their assigned, well-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 can recover previous unearned credits by working at an accelerated pace and completing courses every six weeks. 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 credit recovery program is currently offered at our Rio Valley Charter School, Broadway location and at our Heritage Peak Charter School, West Sacramento location.

(G.) SCHOOL PROGRAMS, OPPORTUNITIES AND EDUCATIONAL SUPPORT (for students)

Project Lead The Way (PLTW)

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

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

Community College Classes (Concurrent Enrollment)

Qualified high school students have the opportunity to apply to concurrently take courses offered at local community colleges. Students must first meet with their high school counselor to determine eligibility. Each community college has its own unique criteria and process for enrollment. Students are responsible for submitting community college transcripts to the PCI Counseling office if they wish to also earn high school credit for the course(s).

PCI considers semester-long college courses of 3, 4 and 5 units equivalent to a year-long high school course and will grant 10 credits towards high school graduation requirements on the student's transcript. College courses that are 1 or 2 units will be granted high school credit at the following rate: 1-unit college course = 2.5 credits, 2-unit college course = 5 credits. College courses valued at less than 1 unit will not be entered onto high school transcripts or applied towards high school graduation requirements. College courses are awarded an extra grade point in the GPA calculation.

Students need to remain in good academic standing with the college and with their PCI school in order to continue to take classes while in high school.

Career and Technical Education (CTE)

CTE gives high school students the chance to get a head start on preparing for college and careers. Students taking CTE courses have the opportunity to participate in hands-on training in a chosen program and gain real-world experience through internships and job shadowing when available. Please note that in our onsite CTE courses, attendance is mandatory. Only three absences are permitted from classroom instruction. These absences must be made up, hour per hour missed, otherwise students may not be permitted to attend internship opportunities when applicable.

Special Education/Students with Disabilities

PCI provides high quality special education instruction and related services to its special education students in accordance with the Individuals with Disabilities Education Improvement Act (IDEA), Education Code requirements, applicable policies and procedures of the El Dorado County Office of Education SELPA/Sacramento County Office of Education SELPA/Lodi Unified School District SELPA and the assessed needs of each student. PCI collaborates with parents, the student, teachers, and other agencies, in order to appropriately serve the educational needs of each student. Discuss with your teacher if you think your child has a disability that requires special services or accommodations. 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.

Pursuant to the IDEA and relevant state law, PCI is responsible for identifying, locating, and evaluating children enrolled at PCI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. PCI shall not deny nor discourage any student from enrollment solely due to a disability.

Student Study Team (SST)

SSTs are site-based committees that serve as an early warning system to help schools identify students who may benefit from academic, behavioral or personal interventions (e.g. academically not on grade level, chronically absent, or at-risk for grade level retention, etc.) The SST is made up of the student's teacher(s), one or several other teachers, an administrator or designee, the parents/guardian and the student. In grades four and above, it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help 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/guardians may request an SST.

Section 504 Accommodation Plan

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of PCI. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by PCI. The parent or guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. Section 504 Accommodation plans are managed by the administration and 504 team at each learning center or program. A copy of PCI's Section 504 policies and procedures is available upon request at the main office.

(H.) THREE-WAY PLEDGE

Teachers, 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 or Guardian/Student) needs to have clear expectations outlined. This pledge reflects the commitment of PCI to our families and community to provide quality education.

The Teacher Pledge:

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

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

The Student Pledge:

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

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

The Parent/Guardian 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

(I.) High School Graduation Requirements

The Board of Directors for all schools associated to Pacific Charter Institute desires that each student is prepared to obtain a diploma of high school graduation. 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
2. Three courses in Mathematics *
3. Two courses in science, including biological and physical sciences
4. Two courses in social studies, including United States History and World History; in addition, a one-semester course in American Government, a one-semester course in Economics, and a one semester course in World Geography.
5. One course in visual or performing arts, foreign language, or American Sign Language or Career Technical Education (CTE). **
6. A one-semester course in Health
7. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241
8. 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.

In accordance with 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 PCI Board of Directors annually by each Charter School

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.

(J.) UC/CSU Admission Requirements

CSU-UC Comparison of Minimum Freshman Admission Requirements Revised February 2019[†]

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college-preparatory A-G courses are required with letter grades of C or better: (including summer courses)	11 UC-required college-preparatory courses must be completed prior to senior year
A History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND 1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B English	4 years/8 semesters of college-preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD): The ESL/ELD cannot be completed during the senior year	
C Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)* (integrated math sequences may be used to satisfy the C Mathematics requirement.)	Students applying to UC must complete a geometry course (or integrated math courses with geometry content).
D Laboratory Science	2 years/4 semesters of laboratory science 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 ** Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] 3-course model); or two years of the NGSS integrated science 3-course model; or one year of biology, chemistry, or physics and one year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines. Courses approved for the D subject area in the applied science, computer science, and engineering disciplines may only be used for a 3 rd year (or beyond) of the lab science requirement. [‡]
E Language Other Than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English* (Courses must be in the same language; American Sign Language allowed)	
F Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G College-Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
REPEATED COURSES		
	California State University (CSU) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	University of California (UC) Required A-G courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

* 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 science courses from the D subject area.

† UC area D requirement updated as of February 2019.

Information is accurate as of February 2019

CSU-UC Comparison of Minimum Freshman Admission Requirements Revised February 2019[†]

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.	
Mathematics	Integrated style Math 2 will be accepted in lieu of a geometry course. A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement.	The omission of a full year of geometry cannot be validated by any higher-level coursework. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in Quick Reference Guide to UC Admissions .
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference Guide to UC Admissions .	
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 Guide to UC Admissions . For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. However, when completing the UC admission application, all A-G courses and grades must be reported.
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four 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 10 th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	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 and must be completed no later than December of the senior year. 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 February 2019

(K.) GRADING / GRADE SCALES

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

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

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

Grade scale

Letter Grade	Grade Points (GPA)	Cutoff %
A	4	93
A-	3.67	90
B+	3.33	87
B	3	83
B-	2.67	80
C+	2.33	77
C	2	73
C-	1.67	70
D+	1.33	67
D	1	63
D-	0.67	60
F	0	0
P	0	60

Academic Honesty

Academic honesty is a fundamental principle of scholarship. Content of research papers is expected to provide a means to distinguish a student's own work from the work and ideas of others. Students must give credit to the source of their ideas or to the words of others. Furthermore, students are expected to do their own work on tests and assignments, neither sharing answers or content with other students nor getting these from other students or illegal sources. This is not to be confused with collaborative learning, which PCI fully supports and encourages through opportunities for students to learn together, for example in study groups through group projects, and in various online forums. Any copying from other students, printed sources, 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 Director to discuss the consequences.

(L.) GENERAL POLICIES AND EXPECTATIONS

- Each PCI school is unique in the programs it offers. Please consult with the Principal or Site/Program Leader or Director to learn more about the educational offerings available.
- Students and visitors must sign in when they arrive 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. If a student is not picked up within 15 minutes of their scheduled end of school day the school will contact CPS or local law enforcement.
- Students may bring cell phones for contacting parent/guardian. The phone must be placed on silent mode. Misuse of phone may result in phone use being suspended while on site or during school-related activities.
- Computers on site are for SCHOOL WORK only; misuse may result in loss of computer privilege.
- Students' schedules vary depending on the resource center and the individualized student course schedule. PCI is not responsible for students' actions, behaviors, or the consequences of such actions once a student leaves a resource center. If parents or guardians have any concerns about their child's schedule, they should contact the Principal or Site Leader.

Grade-Level Retention

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

Grade-Level Skipping

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

CAL Grant GPA Submission

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

Use of Technology Policy (BP 51006)

Overview and Purpose - Pacific Charter Institute, which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy provides online services that all students and staff may access using the Internet, as well as laptop computers and Internet hotspots which are available on a more limited basis to access the PCI Network for school purposes. Internet access (which is provided separately by an Internet Service Provider) allows for access to information, software, news and communication by electronic mail that originates from any point in the world. All users must agree to the guidelines in the Acceptable Use Agreement and the School's Use of Technology Policy to have access to the Internet for PCI use.

Educational Purpose - PCI' Network system has been established strictly for "educational purposes" including but not limited to online activities, direct and independent learning activities or research, individual and collaborative writing and publishing, career development, personal productivity, and/or other high-quality learning activities. Use of PCI Technology and access to the Internet via School equipment and resource networks is intended to serve and pursue educational goals and purposes. Use of the Internet by students and staff is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use School resources only in a manner specified in this Policy.

Monitoring - PCI has the right to monitor and place reasonable restrictions on who can access PCI assigned physical and cloud-based storage and systems, and the material that individual users may post on these systems. Students and staff have no reasonable expectation of privacy with respect to their use of PCI Technology, including but not limited to all systems, devices and equipment. PCI staff shall monitor all PCI Technology for inappropriate use and to restrict usage as required. Parents/guardians are required to supervise and monitor their child's use of PCI equipment including but not limited to their child's access to the Internet and any online services through such equipment any and all times during which any School equipment is being used by their student outside school facilities or school hours to ensure compliance with this policy.

Notice - PCI shall notify students, parents/guardians and staff about authorized uses of School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Acceptable Use Agreement (Students) - Before a student is authorized to use the PCI Technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the School or any PCI staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the School and PCI personnel for any damages or costs incurred.

Acceptable Use Agreement (Staff) - All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Distributed Nature of PCI Network - Educational technology at PCI transpires by way of a distributed model that includes site-based learning resource centers as well as home-based learning. PCI provides laptop computers for students and staff to use for educational purposes, as well as online services for digital learning. The terms "PCI Technology" and PCI's technological "Network" refers to this overall distributed learning environment, including computers, and hotspots provided by PCI as well as online resources and information technology maintained by PCI. As a result, users are expected to follow PCI's Acceptable Use Agreement regardless of whether learning activities take place in the learning resource centers, at meeting locations, or at home, and regardless of whether equipment is supplied by PCI.

Personal Safety - Students should not post Personal Identifiable Information ("PII") about themselves or other people on the PCI network. PII includes but is not limited to the student's full name with other information that would allow an individual to locate the student, including, but not limited to, a parent/guardian's name, home address or location, telephone number, school address or location, work address or location, email address, and/or website or social media page(s).

PCI advises students:

- To not agree to meet with someone they have met online without parent/guardian approval.
- To not disclose passwords, personal data, or private photos online.
- To not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.

Staff are also strictly prohibited from posting or otherwise distributing any PII or other confidential information regarding students.

Unauthorized Access and Illegal Acts - No students or staff will attempt to gain unauthorized access to PCI network or to any other computer system while using PCI Technology, or go beyond personal authorized access. This includes attempting to log on through another person's account. No person may use any device or software to gain unauthorized access to another person's files or private information. No user will make deliberate attempts to disrupt the PCI Network system, or any other computer system, and/or accessing information designed to further criminal or dangerous activities, which, if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. This may include but is not limited to damaging, debilitating or disabling computers, computer networks or systems, including through the intentional or other distribution or spreading of computer viruses or other harmful programs, which are strictly prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited. Vandalism is not permitted and will be strictly disciplined. Vandalism is defined as any attempt to harm or destroy data of another user or another agency or network that is connected to the Internet or Intranet (PCI internal network). Vandalism includes, but is not limited to, the uploading, downloading, or use of viruses, key logging tools/software, Trojan horse programs, or any software utilized to scan the network for confidential information or bypass security measures put in place by the PCI. No person may use PCI Technology to engage in or help others engage in any illegal act, such as but not limited to: arranging for a drug sale, engaging in criminal gang activity, threatening the safety of another person, engaging in gambling activities, or any other activity in violation of local, state, and federal law.

Individual Accounts - Each individual user is responsible for their own individual account and should not provide their password to another person. All individual users should avoid the inadvertent spreading of computer viruses by following the PCI virus protection procedures when downloading material. Large files may not be downloaded unless necessary and only with the permission from the teacher or Director of Information Technology or designee.

Supported Technologies - PCI is heavily invested in processes and learning tools that integrate closely with the Microsoft family of products. These include Microsoft Office 365 applications as well as the Microsoft Windows Operating System. As a result, the use of other operating systems is discouraged. The use of productivity products (i.e. Google Classroom, Google Drive, Google hangouts, etc.) are prohibited as these may not be supported under the strict security provisions from PCI.

Email and Communications - Each individual user is expected to know how to access their assigned Office 365 email account (either via Outlook Web App or via the Outlook desktop application). All communications in the PCI context are expected to be conducted via the officially assigned PCI email account. Forwarding to external email providers (i.e. Hotmail, Yahoo Mail, Gmail, etc.) is prohibited.

Safety Instruction - The Executive Director or designee shall establish regulations to address the safety and security of students and staff and student/staff information when using email, chat rooms, and other forms of direct electronic communication. The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students and staff are expected to follow safe practices when using PCI Technology.

Online Communities and Communications - While many sites and online communities and communications are accessible as educational tools within PCI classrooms, some are deemed inappropriate and are blocked within the PCI Network. Various online communities may be used for educational purposes including but not limited to: Wikis, blogs, social networks, internal communication systems, video/photo sharing sites (e.g. YouTube), virtual classrooms/chat areas (e.g. School Loop), video conferencing, and discussion boards.

PCI reserves the right to block network access to any online resources at any time that has no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

PCI advises students and staff:

- To not forward a message that was sent to others privately without permission of the person who sent the message.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Neither students nor staff should reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Loss of Privileges - Use of School's computers, networks, and Internet services is a privilege, not a right. Compliance with the School's policies and rules concerning computer use is mandatory. Students and staff who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy. Staff who violate these policies and rules may be subject to disciplinary action, up to and including termination of employment.

School Search & Seizure Policy (BP 5145.12)

PCI recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or PCI rules and regulations, jeopardizes the health, safety and welfare of students and PCI employees. Incidents which jeopardize the health, safety and welfare of students and PCI employees may necessitate the search of students and their property, student use areas, and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials found in the search. The California Constitution requires that all students and staff of public schools have the inalienable right to attend resource centers which are safe, secure, and peaceful. As such, PCI and its charter schools have adopted a School Search and Seizure Policy outlining the reasonable search of students and their property, student-use areas, student automobiles and the seizure of illegal, unauthorized or contraband materials through a search based on reasonable suspicion.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or PCI rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations. Articulate facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the parent, if possession of the material is only in violation of school policy, or the proper legal authorities for ultimate disposition. If illegal, unauthorized or contraband materials are discovered, 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.

A copy of the full School Search and Seizure Policy is available at the main office.

PCI Dress Code

The following are not permissible at any PCI Resource Center or school-related activity:

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

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

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy (BP 5000)

PCI believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, PCI prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. A full copy of the policy is available upon request at the main office and at www.pacificcharters.org.

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy Coordinator:

Leanna Comer
Human Resources
Pacific Charter Institute
1401 El Camino Ave #510, Sacramento, CA 95815

Professional Boundaries: Staff / Student Interaction Policy (BP 4119.21)

PCI recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. A full copy of the policy is available upon request at the main office and at www.pacificcharters.org.

Parent and Family Engagement Policy (BP 6020)

PCI aims to provide all its students significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). PCI recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A full copy of the policy is available upon request at the main office.

Classroom and School Volunteer, Visitation, and Removal Policy (BP 3003)

While Pacific Charter Institute encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, PCI also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the PCI Board of Directors has established the Classroom and School Volunteer, Visitation, and Removal Policy. Mandatory parental volunteer hours shall not be a criterion for admission or continued enrollment. A full copy of the policy is available upon request at the main office.

Administration of Medication Policy (BP 5002)

PCI has adopted a policy governing the administering of medication during school hours, consistent with state and

federal law. A copy of the complete A full copy of the policy is available upon request at the main office.

Transportation Safety Policy (BP 3004)

PCI has an adopted Transportation Safety policy. A full copy of the policy is available upon request at the main office.

Youth Suicide Prevention Policy (BP 5004)

A full copy of PCI's Youth Suicide Prevention Policy is available upon request at the main office and at www.pacificcharters.org.

Voluntary Withdrawal from School

Any parent/guardian voluntarily withdrawing their student from PCI must first contact their child's teacher. At the final meeting, curriculum and materials must be returned and withdrawal grades will be determined. Students leaving a PCI school prior to the end of the semester will be issued an "In Progress" grade for each of their courses based on the work submitted up to the date of withdrawal. **Partial credits will not be given unless 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 or Site/Program Leader or Director approval.

Attendance Policy / Missing Assignment Policy

Per California Education Code Section 51747, the Board of Directors of Pacific Charter Institute maintains a board policy governing independent study, which establishes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. Pursuant to that policy, after three (3) missed assignments, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A student's failure to complete the required weekly check-in, attend a required tutoring session, or provide at least twenty-four (24) hours' notice to the teacher prior to cancelling an Educational Coordination meeting shall also constitute a "missed assignment." Hereafter this is referred to as "Missed Assignments." The evaluation for Missed Assignments may result in removal from PCI. This policy sets forth the procedures relating to Missed Assignments including the removal process for Missed Assignments.

Procedures for First and Second Missed Assignments

The first Missed Assignment will result in the student receiving a letter of warning from the Executive Director or designee. The second Missed Assignment will result in the student receiving a letter of warning from the Executive Director or designee and a conference with the teacher, parent/legal guardian and student to discuss concerns and plan for improvement.

Evaluation After Three (3) Missed Assignments

After a pupil meets the criteria for three (3) Missed Assignments, the student will receive a letter of warning from the Executive Director or designee and an evaluation will be conducted by the Executive Director and/or designee and the pupil's supervising teacher to determine whether it is in the best interests of the pupil to remain enrolled in the Independent Study Program. The evaluation may include but is not limited to the review of the following:

- Monthly review of work;
- Annual portfolios;
- Parent, student, and teacher/tutor observation;
- Norm and criterion referenced tests;
- Student demonstrations;
- Student Work Samples;
- Student grades; and
- Student self-evaluation.

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with parents and students, and examinations of written work are the key to quality control.

As part of the evaluation process, the pupil, parent(s), guardian(s) or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, PCI will determine whether it is in the best interest of the pupil to remain in the Independent Study Program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Additional Consideration for Pupils with a Section 504 Plan or IEP:

If PCI recommends removal from the Independent Study Program as a result of the Evaluation After Missed Assignments and the pupil has a Section 504 Plan or IEP, PCI shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the Missed Assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
- 2) Whether the Missed Assignments were the direct result of PCI's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Missed Assignments are a manifestation of the pupil's disability and PCI will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the pupil may be removed from the Independent Study Program consistent with this policy.

This meeting may be combined with the Evaluation After Missed Assignments at the discretion of PCI.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the Independent Study Program, the Parent(s) shall be notified in writing of PCI's intent to remove the pupil as it is not in their best interest to remain in the Independent Study Program. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

- 1) PCI's intent to remove the pupil as it is not in their best interest to remain in the Independent Study Program.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as PCI's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or pupil over 18 requests a hearing:
 - a. It will be scheduled following PCI's expulsion hearing procedures as outlined in the School's approved charter.
 - b. The pupil shall remain enrolled and shall not be removed until the PCI issues a final decision.
- 4) If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice. Notice to the student's district of residence that the student is no longer enrolled shall be provided within thirty (30) days.

Warning Letters

Each action of academic/behavior misconduct by the student is documented 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 (e.g., 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. The student may be referred to his/her school of residence

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 policies
- 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 violates PCI school policy

This policy in no way limits the teacher/administrative staff from going directly to probation or expulsion in accordance with the PCI Suspension and Expulsion policy.

Pupil Suspension / Expulsion Procedures (BP 5144.1)

The Pupil Suspension and Expulsion Policy is established in order to promote learning and protect the safety and well-being of all students at the charter school. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations. A full copy of the policy is also available at the main office and at www.pacificcharters.org.

(M.) STUDENT TESTING AND ASSESSMENT

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of the initial enrollment if entering a California public school for the first time, or if they have never taken the ELPAC test for another reason. The ELPAC has two parts:

- **Initial Assessment** -Students will take the Initial Assessment if the student has a primary language other than English and the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. Students are given the Initial Assessment within 30 days of enrollment at the school.
- **Summative Assessment** - The Summative Assessment is given to students who are identified as English learners on the Initial Assessment. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

PHYSICAL FITNESS

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

CALIFORNIA SCIENCE ASSESSMENTS (CAST)

(For all students in 5TH, 8TH & 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.

California Assessment of Student Performance and Progress (CAASPP)

Is a system of assessments that measure student progress in different subjects for students in 3rd – 8th and 11th grades. CAASPP is designed to help teachers monitor the needs and successes of individual students as they progress toward mastery of the state adopted standards.

AP Exam Testing Policy

PCI encourages students to build unique and rigorous academic programs through a variety of course options. Advanced Placement courses, offered online through 3rd party vendors, are one way to explore rigor, earn college credit and boost GPA's. *AP Exams are not available through PCI schools.* College Board recommends the following steps for students looking for a test site:

- 1) Contact College Board AP Services for Students at 888-225-5427 (toll free in the United States and Canada) or +1-212-632-1780 or apstudents@info.collegeboard.org.
- 2) Ask that office for contact information for local AP coordinators who can help you arrange to take the exam at their school or within your local district. **Contact AP Services for Students no later than September 4 to register for May exams.**
- 3) Once you have a list of AP coordinators, contact them and ask them to help you arrange to test at their school or district offices.
- 4) When you find a school willing to administer your exams, that school's AP coordinator is responsible for ordering your exam materials. They will tell you when and where to report for the exams, and collect the exam fees.

College Board's AP policy for the 2022-23 school year requires students to register online for their course beginning August 1st. The deadline for registering to take the exam and place exam orders is early fall. Securing your test site by the end of September is a required step in order to take the test in May. Discretionary funds may be used to cover the cost of exam fees.

For more information and step-by-step instructions visit: <https://apstudents.collegeboard.org/register-for-ap-exams>

MATHEMATICS PLACEMENT POLICY (BP 5200)

Current law requires PCI to develop, adopt, and implement fair, objective and transparent mathematics placement policies. These must consider multiple objective academic measures of pupil performance (e.g. California statewide assessments, pupil course grades) as the basis for placement and include at least one placement checkpoint within the first month of the school year to assess placement accuracy and pupil progress. Appropriate math course placement must be determined at the start of the academic year.

Math Course Recommendations

Math course placement for 9th grade students are based on the following recommendations after completing the NWEA MAP Diagnostic assessment:

- Teacher(s) and administrator recommendation
- Parent recommendation*

9TH Grade Math Course Descriptors

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

- **Integrated Math Readiness** – the first of a two-year (four-semester) pathway to meeting the Integrated Math 1 graduation requirement. This pathway begins with the critical skills from grades 7 and 8 and begins to infuse the content from the first semester of the full CP Integrated Math 1 curriculum. After completing Integrated Math Readiness, students earn 10 math credits (5 per semester). Students will complete grade 9 with the foundational skills necessary to successfully complete the full CP Integrated Math course in grade 10. 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** - CP Integrated Math 1 addresses the 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.*

(N.) UNIFORM COMPLAINT PROCEDURE

PCI has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. PCI is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. PCI shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints. A full copy of the policy is available at the main office and at www.pacificcharters.org.

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs;
- School Safety Plans; and/or
- State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Charter School is operating the following preschool programs as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations: [INSERT APPLICABLE PROGRAMS]. The Charter School is operating the following preschool programs pursuant to Title 22 licensing requirements: [INSERT APPLICABLE PROGRAMS].

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Leanna Comer
Human Resources
Pacific Charter Institute
1401 El Camino Ave #510, Sacramento, CA 95815

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to

injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

(O.) ANNUAL NOTICES

Animal Dissections

Students at PCI may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, PCI will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Diabetes

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school.

A copy of the information sheet regarding type 1 diabetes is available by contacting Amanda Deardorff, school nurse. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

PCI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

Education of Foster Youth Policy (BP 6003)

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
 1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
 2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.

- ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 - 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
 - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Christine Spratling
Counseling Program Specialist/FIT Coordinator
1401 El Camino Ave Ste 510
Sacramento, CA 95815

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California

minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Christine Spratling
Counseling Program Specialist
1401 El Camino Ave Ste 510
Sacramento, CA 95815

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

PCI is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCI will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

The Family Educational Rights and Privacy Act ("FERPA") (BP 5125.1)

This act affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to student records and directory information. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible

student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at: Cheantell.Munn@pacificcharters.org

A full copy of the policy is available upon request at the main office.

Universal Meals

PCI shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for federal reimbursement for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations (BP 5001)

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they provide documentation of a medical exemption from a physician licensed to practice medicine in California or are enrolled in a home-based private school or an independent study program and do not receive classroom-based instruction. Immunization records will be required for all incoming students. A copy of the complete Immunization Policy is available upon request at the main office.

Information Regarding Financial Aid

PCI shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

Involuntary Removal Process

No student shall be involuntarily removed by PCI for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, PCI will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the PCI's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

PCI recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at PCI and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

[Leanna Comer
[Human Resources
[1401 El Camino Ave Ste 510
Sacramento, CA 95815

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All pupils must complete a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The Charter School shall provide for the screening of its students for vision and hearing, to the same extent as would be required if the students were attending a non-charter public school. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

PCI recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. PCI will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in PCI if it is necessary in order for the pupil to be able to complete any graduation requirements, unless PCI determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Leanna Comer Human Resources 1401 El Camino Ave Ste 510
Sacramento, CA 95815

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

School Bus and Passenger Safety

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and on the PCI website www.pacificcharters.org

Section 504

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

All parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (866) 992-9033 to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. PCI provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Use of Student Information Learned from Social Media

PCI complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.