



New Pacific School - Roseville
A California Public Charter School

Charter Term: July 1, 2022– June 30, 2027

Submitted to Roseville Joint Union High School District

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, **Paul Keefer**, hereby certify that the information submitted in this petition for the establishment of a California public charter school to be named New Pacific School - Roseville ("New Pacific School" or the "Charter School"), operated by Pacific Charter Institute ("PCI"), and to be located within the boundaries of the Roseville Joint Union High School District (the "District" or "RJUHSD"), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Pacific Charter Institute declares that it shall be deemed the exclusive public-school employer of the employees of New Pacific School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all pupils who wish to attend the charter school unless the charter school receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the charter school shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school in accordance with Education Code Section 47605(e)(2)(C) [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- The Charter School shall meet all requirements for employment set forth in applicable

provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the charter school hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the chartering authority. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the charter school's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by Every Student Succeeds Act.
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act of 1974, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall meet or exceed the legally required minimum number of school days as required in Title 5 California Code of Regulations Section 11960 and legally required annual instructional minutes for the grade levels being served as required by Education Code Section 47612.5(a)(1)(A)-(D).



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EXECUTIVE SUMMARY

New Pacific School - Roseville

The New Pacific School is a charter public school operated by the Pacific Charter Institute (PCI). The New Pacific School leverages PCI's experience serving homeschool families and independent study students with project-based learning and dual-enrollment to offer a highly-individualized, student-centered approach to a site-based program TK-12 school.

The Center for Disease Control and Prevention ("CDC"), the mental health crisis of today's learners is real and growing. Surveys in 2019 identified one in six U.S. children aged two through eight years (17.4 percent) had a diagnosed mental, behavioral, or developmental disorder. More than one in three high school students had experienced persistent feelings of sadness or hopelessness in 2019, a 40 percent increase since 2009. Approximately one in six youth reported making a suicide plan in 2019, a 44 percent increase since 2009. The CDC recorded these alarming statistics before the pandemic.

Adverse Childhood Experiences ("ACE") - are traumatic childhood events caused by abuse, neglect, or other often persistent household stressors, like witnessing domestic violence or alcoholism. Each ACE experience in childhood increases a child's risk of health and social issues such as:

- Decreased cognitive ability
- Depression and suicide
- Poor academic achievement
- Poor work performance
- Illicit drug use
- Adolescent pregnancy
- Alcoholism
- 2 out of 3 children have experienced at least 1 ACE
- 1 in 5 children have experienced 3 or more ACEs

According to 2017-2018 estimates, 23% of California youth ages 12-17 needed help for emotional or mental health problems (such as feeling sad, anxious, or nervous) in the previous year, up from 13% in 2009. Among those who needed help, fewer than half (45%) received counseling. In 2017-2019, an estimated 32.3% of California students in grades 9, 11, with low levels of school connectedness seriously considered attempting suicide in the previous year. (kidsdata.org)

The New Pacific School is founded on the belief that cultivating a deep culture of connectedness between students, families, and teachers is the solution to this growing problem. According to 2015-2017 estimates, 43% of California students in grades 7, 9, 11, and non-traditional programs with high levels of school connectedness did not miss any school in the previous month, compared with 27% of students with low levels of connectedness. (kidsdata.org)

Pacific Charter Institute has a long history of meeting the needs of learners who need an individualized approach to learning. The learning environment at New Pacific School continues this tradition as we welcome students who have struggled with bullying, connectedness, depression, chronic absenteeism, suspensions, or low-academic performance. Further, New Pacific School offers students the same PCI offering of accelerated learning, project-based learning, and learning in the community that the

schools students attended prior did not offer. The staff members will take great care to learn about the learner and tailor the experience to the student.

New Pacific School will appeal to TK-12 students and families who desire a nurturing, community-based, balanced, and personalized learning environment focused on the whole child. We strive to effectively support the needs of a wide range of learning styles, interests, and abilities. New Pacific School will be a dynamic, welcoming, and committed community where knowledge, innovation, and individual creativity are honored and celebrated. The school fits the student rather than forcing the student to fit the school.

New Pacific School the whole-child learning experience integrates academics and social emotional learning across all grades in a small, inclusive environment.

Key Elements of New Pacific School

- Project-based Learning
- Individualized Learning Plans
- Social Emotional Learning
- College and Career Readiness
- Professional Development for Teachers

New Pacific School Integrates two trauma-informed SEL frameworks as the foundation for student capacity development. The first framework empowers students to set bold goals and grow into a resilient, self-determined leader through Dr. Steven Covey’s *Leader in Me* approach. Dr. Covey’s CASEL-endorsed curriculum is used in schools worldwide. The second framework unifies developmental psychology and cognitive neuroscience to foster culturally aware restorative practices through the Right Brain Institute—also known as the Los Angeles Institute of Restorative Practices. Together, these form our Multi-Tiered System of Supports (“MTSS”). An MTSS is a continuous-improvement framework for supporting all students.

By empowering students with self-determination, resilience, and self-regulation they can seamlessly launch into an inquiry/project-based curriculum that is both student-paced and teacher facilitated. Students will receive further support to access deeper learning experiences including dual enrollment, competitions, and showcases to prepare NPS students for college, career, and community work.

Table 1. New Pacific School Overview	
Location	The facility will be located within the City of Roseville within Roseville Joint Union High School District. The community outreach has focused on attracting students and families from Meadow Oaks, Cirby Ranch, South Roseville, Roseville Heights, Sierra Gardens, and Hillcrest.
Educational Focus	New Pacific School provides culturally responsive, trauma-informed Social Emotional Learning for self-determined, whole-child growth. This allows for rigorous California standards-aligned curriculum and instruction designed to maximize the success of all students

Grades Served	Grades: Transitional Kindergarten (“TK”) through 12
Flexible Instruction	The New Pacific School provides curricula that meet the California standards for their grade level with high-interest delivery and regular and purposeful assessment.
Mission of School	The New Pacific School learning community fosters connection and belonging to empower scholar-leaders of tomorrow.
Schools Like New Pacific School	New Pacific School offers a valuable whole child experience employing multiple project-based learning and SEL frameworks to promote inquiry, self-direction, goal setting and resilience.
School Contact Information	Web site: www.newpacificschool.org Principal: Suzanne Marczak M. MEd Email: Suzanne@newpacificschool.org Phone: (916) 390-0640

INTRODUCTION

In 2004, experienced educators in northern California formed PCI as a non-profit public benefit corporation with 501(c)(3) tax-exempt status. It grew into four schools: Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, and Valley View Charter Prep. Now, the PCI team is excited to offer a new and distinct program to meet the needs of students and families today.

Pacific Charter Institute supports the fluidity and adaptability of academic programs focused on college preparatory academic achievement to meet the individual needs of each student. The traditional educational system meets the needs of the majority of students. The students whose needs are not met and remain in the public school system typically enroll in district schools that offer limited or no college preparatory programs unless a school of choice is available. During this period of turmoil for the student, many drop out of school altogether.

PCI offers students who choose a different path the opportunity to maintain access to four-year college, while engaging in school in the manner that is effective for them. The school actively mentors new students, taking them from where they are to where they become competitive with their peers and become educated 21st century individuals.

A. PCI Organizational and Managerial Expertise

PCI has had the consistency of the same Executive Director since the inception of the organization in 2004. In addition to the Executive Director’s leadership, the board has one board member that has been a director since 2005 along with board members representing the community colleges, real estate, STEM (engineering), finance, and nonprofit leadership. Beyond an exemplary Board of

Directors, PCI also has an exceptional leadership team with over 80 years of combined experience with PCI.

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

B. Legal Expertise

PCI utilizes the legal expertise of Young, Minney, & Corr LLP and Lozano Smith (Table).

C. Charter School Policy and Operations Support

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

Table 2. Operational Support for New Pacific School	
Key Programmatic Areas	Sources of Expertise
Charter School Law & Operations	Internal Dr. Paul Keefer, Executive Director Larry Pastore, Corporate Accountant
	External California Charter School Association Charter Schools Development Council Young, Minney & Corr, LLP Lozano Smith, LLP Gallagher Insurance
Educational Program Special Education Services	Internal Dr. Paul Keefer, Executive Director Timothy Ribota, EdS, MA, Director of Student Services
	External Edmentum (PLATO, ExactPath, etc.) DIBELS (University of Oregon) Primary Reading Assessment

	<p>California Charter Schools Association Charter Schools Development Center Sacramento County Office of Education (“SCOE”) Lozano Smith, LLP</p>
Fiscal Operations	<p>Internal Pacific Charter Institute Board of Directors Dr. Paul Keefer, Executive Director Larry Pastore, Corporate Accountant Danielle Franco-Matteoli, Business Manager</p>
	<p>External Umpqua Bank California Department of Education California Charter Schools Association California School Board Association</p>
Personnel	<p>Internal Dr. Paul Keefer, Executive Director Catherine Enos, Human Resources Manager Leanna Comer, Human Resources Coordinator</p>
	<p>External Young, Minney & Corr, LLP California Charter Schools Association Charter Schools Development Center Gallagher Insurance</p>
Audit	<p>Internal Pacific Charter Institute Board of Directors Dr. Paul Keefer, Executive Director Larry Pastore, Corporate Accountant Danielle Franco-Matteoli, Business Manager</p>
	<p>External James Marta & Company California Charter Schools Association Charter Schools Development Center</p>
Compliance	<p>Internal Dr. Paul Keefer, Executive Director Danielle Franco-Matteoli, Business Manager Larry Pastore, Corporate Accountant Catherine Enos, Human Resources Manager</p>
	<p>External James, Marta & Company Young, Minney & Corr, LLP Charter Schools Development Center California Charter Schools Association</p>

	Gallagher Insurance
Law	Internal Dr. Paul Keefer, Executive Director Pacific Charter Institute Board of Directors Pacific Charter Institute Leadership Team
	External Young, Minney & Corr, LLP Lozano Smith, LLP Charter Schools Development Center California Charter Schools Association Gallagher Insurance California School Board Association

D. PCI Strategic Planning Process

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

E. Academic Strategic Agility

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

- K-2 Literacy
- Intensive intervention for students at 50% proficiency or below on the California Assessment of Student Performance and Progress (“CAASPP”) and internal assessments
- 100% 9th – 12th grade students in A-G classes and college and career readiness

Table 3. PCI Strategic Plan	
Learning and Growth	Internal Organization
<ul style="list-style-type: none"> ● Expand student-centered opportunities and decisions to maximize learning. 	<ul style="list-style-type: none"> ● Establish a continual improvement system to better serve internal and external

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

F. A Strong Foundation for Approval of New Pacific School

As summarized above, the PCI Board of Directors, the administration, and experts from within the organization clearly have the capacity to ensure an excellent academic and fiscal record for New Pacific School - Roseville. PCI has a strong record of leadership, stability, and fiscal responsibility. The Team has the proven administrative capacity to continue to manage and safeguard public funds in the same high-quality manner it has done since 2005. PCI has a record of outstanding academic success, serving distinctly different student populations including college and career preparatory homeschool, college preparatory hybrid site-based programs, at-promise student populations (including gang affiliated youth and teen parents), Emerging Bilingual Learners, and socioeconomically disadvantaged students. This is evident in the fact that all PCI charter schools earned Western Association of Schools and Colleges (“WASC”) accreditations when reviewed. In addition, PCI has established an excellent track record with independent financial audits, while also maintaining healthy reserves and a clear

focus on academic achievement. The PCI Board of Directors, the executive team, the faculty, and the external professional groups have the skill and experience in education, management, finance, and law needed for the successful launch of New Pacific School.

G. A History of Academic Success

For more than fifteen years, Pacific Charter Institute charter schools continue to close the achievement gap for students who did not fit into the traditional school system, utilizing one-on-one and small group instruction format. The schools successfully provide highly trained teachers who build personal, professional relationships with the parents/guardians and the students. This relationship is coupled with 21st Century delivery of curriculum and assessment using online classes taught by our own teachers across TK – 12th grade students. All four of our schools met the criteria for renewal under AB 1505 as “middle-performing” schools, as of 2019.

<https://www.cde.ca.gov/sp/ch/ab1505.asp#performE>

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

We realize all students require social emotional support and it is this focus at Pacific Charter Institute that will be implemented at New Pacific School. The *Leader in Me* focus (Franklin Covey), and the restorative practices with the *Right Brain Institute* (Los Angeles Institute of Restorative Practices) will be in addition to our regular surveys, our crisis hotline, and PCI’s seven counselors and three psychologists..

The following academic data demonstrates the acute attention that PCI expects and monitors of every student. The data includes progress for early literacy (DIBELS), intervention and acceleration of students (EXACT PATH), and college/career readiness (A-G, dual enrollment, Career classes). The combined data reflects the success of the students across four PCI schools; Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, and Valley View Charter Prep.

H. Early Literacy Data

DIBELS 20/21 Mid-year results

DIBELS is our grades K-2 reading fluency assessment tool that breaks the components of fluency into discrete skill sets for accurate and timely intervention. PCI increased literacy in multiple areas. PCI K-2 students made considerable gains in all domains of early literacy in the course of a year; including phonemic awareness, decoding, and oral reading fluency. All instructional staff engaged in intensive training in DIBELS assessments and interventions. Teachers and families developed a literacy plan for students to complete regularly at home. With such gains, the organization expects to see even more growth in literacy with continued support and fidelity.

DIBELS % of Students Mid-Year Benchmark Levels 2019-2020 v 2020-2021								
Grade Level	Students 2019-2020	Students 2020-2021	Phonemic Awareness 2019-2020	Phonemic Awareness 2020-2021	Decoding 2019-2020	Decoding 2020-2021	Oral Reading Fluency 2019-2020	Oral Reading Fluency ("ORF") 2020-2021
K	190	198	35%	40%	52%	65%	N/A*	N/A*
1 st	212	202	47%	42%	68%	67%	38%	61%**
2 nd	215	215	N/A**	***	53%	66%	52%	58%
Total Tested	617	615						
* ORF not measured in Kindergarten								
**82% of 1 st graders tested in ORF. Not a required test at Mid-Year.								
***Phonemic Awareness not measured in 2 nd grade.								

Table 4. DIBELS % of Students Mid-year Benchmark levels 2019-2020 v 2020 - 2021

NOTE for 2020-2021: We tested 615 students out of 669 during mid-year benchmarks (we had a number of new mid-year enrollments that weren't assessed). 92% completion rate – K-2

I. Year on Year Intervention Improvement

Exact Path Year on Year Improvement

We use Exact Path intervention to support students in closing the achievement gap. Even though the pandemic affected the ability for teachers to be face to face with students the relationship and expectations did not diminish. Although PCI was not able to grow in enrollment due to limitations placed on charter schools, the students increased their passage rates across all of the subject areas listed below. Further, the number of activities increased dramatically in ELA as well as mathematics.

Exact Path Passing Rate by PCI Students

	2019-2020	2020-2021	Difference
ELA	43.3%	58.75%	15.45%
Reading	50%	63.75%	13.75%
Math	55.50%	73.25%	18.25%

Exact Path Activities Completion by Students

	2019-2020	2020-2021	Difference
ELA	10,615	43,355	32,740
Reading	77,310	70,147	-7,163
Math	94,991	98,195	3,204

Table 5. Exact Path Passing Rate and Activities Completed at PCI

J. Single Year Academic Improvement

Exact Path Annual Progress 2020-2021

We used the Exact Path Diagnostic assessment for our students during the pandemic year. The efforts that demonstrated year on year for our success using the Exact Path intervention outlined in Table 5 is amplified by the bi-annual assessment that our students complete each year. Those students that completed the third assessment in the spring did so to verify academic strategies at the request of the teacher, student, or parent. Students made incredible gains using the nationally normed assessment. This data not only illustrates the growth of the students, but also the culture of improvement with the sheer number of students assessed throughout the year.

PACIFIC CHARTER INSTITUTE

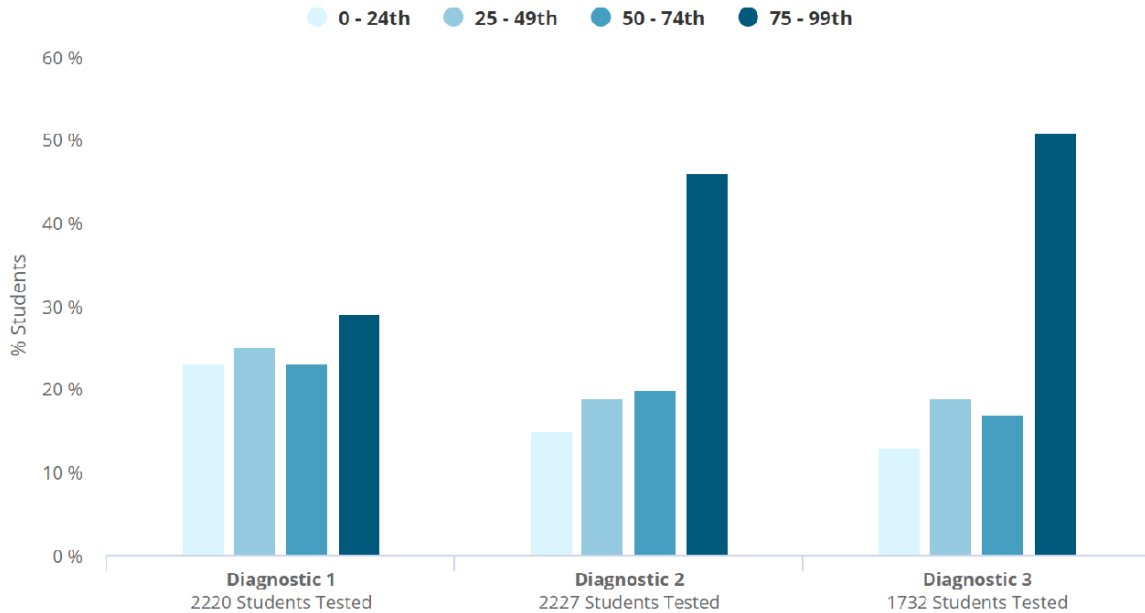


National Percentile Rank Trends

May 11, 2021 - 10:52 AM PST

Academic Year:	Academic Year 2020-2021	Subject:	Mathematics
Subject Domain:	All Domains	Grade:	All Grades
Show By:	Location	Schools:	All My Locations
Demographics:	All Demographics		

Overall District Trends

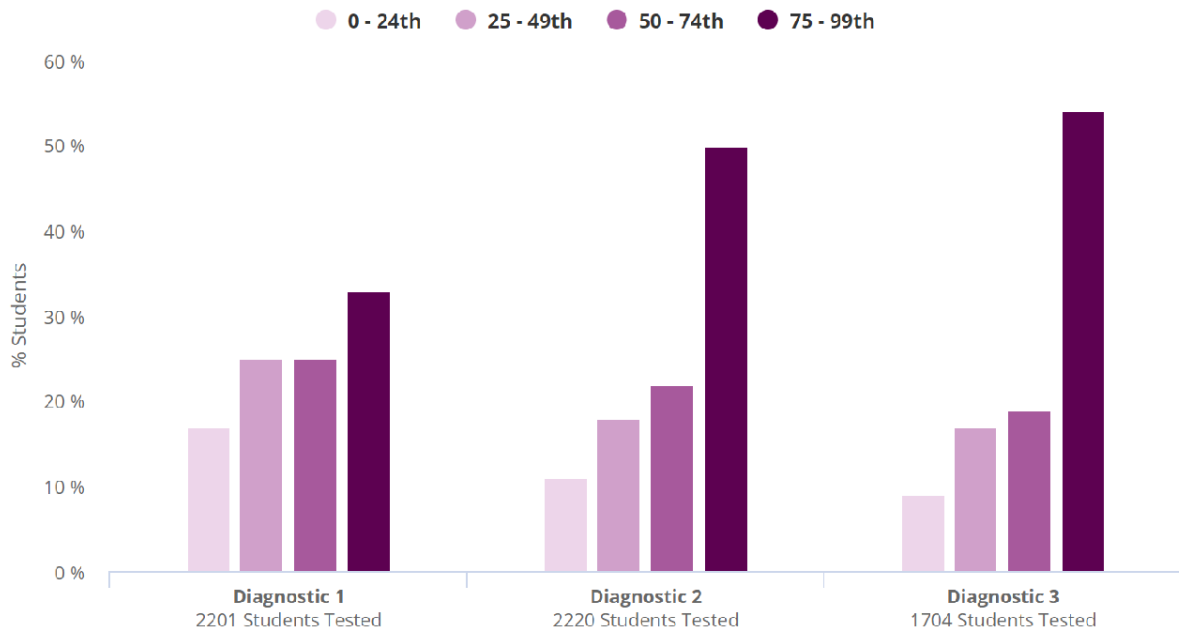


National Percentile Rank Trends

May 11, 2021 - 10:53 AM PST

Academic Year:	Academic Year 2020-2021	Subject:	Reading
Subject Domain:	All Domains	Grade:	All Grades
Show By:	Location	Schools:	All My Locations
Demographics:	All Demographics		

Overall District Trends



National Percentile Rank Trends

May 11, 2021 - 10:54 AM PST

Academic Year:	Academic Year 2020-2021	Subject:	Language Arts
Subject Domain:	All Domains	Grade:	All Grades
Show By:	Location	Schools:	All My Locations
Demographics:	All Demographics		

Overall District Trends

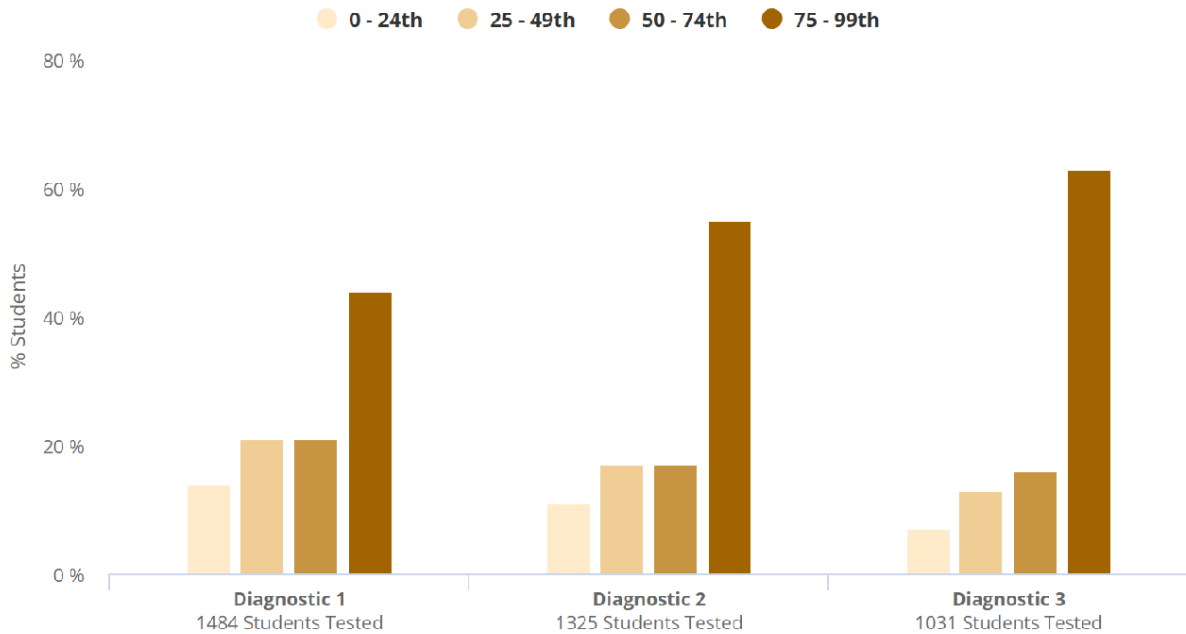


Table 6. Exact Path Diagnostic Assessment in Math, Reading, and ELA for 2020-2021

K. College / Career Readiness

A-G Completion

We maintain a close watch on our students and the California College and Career Dashboard. Our counselors ensure that our students are satisfying the components outlined in the dashboard to ensure our students' success. The attention to A-G completion by our students is complemented by our attention to dual or concurrent enrollment and career aspirations. In 2021-2022 we will have four years completed for this initiative with the expectation of continued growth in students completing A-G courses.

9th Grade A-G Course Enrollment (5/9/2021)

	HPCS	RVCS	VVCP	SPCA	PCI
A-G English	Total = 86/92 (93%)	Total = 78/85 (92%)	Total = 34/34 (100%)	Total = 35/35 (100%)	Total = 233/246 (95%)
A-G Math	Total = 52/92 (57%)	Total = 52/85 (61%)	Total = 26/34 (76%)	Total = 28/35 (80%)	Total = 158/246 (64%)
A-G Science	Total = 79/92 (86%)	Total = 69/85 (81%)	Total = 24/34 (71%)	Total = 31/35 (89%)	Total = 203/246 (83%)

10th Grade A-G Course Enrollment (5/9/2021)

	HPCS	RVCS	VVCP	SPCA	PCI
A-G English	Total = 82/90 (91%)	Total = 67/74 (91%)	Total = 24/28 (86%)	Total = 24/27 (89%)	Total = 197/219 (90%)
A-G Math	Total = 76/90 (84%)	Total = 64/74 (86%)	Total = 23/28 (82%)	Total = 18/27 (67%)	Total = 181/219 (83%)
A-G Science	Total = 60/90 (67%)	Total = 46/74 (62%)	Total = 17/28 (61%)	Total = 24/27 (89%)	Total = 147/219 (67%)

11th Grade A-G Course Enrollment (5/9/2021)

	HPCS	RVCS	VVCP	SPCA	PCI
A-G English	Total = 85/94 (91%)	Total = 61/94 (65%)	Total = 17/20 (85%)	Total = 22/32 (69%)	Total = 185/240 (77%)
A-G Math	Total = 26/94 (28%)	Total = 42/94 (45%)	Total = 7/20 (35%)	Total = 12/32 (38%)	Total = 87/240 (36%)
A-G Science	Total = 42/94 (45%)	Total = 35/94 (37%)	Total = 13/20 (65%)	Total = 18/32 (56%)	Total = 108/240 (45%)

Table 7. A-G Completion by grade level for the 2020-2021 school year

Dual Enrollment

Our students actively complete classes in the community colleges where they live, including but not limited to Folsom Lake, American River, Sacramento City, Cosumnes River, and Sierra College. The number of such enrollments is depicted below:

School	15/16	16/17	17/18	19/19	19/20	20/21
Heritage Peak	30	67	95	95	124	104
Rio Valley	4	10	43	57	54	125
Sutter Peak	2	14	40	92	86	98
Valley View	49	87	152	101	76	88

Table 8. Dual enrollment classes by PCI students in the 2020-2021 school year

Career Classes and Certifications

We know that during the pandemic students would have difficulty accessing on site career opportunities so emphasis and support from teachers and counselors was placed on iCEV courses online. We maintain a close watch on our students and the California College and Career Dashboard. These classes complement PCI on site classes in EKG Technology and Medical Assisting.

iCEV Certification Course 2020-2021	# of Enrollments*	Course Completed	Certification Earned
Business Office Technology	9	4	3
Career Preparedness	35	23	15
Culinary Meat Selection & Cookery	8	7	7
Ecology Conservation & Management	4	4	4
Equine Management & Evaluation	5	5	3
Food Safety & Science	9	8	4
Fundamentals of Animal Science	4	4	3
Meat Evaluation	0	0	0
Personal Financial Literacy	147	113	90
Plant Science	6	5	2
Principles of Floral Design	21	15	14
Principles of Livestock Selection & Evaluation	1	1	1
Principles of Small Engine Technology	13	6	4
Professional Communications	51	40	24
Veterinary Medical Applications	3	1	0
Totals:	316	236	174
PERCENTAGE COMPLETION 2020-2021		75%	55%
Percentage Completion 2019-2020		63%	30%
Year on Year Difference		+22%	+23%

Table 9. iCEV Career classes and certification including year on year difference

Summary

The academic elements outlined above reflect strategic agility that PCI adopted to ensure students increased their learning prior to the pandemic. The teachers successfully maintained the rigor and cadence demonstrating increased learning for the students across all of the academic bands. These strategies demonstrating increased academic success replicates easily in the site-based setting.

Element A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.”

Education Code Section 47605(c)(5)(A)(i)-(iii)

A. New Pacific School Overview

New Pacific School is a K-12 learning community where students are empowered to be self-directed scholars, connected to themselves and others as a whole-child and encouraged to embark on a rigorous, personalized learning plan. It is the school’s belief that this best occurs when all levels of the community—students, parents, teachers, staff—collaborate to support whole-child success. This means that the cognitive, emotional, social, and academic growth of our students is the very core of our work. New Pacific School’s goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, address and align with the State Priorities.

Our trauma-informed Social Emotional Learning frameworks unify our commitment to developing self-determined, caring, inclusive, resilient, and balanced learners. Dr. Steven Covey’s Leader in Me curriculum combines accessible, bold goal setting with habits that enhance the executive functioning of all students. The Right Brain Institute innovatively melds the latest psychology and neuroscience to enact culturally sensitive and equitable restorative environments at all levels of the school. These frameworks work hand-in-hand to address Adverse Childhood Experiences to develop an MTSS. This integrated level of support engages students to become drivers of their learning experience

Our student-centered academic approach makes space for student inquiry, purpose, passion, resourcefulness, and global awareness. In addition to the mastery of academic skills, students create inquiry-based projects that cross curricular boundaries. These projects are developmentally and academically appropriate to each child’s personalized learning growth plan and aligned to all California state standards. Families will join New Pacific School because they want a learning community that meets the demands of the 21st century. The industrial school model of the past no longer meets the needs of this rapidly changing world. Our students will stand at the intersection of curiosity, independence, leadership and resilience years after graduation.

Small School Environment

Our educational program will be designed with the knowledge that children need to feel safe and connected in order to reach their full academic potential. In our classrooms, students will have many opportunities to solve complex problems, to collaborate, and to engage in authentic, cross-curricular learning. Students will also be co-creators of classroom norms and expectations, and ultimately become informed participants in the democracy of our school (*Leader in Me* Focus: Relationship building, teamwork, valuing diversity, and ACES Empowerment, voice, and choice). All of this will occur in a small school, multi-grade environment.¹

Another exciting component of our program will be the design of multi-grade classrooms. While having multi-age classrooms is not a new pedagogical strategy at New Pacific School it will be an intentional practice. Learning environments will not be confined by grade, as all students are in different places academically. What will distinguish students is their specific Learning Growth Plan ("LPG") at the beginning of the school year and multiple sources of student data that may include work samples, early literacy data, and/ or NWEA MAP RIT scores. This way, students can be grouped by skills and re-grouped for Project Based Learning. Each learning environment will have at least one certificated teacher and one paraprofessional. Student to staff ratios will be low. Additionally, the classroom will be designed with an open flexible concept.

Mission, Vision, and Goal

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

Mission Statement

The New Pacific School learning community fosters a sense of connection and belonging to empower scholar-leaders of tomorrow.

Our Goal

New Pacific School is committed to providing a high quality, effective, trauma-informed, and standards-based program where the individual student is challenged, engaged, supported, and safe.

Vision

Graduates of New Pacific School will be lifelong, purpose-driven learners who author their own futures and thrive in a rapidly changing world.

¹ Levine, Thomas H. "What research tells us about the impact and challenges of smaller learning communities." *Peabody Journal of Education* 85.3 (2010): 276-289

Equity Vision

New Pacific School is an inclusive, welcoming, and safe community that honors each person's uniqueness and embraces differences. We seek to eliminate educational inequalities by offering resources and support to all members of our learning community.

B. New Pacific School Expectations

Connected & Sense of Community

All staff members will be trained in trauma-informed restorative practices, neurobiology and the impact of Adverse Childhood Experiences. This includes staff-student mentorship, schoolwide mindfulness training, and self-regulation strategies. Staff capacity building in Dr. Covey's *Leader in Me* framework continues to support a culture of safety, empowerment, student voice and choice.

Authentic, Civic Minded & Globally Aware

Through a blend of facilitative and direct instruction, students will navigate through our self-directed curriculum to demonstrate mastery of skills and extend the learning in collaborative, cross-curricular projects that are relevant to their community, grounded in civic-action and—as appropriate—globally informed. Because every student is different, World languages will be learned using Rosetta Stone and their Adaptive Blended Learning Model which incorporates scaffolded instruction and Speech Recognition Engine technology. These individual learning paths empower students to take ownership of their own language development. Moreover, the school will develop partnerships and field trips to foster experiential learning. These experiences serve as an anchor for authentic projects and college/career exploration.

Rigorous & Engaged

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

C. Targeted Community

Roseville is a city in Placer County which is Northeast of Sacramento and west of Granite Bay on the Highway 80 corridor with over 135,000 people. The median household income is \$89,000, with 8.4% of people living in poverty. Granite Bay, by contrast, has about 23,000 people a median household income of \$143,000 and 4% of people living in poverty (U.S. Census 2019). The Roseville Joint Union High School District delivers high school to adult public education services across both communities, serving approximately 10,000 students. The District offers eight high schools, one charter school, and one adult school.

There are two elementary/middle school districts serving the students of Roseville: Roseville City School District with sixteen elementary schools, four middle schools, and one virtual school and Eureka Union School District with three TK-3rd grade schools, two 4th-6th grade schools and two 7th-8th grade schools. There is a large contrast between schools in the city of Roseville with regards

to student demographics, academic achievement, and outcome. Some schools in Roseville serve significantly greater numbers of socio-economically disadvantaged students, English Learners (also referred to herein as *emerging bilingual*), and students with disabilities (also referred to herein as *students with exceptionalities*); and have higher percentages of Hispanic or Latino students. These same schools generally have higher rates of absenteeism and lower proficiency rates in English Language Arts and Mathematics.

The New Pacific School is seeking to offer another TK-12 public school option to students and families in Roseville, on the southeast side of the Roseville Joint Union High School District. The facility will be located within the City of Roseville and within the boundaries of the Roseville Joint Union High School District. The community outreach has focused on attracting students and families from Meadow Oaks, Cirby Ranch, South Roseville, Roseville Heights, Sierra Gardens, and Hillcrest. Figure 1. Shows the location of a potential site within the targeted community.

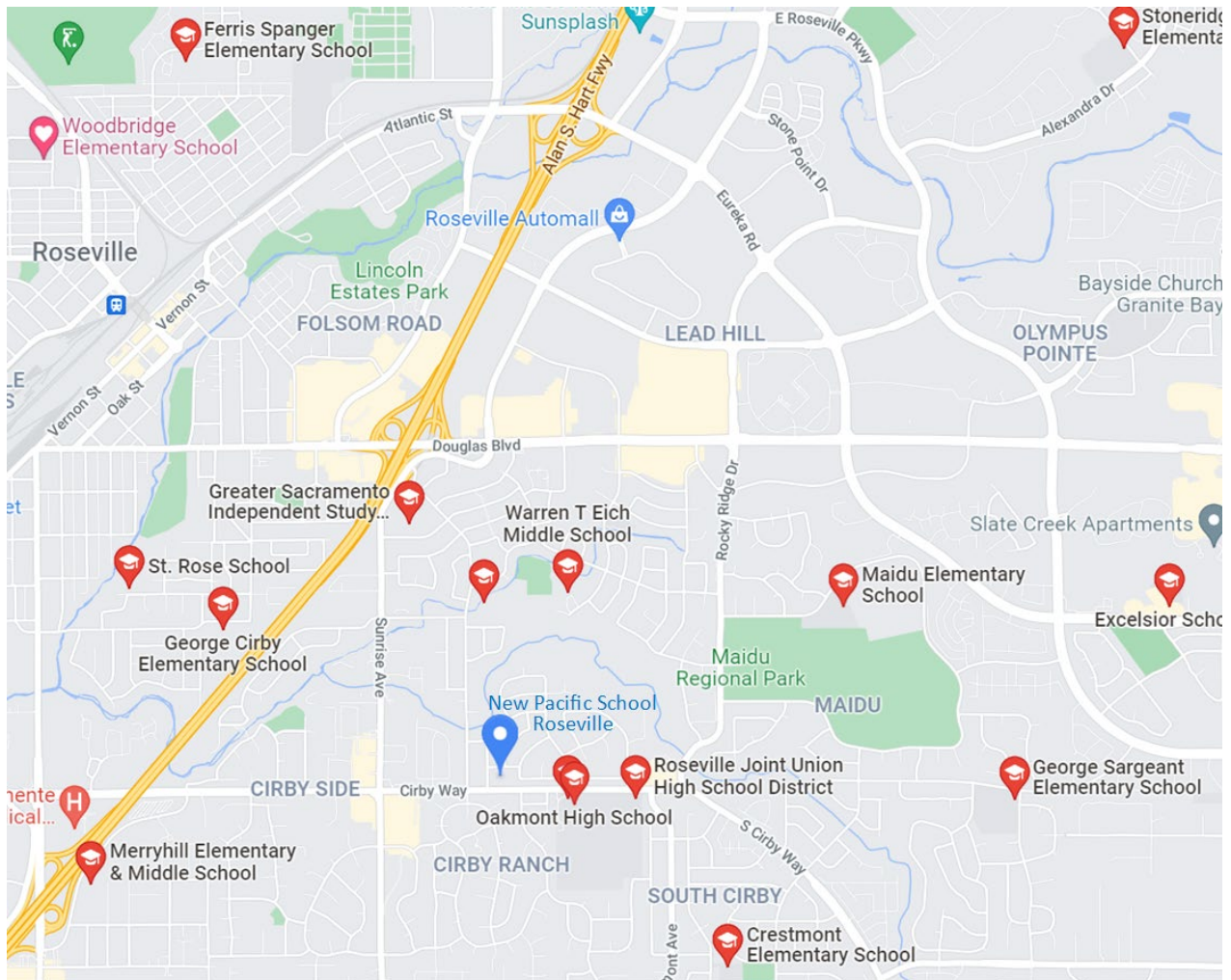


Figure 1. New Pacific School Target Community

Roseville has educational and wellness hotspots that align with the need for New Pacific School. A combination of factors existing in the schools including low academic achievement, chronic absenteeism, and suspension rates, indicate a lack of connection between the schools and the families.

As detailed below, in the five-mile area of our target location, there are five elementary schools, one middle school, and two high schools.

All of the schools, except Maidu Elementary and Oakmont High School, exceed RJUHSD’s average for socioeconomically disadvantaged students with Woodbridge Elementary school serving almost 3 times (79.90%) the district average, as well as exceeding the state average. All of the elementary schools and the middle school serve two to three times the district average for emerging bilingual students with Woodbridge Elementary serving fifteen times (36.60%) the district average and almost twice the state average. All schools exceed the district average in students with exceptionalities, with three of the schools exceeding the state average. All schools exceed the district average for Hispanic/Latino students as well as the state average by at least double, with Woodbridge Elementary at 60.7%.

Table 10. Student Demographics for Roseville Schools

Data Type	Subgroup	Roseville Hs (RJUSH)	Buljan M.S. (RCSD) 6-8	Ferris Spanger Elem. (RCSD) K-5	Bradford Wood-bridge Fund. Elem. (RCSD) K-5	Oakmont HS (RJUHSD)	Maidu Elem (EESD) TK-3	Crestmont Elem (RCSD) K-5	George Sargeant Elem (RCSD)	RJUHSD	California
Demographics (% Students Enrolled 2019-2020)	Socioeconomically Disadvantaged	29.90%	38.70%	45.50%	79.90%	26.60%	19.30%	35.60%	42.80%	27.60%	60.90%
	English Language Learners	3.20%	8.10%	7.30%	36.60%	3.10%	11.90%	10.00%	11.50%	2.40%	19.3%
	Students with Disabilities (SPED)	7.80%	9.90%	14.50%	12.20%	7.00%	8.80%	8.80%	14.40%	6.90%	11.7%
	Foster	0.30%	0.50%	N/A	1.30%	0.10%	0.20%	0.40%	N/A	0.20%	0.5%
	Homeless	2.50%	2.10%	1.20%	6.60%	3.30%	1.00%	1.00%	2.30%	2.80%	3.4%
	Free and Reduced Price Lunch	28.9%	39.50%	44.80%	79.60%	24.90%	20.40%	37.90%	44.50%	28.7%	59.3%
	Black Or African American	3.60%	2.30%	2.20%	0.30%	3.20%	1.70%	0.60%	2.30%	3.80%	54.6%
	Asian	6.00%	4.30%	3.60%	3.60%	10.90%	6.90%	3.30%	2.60%	9.70%	5.4%
	Hispanic or Latino	24.80%	29.90%	29.10%	60.70%	19.50%	19.60%	25.50%	30.40%	18.30%	9.30%
	White	58.00%	52.70%	56.90%	24.40%	53.10%	54.40%	58.90%	52.50%	57.50%	22.90%
	America Indian	0.70%	0.50%	0.50%	0.70%	0.70%	0.20%	0.40%	1.10%	0.70%	0.50%
	Filipino	3.80%	2.20%	0.70%	1.70%	7.40%	2.90%	0.80%	0.20%	4.00%	2.40%
	AAPI	0.60%	0.80%	0.70%	0.70%	0.80%	0.70%	0.80%	0.50%	0.60%	0.50%
	Two or More	1.40%	5.60%	6.10%	5.90%	2.10%	9.80%	5.50%	7.40%	3.50%	3.60%

Five out of the eight schools’ socioeconomic disadvantaged subgroups exceed the district average in chronic absenteeism with three exceeding the state average. All but two schools (Maidu Elementary and George Sargeant Elementary) exceed the state average for students with exceptionalities, with four schools exceeding the state average. Emerging bilingual subgroups show five of the schools exceeding the district average and three exceeding the state average. Finally, ethnicity data reveals that seven out of the eight schools exceed the state average for Hispanic/Latino students and four of those schools exceed the district average.

We know that: "Missing school is damaging to the growth and development of our nation's students, particularly those entering school with the lowest skills" (Ehrlich, Gwynne, Pareja, & Allensworth

2014), so much so that we use absenteeism as the metric to study engagement for schools. Data from the surrounding schools paints a clear picture of what that engagement looks like currently in our target area. We see that students who are socioeconomically disadvantaged are chronically absent in three of the schools 12.9-17.10%. Emerging bilingual students fare similarly with collected data showing chronic absenteeism rates in three of the schools from 11.1-18.6%, again exceeding the State and District averages. These numbers paint a dismal picture of the future for these students, as all evidence points to frequently missing school contributing to dropping out of high school. (Rumberger 1995).

Table 11. Chronic Absenteeism in Roseville Schools

Data Type	Subgroup	Roseville Hs (RJUSH)	Buljan M.S. (RCSD) 6-8	Ferris Spanger Elem. (RCSD) K-5	Bradford Woodbridge Fundamental Elementary (RCSD) K-5	Oakmont HS (RJUHSD)	Maidu Elem (EESD) TK-3	Crestmont Elem (RCSD) K-5	George Sargeant Elem (RCSD)	RJUSHSD	California
Chronic Absenteeism (% Students 2019-2020)	Socioeconomically Disadvantaged	17.10%	12.90%	10.80%	11.80%	13.50%	8.80%	9.90%	9.10%	10.20%	12.90%
	English Language Learners	14.80%	7.80%	7.10%	4.20%	18.60%	11.00%	5.70%	1.40%	6.90%	9.90%
	Students with Disabilities (SPED)	19.30%	10.70%	23.90%	17.20%	21.00%	1.80%	14.30%	4.30%	10.00%	16.30%
	Foster	25.00%	N/A	N/A	N/A	25.00%	N/A	N/A	N/A	26.50%	20.10%
	Homeless	28.30%	41.40%	N/A	17.40%	20.50%	N/A	N/A	0.00%	20.30%	21.10%
	Black Or African American	10.70%	10.00%	N/A	N/A	10.10%	9.10%	N/A	N/A	13.40%	11.00%
	Asian	2.40%	1.80%	N/A	8.30%	2.20%	2.50%	15.80%	N/A	4.40%	20.60%
	Hispanic or Latino	13.30%	10.00%	11.10%	5.90%	9.50%	5.30%	6.90%	3.40%	7.20%	3.70%
	White	9.00%	7.30%	6.70%	16.50%	7.40%	1.50%	5.40%	6.80%	5.30%	8.10%
	America Indian	14.30%	N/A	N/A	N/A	6.30%	N/A	N/A	N/A	16.10%	18.90%
	Filipino	5.00%	0.00%	N/A	N/A	1.90%	0.00%	N/A	N/A	3.50%	5.20%
	AAPI	9.10%	N/A	N/A	N/A	0.00%	N/A	N/A	N/A	6.80%	18.80%
	Two or More	19.40%	9.10%	18.50%	15.40%	2.20%	7.40%	12.70%	15.60%	6.50%	9.80%

Chronic absenteeism clearly needs to be addressed in several of these area schools. Students are considered chronically absent if they are absent **at least 10 percent** of the instructional days that they were enrolled to attend in a school.² At the Brookings Institution, researchers identified four factors to these alarming absenteeism rates: 1) Student-specific: poor relationships between students and adults, negative school climate and bullying; 2) Family-specific: low-income, unstable housing, stressful family events and trauma; 3) School-specific: poor facilities, poor interactions between students and staff; poor access to school and student boredom; 4) Community-specific: unsafe neighborhoods and lack of social and educational resources.³ In order to properly meet the needs of these factors, it is essential to engage both students and parents and, “develop programmatic

² Jacob BA, Lovett K. Chronic absenteeism: An old problem in search of new answers. Brookings. Published July 27, 2017. <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>

³ Jacob BA, Lovett K. Chronic absenteeism: An old problem in search of new answers. Brookings. Published July 27, 2017. <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>

responses to barriers.”⁴ Such responses must be systemic in creating a welcoming school climate and adopting “whole child” frameworks.⁵

Unsurprisingly, academic performance suffered. In language arts, several schools performed below standard--and in some instances more than twice the state and district average. Emerging bilingual and students with exceptionalities suffered the most with many schools significantly below standard. Roseville High School showed emerging bilingual students over -104 below standard and students with exceptionalities -110 below standard.

Table 12. Language Arts Proficiency for Roseville Schools

Data Type	Subgroup	Roseville Hs (RJUSH)	Buljan M.S. (RCSD) 6-8	Ferris Spanger Elem. (RCSD) K-5	Bradford Woodbridge Fundamental Elementary (RCSD) K-5	Oakmont HS (RJUHSD)	Maidu Elem (EESD) TK-3	Crestmont Elem (RCSD) K-5	George Sargeant Elem (RCSD)	RJUHS	California
Language Arts SBAC Performance (Distance from standard)	Socioeconomically Disadvantaged	9.70	-25.90	-14.40	-32.10	36.90	17.10	1.60	-57.4	19.50	-30.1
	English Language Learners	-104.30	-44.20	-58.10	-33.40	-44.40	35.10	-16.10	-64.6	-53.30	-45.1
	Students with Disabilities (SPED)	-110.00	-86.80	-77.60	-125.60	-45.60	-60.10	-77.90	-61.6	-61.60	-88.1
	Foster	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-71.9
	Homeless	N/A	-51.90	N/A	N/A	7.20	N/A	N/A	N/A	0.30	-46.7
	Black Or African American	42.90	29.50	N/A	N/A	N/A	N/A	N/A	N/A	38.90	-26.6
	Asian	89.00	36.50	N/A	N/A	78.00	N/A	N/A	N/A	90.50	-47.6
	Hispanic or Latino	-1.00	-15.40	-21.60	-38.90	41.60	0.10	17.00	-47.3	25.60	59.8
	White	61.40	18.50	-10.10	1.60	87.10	36.80	9.00	-9	67.80	30.7
	America Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-8.80	-34.1
	Filipino	124.70	41.10	N/A	N/A	118.00	N/A	N/A	N/A	99.40	46.7
	AAPI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82.20	-19.5
	Two or More	N/A	19.50	56.00	N/A	N/A	26.00	N/A	-50.8	31.10	30.3

In math, all schools (with the exception of Maidu Elementary) ranged from -61.6 to -169.8 below standard for students with exceptionalities. Emerging bilingual students also see this trend with students ranging from -27.4 to -165.2 below standard. As students move into middle and high school, the distance from standard tends to become greater with students with exceptionalities ranging from -96.4 to -169.8 and emerging bilingual students from -101 to -165.2. Missing school has significant and proven adverse effects on academic performance. ^[4]With surrounding schools struggling with chronic absenteeism, they find the same subgroups struggling with academic performance higher than the state and District average.

Table 13. Mathematics SBAC Performance Data for Roseville Schools

Data Type	Subgroup	Roseville Hs (RJUSH)	Buljan M.S. (RCSD) 6-8	Ferris Spanger Elem. (RCSD) K-5	Bradford Woodbridge Fundamental Elementary (RCSD) K-5	Oakmont HS (RJUHSD)	Maidu Elem (EESD) TK-3	Crestmont Elem (RCSD) K-5	George Sargeant Elem (RCSD)	RJUHS	California
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⁴ Attendance Works. Advancing Student Success by Reducing Chronic Absence. Strategies for School Sites. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>

⁵ Darling-Hammond L, Cook-Harvey CM. Educating the Whole Child: Improving School Climate to Support Student Success. Learning Policy Institute. Published September 2018. <https://learningpolicyinstitute.org/product/educating-whole-child-report>

Math SBAC Performance (Distance from standard)	Socioeconomically Disadvantaged	-76.30	-77.80	-30.3	-52.40	-33.6	2.50	-15.00	-57.4	-57.40	-63.7
	English Language Learners	-165.20	-101.00	-57.1	-60.40	-125.8	36.40	-27.40	-64.6	-112.90	-68.6
	Students with Disabilities (SPED)	-169.80	-135.90	-71.3	-113.60	-96.4	-11.40	-122.20	-61.6	-128.50	-119.4
	Foster	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		-107.2
	Homeless	N/A	-114.10	N/A	N/A	-100.5	N/A	N/A	N/A	-95.90	-77.7
	Black Or African American	-14.80	-52.10	N/A	N/A	N/A	N/A	N/A	N/A	-30.00	-62.2
	Asian	27.50	12.20	N/A	N/A	39.5	N/A	N/A	N/A	49.50	-87.9
	Hispanic or Latino	-77.40	-63.60	-38.9	-63.50	-45	5.50	-17.00	-47.3	-52.10	59.8
	White	-20.00	-22.20	-6.5	16.70	4.4	41.90	-7.20	-9	-3.10	1.4
	America Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-114.50	-69.6
	Filipino	71.10	-10.00	N/A	N/A	49.3	N/A	N/A	N/A	30.90	18
	AAPI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.30	-49.8
	Two or More	N/A	-10.80	21.4	N/A	N/A	48.40	N/A	-50.8	-47.40	2.5

New Pacific School is a public school of choice. As such, not all students can be required to attend the school. However, the leadership of the school has proactively targeted families in the community that are the most at-risk and created a welcoming culture for families from diverse backgrounds with students with a wide range of abilities. As a result, we plan to attract a student population that will reflect the diversity of southeast Roseville.

Table 14. Projected Student Demographics	Year 1
FRL%	40
EL%	11
Homeless%	2
SPED%	10

Community Outreach

The New Pacific School has targeted outreach to community events, shopping centers, preschools, and apartment complexes in Roseville. Outreach materials were distributed in English and Spanish, and Spanish language interpretation was provided for families during family information meetings. The outreach team organized in-person coffee meetings with Spanish-speaking parents. A digital marketing campaign leveraged the website, social media, and targeted digital ads inviting families to participate in informational meetings on Zoom. These efforts launched in July 2021 and are ongoing, including a booth for Family Fest (Sept. 2021).

During community events and informational meetings families expressed keen interest in a new public school option. Some said that they were going out of the area for their children's education. Others expressed their interest in attending a school designed to be student-driven, project-based, and grounded in social-emotional learning. We also heard from families outside of Roseville Joint

Union High School District, specifically Lincoln and Rocklin, that they would be interested in another option.

As a result, we have 171% of the parent signatures required for a new charter school. (See Appendix 1)

Table 15. Community Outreach			
Family Events and Gathering Spaces	Date	Activity	Location
July 4th Parade	7/4/21	Part of the Parade	139 Riverside Ave. Roseville, CA 95678
The Fountains of Roseville- Farmers Market and Tot Time	7/13/21	Flyers	1013 Galleria Blvd. Roseville, CA 95678
Wacky Tacky	7/13/21	Flyers	7351 Galilee Rd #160, Roseville, CA 95678
Rocklin Jump Trampoline	7/13/21	Flyers	384 N Sunrise Ave #130, Roseville, CA 95661
Fun Factory	7/13/21	Flyers	1151 Galleria Blvd #258, Roseville, CA 95678
Park Pulse	7/15/21	Flyers	5480 Fifth St. Rocklin, CA 95677
Walmart Roseville	7/31/21	Booth	1400 Lead Hill Blvd, Roseville, CA 95661
Denio's Farmers Market	8/1/21	Booth	1551 Vineyard Rd, Roseville, CA 95678
Byers Gymnastics Center	8/8/21	Flyers	2009 Opportunity Dr. Roseville, CA 95678

Table 16. Community Outreach			
Roseville Complexes	Date	Activity	Location
Cobblestone Creek Apartments	8/6/21	Flyers	1010 Madden Ln. Roseville
Olympus Park Apartments	8/6/21	Flyers	1148 Conroy Ln. Roseville
Santa Clara Terrace Apartments	8/6/21	Flyers	1605 Santa Clara Drive
Windscape Apartments	8/6/21	Flyers	300 Cirby Hills
The Reva Apartments	8/6/21	Flyers	8123 Sunrise Blvd
Pepperwood Apartments	8/6/21	Flyers	1900 South Cirby
Twin Creek Apartments	8/6/21	Flyers	720 Sunrise Ave
Sunrise Creek Apartments	8/6/21	Flyers	8317 Sunrise Blvd

Programs Designed to Meet the Needs of the Community

New Pacific School will use project-based learning (“PBL”) and social-emotional learning (“SEL”) to engage students, increase connectedness to each other, and increase academic achievement in Roseville. Pacific Charter Institute has worked with Project Lead The Way (“PLTW”) for a decade, which provides transformative learning experiences for PreK-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. A growing body of

research has shown that PBL is an effective way to bring rigor and relevance for English learners, socioeconomically economically disadvantaged students, and students who are performing below grade level. A comparison cohort study examines the impact of professional learning on K-12 learners in Lindsay Unified School District in Lindsay, California. The study found that students with teachers who participated in project-based learning professional development between 2017 and 2019 demonstrated statistically significant growth in reading, math, and history, when compared to peers whose teachers did not participate in professional learning.⁶ A recent randomized controlled trial of 2,371 third-grade students in 46 schools engaged in interdisciplinary PBL units emphasizing science, mathematics, and literacy as well as SEL and traditional instruction. Of the schools in the study, 62% of students qualified for free and reduced-price lunch, and 58% were students of color. Researchers from Michigan State University and the University of Michigan found that students in the PBL program significantly outperformed their peers in traditional instruction in science by 8 percentage points on average. Students engaged in PBL units also reported the value of reflection and collaboration more frequently than their peers in traditional instruction. These results held across socioeconomic levels and reading levels.⁷

The Collaborative for Academic, Social and Emotional Learning (“CASEL”) is a trusted source for knowledge about high-quality, evidence-based SEL. *Leader in Me* is a CASEL-approved, research-validated comprehensive process designed to address social emotional needs, college and career readiness, and the development of a strong leadership culture. New Pacific School will partner with *Leader in Me* to support implementation excellence and professional development that is essential for sustained academic achievement and culture. According to CASEL, SEL can ease emerging bilingual students' transition into schools and communities because it promotes strong relationships with educators and peers and lessens the challenges of learning new cultural norms. SEL also nurtures cooperation, clear communication, and conflict resolution. Additional benefits include stress management, motivation, self-efficacy, and confidence to seek and offer assistance when it's needed. Researchers found that the *Leader in Me* program in Missouri public schools had a positive impact on attendance rates and 42% fewer discipline incidences than predicted in performance matched controls.⁸ A 2016 study found that key elements of *Leader in Me* promote an increase in student motivation and positive peer interaction.⁹ These elements include goal-setting and data tracking, leadership roles and opportunities, and a leadership culture that promotes student ownership of learning. A study of the long-term behavioral impacts of *Leader in Me* within this case study showed a dramatic linear decrease in the number of behavioral incidences in a Chicago elementary school as a school implemented the *Leaders in Me* process. More significantly, data showed that positive changes in student behavior were long-term. These same students had fewer discipline problems once in junior high: 31% overall decrease in elementary behavior incidents within a year of teaching *Leader in Me* program, continued decrease the following two years of the study and 88% overall decrease in junior high behavior incidents once filled with students who had experienced *Leader in Me* in elementary school.¹⁰ A study about the relationship between *Leader in Me* and student academic achievement in San Diego found that students who reported frequent use of *Leader in Me* behaviors

⁶ Price, C., Mohammed, S., Rabbit, B., (2019). BetterLesson and PBLWorks professional learning at LUSD: Effects on instructional behaviors and learning outcomes. Prepared for: Lindsay Unified School District Teacher and School Leader Initiative (TSL). Retrieved from: <https://www.lindsay.k12.ca.us/view/12031.pdf>

⁷Kingston, S. (2018). Project Based Learning & Student Achievement: What Does the Research Tell Us? PBL Evidence Matters. 1(1), 1-11.

⁸ White, M. (2018) A Quasi-Experimental Study of the Effect of the Leader in Me on Attendance and Discipline in Missouri Schools. University of Michigan.

⁹ Tidd, C. (2016) Staff Perceptions of the Effect of The Leader in Me on Student Motivation and Peer Relationships in Elementary School. Walden University.

¹⁰ Ishola, C. (2016) Key Life Lessons: Learning to Lead Self and Others in Primary School. Benedictine University.

in their daily lives performed significantly better on their ELA tests than those who reported less frequent use of *Leader in Me* behaviors.¹¹

The evidence suggests that PBL and SEL can have a positive impact on the students with similar demographics and characteristics as those in Roseville.

Access for Parents and Students

The campus will most likely be accessed by car or bus. New Pacific School is committed to working with students and families to increase access to school through car-pooling, safe bike and walking routes, and other strategies and partnerships.

The City of Roseville Safe Routes to School program has been encouraging schools to promote walking and biking as an alternate mode of transportation to school, although bike routes are sparse in southeast Roseville. Safe Routes to School staff work closely with schools within any Roseville school district to coordinate walking and biking programs including: International Walk and Bike to School Days, Walking Wednesdays (weekly walking clubs using Scan & Notify), Bike Rodeos, safety assemblies, Drop & Walk program, and school safety patrol.

Roseville Transit offers multiple transit lines to connect families to school through connections at the Civic Center and Sierra Gardens transfer centers. Roseville Transit offers Youth Discount Riders Program, and students ages 5-18 years. Children under 12 not need a photo ID. Discounted 10 day passes are available. This program reduces financial obstacles for youth to get to and from school, internships, and other enrichment activities. It also provides equitable investment in receiving a good education and improves school attendance

¹¹ Lynn, A. (2015) Character in the Classroom: How the Leader in Me Affects Student Performance. California DState University, San Marcos.

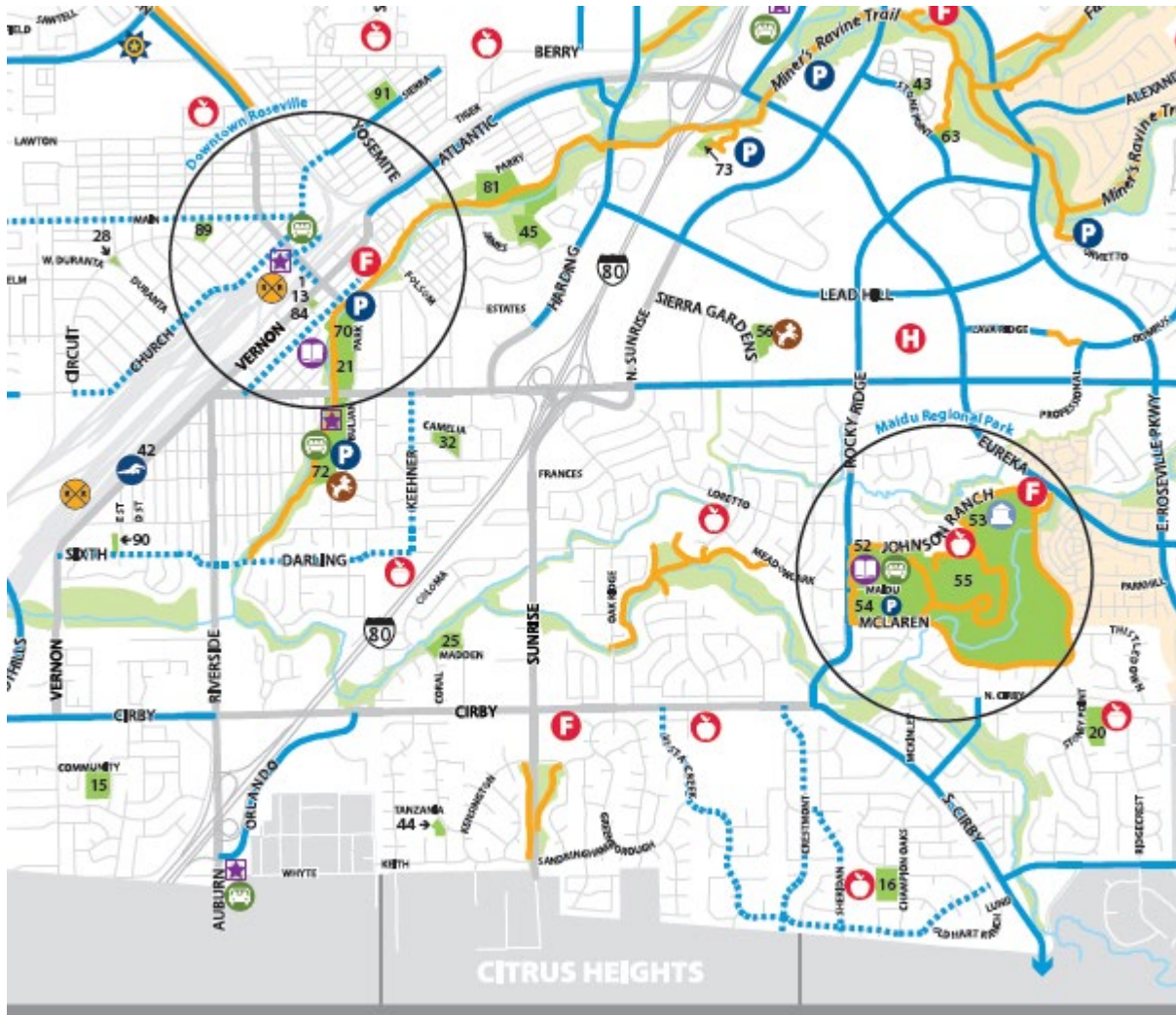


Figure 2 Roseville Bikeways Map

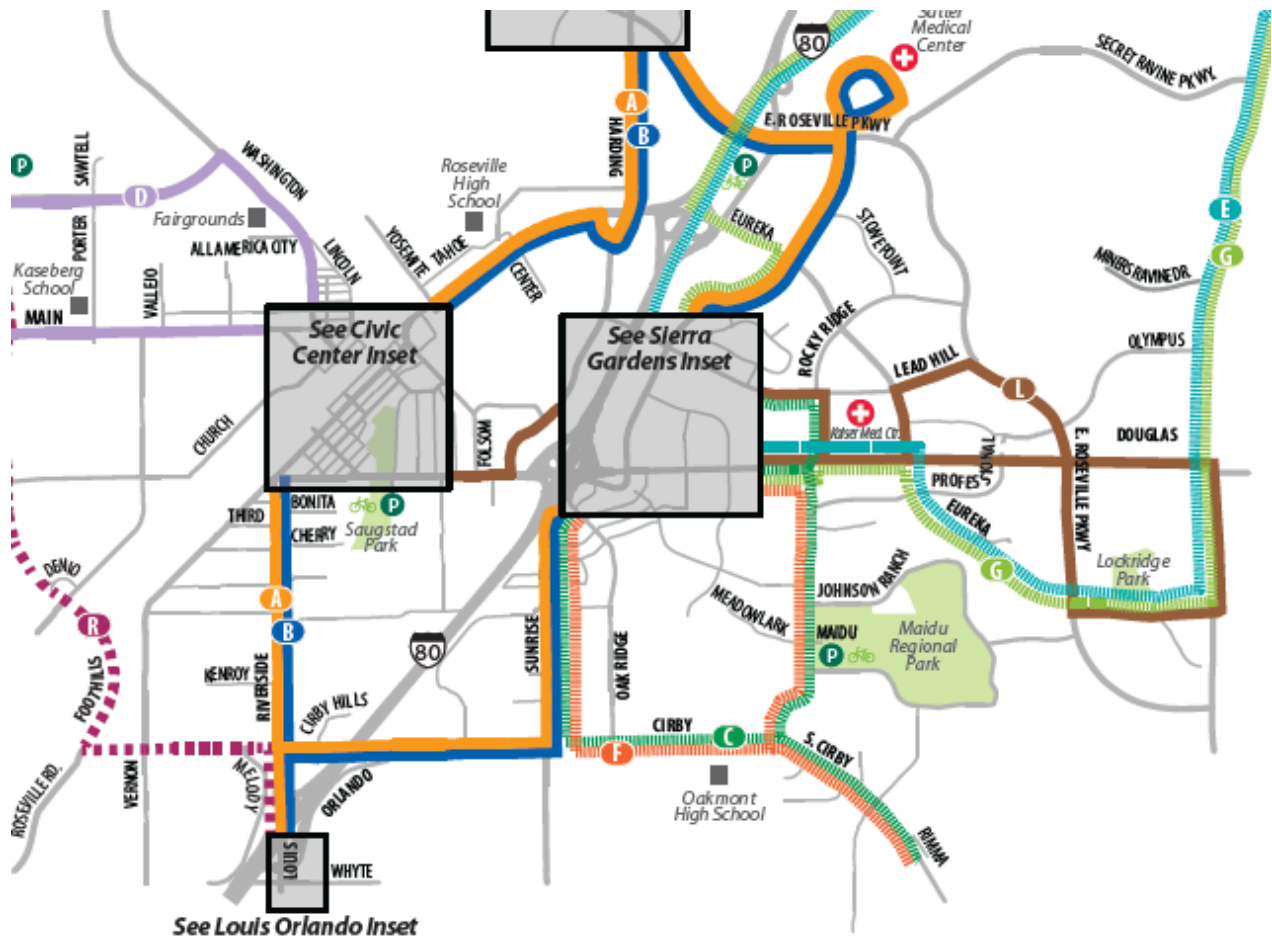


Figure 3. Roseville Public Transportation Map

Impact on District Services

The Roseville Joint Union High School District does not have qualified interim certification and approving the charter school would not result in the District having a negative interim certification nor is it under state receivership. New Pacific School will add an important public school option to the District’s portfolio of options. It will have a marginal impact on the enrollment and revenue of District and surrounding elementary school districts over time.

The cost of serving students that choose to enroll in New Pacific School will be the responsibility of New Pacific School and Pacific Charter Institute, the organization that is serving as the fiscal sponsor for New Pacific School. Pacific Charter Institute’s board of directors has approved \$480,000 to support the start-up of New Pacific School, and the three-year budget and cash flow does not rely on grants or outside loans.

Roseville Joint Union High School District (Ed-Data.org, 2019-2020)

- District Revenue: \$124,699,881
- District Expenses: \$125,426,997
- Total Enrollment: 11,953

New Pacific Budget Year 1

- New Pacific Revenue \$1,353,079
- New Pacific Expenses \$1,347,973
- Total Enrollment 90
- For the first two years of operation, none of the students attending New Pacific School Roseville will come from the High School District.

New Pacific Budget Year 3

- New Pacific Revenue \$2,261,398
- New Pacific Expenses \$2,121,880
- Total Enrollment 202

25 9th graders will enroll in the program, which represents less than 1% of District freshman enrollment in 2021.

New Pacific School offers a student-driven approach that is unique and does not duplicate existing District programs. Local schools offer pieces of the curriculum and instructional approach but do not offer a comprehensive, student-driven whole-child approach to project-based learning including STEM, social-emotional learning, and inquiry-based curriculum in grades TK-12.

None of the District schools in our target area use individual learning growth plans to guide and personalize the experience of every student, or to guide the relationship between school, parents, and students. This fundamental difference is more like independent study in a classroom setting or a Montessori approach to teaching and learning.

The only elementary schools in Roseville offering foreign language instruction are Maidu Elementary (TK-3, Eureka School District) and George Sargeant Elementary, but only to students enrolled in their IB program. New Pacific School will offer foreign language instruction to all students K-12.

While Roseville High School offers Project Lead the Way, it is only offered in their Engineering and Biomedical pathways, not to all students. New Pacific school will offer Project Lead the Way to all students in grades TK-12.

The Roseville City School District and RJUHSD have integrated SEL into existing school culture, however, New Pacific School will provide a CASEL approved curriculum, *Leader In Me*, used in everyday instruction. New Pacific School's Multi-Tiered Systems of Supports (MTSS) are distinct.

In addition to *Leader in Me*, New Pacific School will also employ a co-framework from the Los Angeles Institute of Restorative Practices. This *Right Brain Restorative Justice* framework is trauma-informed and neurobiology-based immersing practices at all levels: leadership consultation; teacher/staff Right Brain Institute Certification; professional development for counseling, psychology and mental health staff; brain science and emotional intelligence student curriculum; trauma-informed parent supports; attendance strategy support; and IEP/special education restorative justice.

The District is offering a range of high-quality public-school options in Roseville to serve a diverse, high-need population. However lower rates of ELA and Math proficiency persist, and absentee rates

remain high. Until all students are achieving at high-levels, public school alternatives are necessary and appropriate. The charter school will offer an equally high-quality alternative approach aimed at increasing connectedness and improving academic achievement for all learners.

New Pacific School offers a different approach to engaging students in their education through project-based learning, self-determination, cross-curricular projects, and a foundation of social-emotional learning. New Pacific will offer students more school time during the year, using a broader curriculum including world language instruction, and a different approach to teaching and learning through a number of unique strategies, including Individual Learning Growth Plans for all students and mastery-based grading.

- No other school in the community is using this unique student-driven pedagogy, where the pace and content of learning is organized by every student’s Personalized Learning Growth Plans.
- No other school in the community is using project-based learning TK-12 to impart relevance and rigor
- No other school in the community is providing direct instruction in a world language for all grades TK-8.
- No other school in the community is using mastery-based grading
- No other school in the community is offering 183 days of instruction.

Table 17. New Pacific School will offer a unique approach for students and families in Roseville.

School Accountability Report Card (SARC) 2020	New Pacific School	George Kirby Elem.	Woodbridge Elem.	Maidu Elem.	George Sargeant Elem.	Crestmont Elem.	Ferris Spangler Elem.	Warren T Eich Middle School	Biljan Middle School	Roseville High School	Oakmont High School
Project-Based Learning TK-12	X									X	
CASEL-approved SEL in all grades	X										
A focus on social emotional learning	X	X	X	X				X		X	
Multi-Tiered Systems of Support (MTSS)	X		X	X	X						
Foreign Language Instruction TK-12	X			X	for IB Program			X		X	X
Counselor Assigned to the School	X	X	X	.4 FTE				X	X	X	X
Mastery-based Learning	X										
Inquiry Based Learning	X				X						
Personalized Learning Growth Plans for all students	X										
Multi-age Classrooms	X										
1:1 computing	X										

Sunday Reading Support	x										
20 hours Professional Development for Teachers and Staff	x	x	x		x	x	x	x	x		
Workshop/Presentation on Fridays	x										
183 Student Days	x										
College and Community Partnerships		x			x			x		x	x

New Pacific School will be open to all students who wish to attend, including low-achievers, high-achievers, English Language Learners, Foster youth, students experiencing homelessness, and students with disabilities. If interest exceeds seats available, a public random lottery will be held to admit students. There will be no entry examinations, interviews, or letters or recommendations. Each student’s Learning Growth Plan will act as the road map for tailoring the pace, format, and delivery of academic and social-emotional learning.

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

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

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

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

Pacific Charter Institute has a long history of supporting students of all levels and abilities to meet high expectations through caring, intentional staff and student relationships. The organization is

deeply committed to every child's own goals and growth as a learner. New Pacific School continues this tradition by enlisting all stakeholders in the support of each child's voice and choice in the learning process.

E. How Learning Best Occurs

New Pacific School staff believes learning best occurs in a community that is committed and, in an environment, designed to support the following approaches:

MTSS:

- Franklin Covey's *Leader in Me* is a schoolwide and practical classroom framework for students to self-regulate and self-direct their educational experience. Instituting practices and support at all levels of the school establishes a school climate and culture of self-accountability and school support.
- Los Angeles Institute of Restorative Practices, a Right Brain Institute, are the practices, systems, supports and learning at all levels that ensures student behavior is supported through a neurobiological and trauma-informed lens.
- Personalized Learning – Growth Plans: The Academic Triangle -- the relationship between parents, students, and teachers -- develops using student data to make the learner the focus. The student outlines and agrees to goals, plans and strengths with the support of parents and teachers

Rigorous Learning Environments

- Classrooms are co-taught in larger classrooms to optimize teacher facilitation and student collaboration.
- Classrooms transform into "Away Missions" with enterprising and experiential field trip learning.

Evidence – based Pedagogical Strategies:

- Standards-based Instruction - Common Core, NGSS, HSS, CTE and SEL aligned.
- Project-based Learning ("PBL") - Personal, inquiry-based, differentiated and rigorous: students will meet the demands of college, career and community learning by using 21st century skills in relevant contexts.
- Interdisciplinary Curriculum - Instead of segmented subjects, students tackle projects across different curricula, applying reasoning from math, language arts and others for demonstrations of learning.
- Inquiry-based Learning ("IBL") - Projects are facilitated based on student interests, strengths and inquiry-based questions. Projects are ultimately student-driven.
- Data Driven Instruction - Students will use their own data to develop learning goals. Additionally, teachers will meet in Professional Learning Communities to analyze class data and make informed, data-driven decisions during planning and design.
- Integrated Technology - Learners will have access to 1:1 dedicated computing devices, hotspot internet upon request, an organizational help desk infrastructure and supportive training.
- Direct Instruction - While not engaging in PBL, teachers will design direct learning experiences to build student skills mastery in one on one or small group instruction.
- Mastery-based Learning - Using formative assessments and intervention tools from Edmentum, students will have a personally designed learning path specific to each learner so students can master skills and address individual learning gaps.

Teacher Professionalism

- Resourceful, Well-qualified and Supported Teachers: Instructional staff are trained in both MTSS frameworks and have an active voice in feedback and program growth.
- Continuing professional development is part of the school's focus on lifelong learning.
- Teachers will have protected, integrated planning and collaboration time during the school day.
- Staff members receive the same SEL support from administration that students receive from instructional staff.

Integration of Community Learning

- Authentic Learning Experiences: In addition to experiential learning from field trips, students develop projects from real-world contexts, through interaction with speakers, experts and research skills.
- College, Career and Community Exploration: Life after K-12 is a focus at all grade levels. Learners are embedded in a college/career-based culture as a way to understand learning contexts and impact.
- Dynamic Community Partnerships: While K-8 learners engage community partners for their in-class learning, secondary students will seek internships or advanced education experiences from thoroughly vetted community partners and local community colleges.
- Culture of Community and Support: Parent education and community resources is a PCI practice that allows students to feel supported in all community settings.

F. Objectives of New Pacific School

The objectives of New Pacific School include, but shall not be limited to, the following:

- To make Social Emotional Learning the central foundation of our work.
- To serve students from all social, cultural, and economic groups.
- To provide a personalized education experience that offers a distinctly different choice in public education for families.
- To offer a wide breadth of challenging learning experiences and environments.
- To empower students to be caring, self-determined lifelong learners and agents of meaningful change.

G. A Day in the Life of a New Pacific School Student

The New Pacific School experience can occur before a student even arrives at school. Students will have access to materials and resources 24/7 through school-provided integrated technology devices.

Upon entering the classroom in the morning, teachers will check-in as a group and individually to assess needs and wellness as students engage in morning routines and celebrations.

New Pacific School classrooms will be large, fluid spaces with learning centers set up around the room in the form of couches, tables, floor spaces with pillows and maybe even desks. Students will learn how to direct their learning choices and decide where and when to work based on their social emotional needs and individual learning goals. A fifth-grade student may come in and decide to go to the computer lab first where they will work on Rosetta Stone and Exact Path. Both programs are individualized and adaptive based on the student's learning needs and progress.

Once they reach their goal for the day/week, they may move to a project area where they continue work on the project-based learning they have started and have two more weeks to complete such as the 5th Grade NGSS living and non-living module exploring habitats from the Project Lead the Way (PLTW) Launch curriculum. (PLTW Launch alone contains 43 modules for students K-5, PLTW Gateway to Technology contains 10 more sophisticated units, and PLTW for high school students contains pathways including computer science, engineering, and biomedical science).

During that time, they may be pulled into a small, leveled math group, by their teacher, to learn their newest Jump Math concept and have directed practice to launch their own inquiry DOK. After lunch, they may choose to read on their own or in a literacy group that is reading a common novel uncovering theme and character development. Other students at this time could be in a small group reading comprehension strategies from the teacher and begin planning their presentation on the book.

As part of the Leader in Me (FranklinCovey) training, students will focus on a virtue in action and analyze their own progress as they develop or revise their current goals. Leader in Me is the glue that creates the connectedness between students, staff, and families. Leader in Me is not a thing to do, but instead a way to be a confident, caring citizen.

Through direct instruction, facilitation and equitable groupings, teachers will advance students through their Depth of Knowledge (“DOK”) in all academic areas.

Teachers will also assist students in developing and meeting goals in English Language Arts and Math using MAP data and interventions as necessary through the Exact Path system. Each student’s MAP test scores are inserted into Exact Path where the system will assign lessons to help students fill in below grade level gaps and continue to challenge them when they meet grade level standards.

Just as important MAP reports assembles students by areas of need in content and academic strands. For instance, before the students arrive the teacher has already examined the report from MAP that grouped the appropriate students in specific learning area that is critical to their advancement in Jump Math or ELA. An example include of the report is as follows using RIT scores in 10-point increments:

191-200	Perimeter/Circumference	E. H. Orton Overall: 189; Goal Range: 185-196
	<ul style="list-style-type: none"> • Determines perimeters of basic polygons in which not all sides are labeled • Determines perimeters of basic polygons with all sides labeled • Solves real-world and mathematical problems involving perimeters of rectangles 	L. L. Wojnarowski Overall: 195; Goal Range: 191-202 A. H. Frisino Overall: 198; Goal Range: 187-199 D. H. Engles Overall: 200; Goal Range: 189-201

Figure 4. Learning Continuum Class View

World languages will be learned using Rosetta Stone and their Adaptive Blended Learning Model which incorporates scaffolded instruction and Speech Recognition Engine technology. This technology enables students to speak into a computer microphone and receive feedback on pronunciation and syntax.

Younger students may receive direct instruction in small groups on basic vocabulary as they are learning to read. These individual learning paths empower students to take ownership of their own language development. Students will use Rosetta Stone 3 days a week. NPS will bring in native speakers regularly for the languages chosen by the students to support their understanding and nuance of the language as well as cultural relevance and insights.

Students will also collaborate on cross-curricular inquiry/project-based learning (IBL/PBL). Anchored by PLTW students at every grade level will be able to choose a inquiry based module from a selection of NGSS scientific concepts to explore, develop, and master under the guidance of the teacher and through rich collaboration with other students. The NPS staff, students, and parents will collaborate on the focus areas of PLTW that the school will train in to ensure continuity TK-12. The scientific concepts and conclusions are applied to math ELA frameworks and standards allowing for cross-curricular inquiry. The lesson earlier regarding living and non-living environments can stretch into observational reports and mathematical calculations on change of biospheres and elements. This is the ultimate practice of inquiry, self-direction and self-determination. During the school day, or after school, students may connect with their staff mentor who connects the child throughout the year when they need to see a fresh face outside the classroom. This is a community practice for both certificated and classified staff.

After school, students will meet up with their parent/guardian / grown-up who just finished a parenting workshop about “Supporting Learners at Home” or “Boosting Executive Functioning” or even “The Brain During Preliteracy.” At New Pacific School, students learn through community engagement and education. Lifelong learning is a treasured cultural practice.

At home, students will continue to work on their outlined goals—to catch-up or get-ahead. Students may work agreed upon interventions by their Academic Triangle of students, parents or guardians, and teachers. Students may also continue to extend the learning as part of their accelerated learning plan to stay challenged or engaged. Students stay committed to their work and their plan because they helped build the path themselves. Using technology including Schoology, MS 365 Teams and OneDrive, Exact Path, PLTW, and online portfolio tools students will be capable of having seamless access to their work at school or at home.

H. A Whole Child Education: Our Social Emotional Learning Frameworks

Leader in Me (Franklin Covey) Foundation for Students

Students are more complicated and more adept to learning and leading than the traditional pedagogy and educational tools enable. Knowing this we will use the *Leader in Me* framework to bring out the best in our students through three core principles; **leadership, culture, and principles**. Grounding our educational program on this proven system used in 4,400 schools worldwide will bring out the best in our students using *Leader in Me*. We will augment the social emotional support of our students while also building their capabilities as citizens and students through a range of strategies and techniques (Table 18). Social emotional learning is not a program but a cultural and environment norm embedded into the instructional day. Just as important, the skills, strategies, and norms that the students learn at school will be with them in the community and at home.

Table 18. Leader in Me, CASEL, and ACES Emotional Learning Frameworks		
LEADER IN ME	CASEL	ACES
Critical Thinking Creativity Self-Discipline Vision	Self-Awareness Self-Management Responsible Decision Making	Safety Trustworthiness and Transparency Peer Support

Initiative Communication Relationships Building Goal Achievement Public Speaking Global Awareness Social-Emotional Learning Teamwork Listening Skills Time Management Leading Projects Self-Direction Learning Valuing Diversity Problem Solving	Relationship Skills Social Awareness	Collaboration and Mutuality Empowerment and Mutuality Empowerment, Voice, and Choice Cultural, Historical, and Gender Issues
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Leader in Me and Social Emotional Development

It is critical that we focus on the well-being of our students. *Leader In Me* will support student-centered tools and strategies. It complements and overlaps the key components for the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) and is endorsed by the standard for social emotional learning (Table 18). CASEL emphasizes the CASEL 5 including:

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Our acute awareness of these competencies will lead to students understanding and managing their emotions, setting and achieving their positive goals, developing and showing empathy, building positive relationships, and making ongoing responsible decisions. Our intent to work with the whole child will yield the best possible results across the academic spectrum for the students.¹²

Leader in Me, Adverse Childhood Experiences and Trauma – informed Care

New Pacific School recognizes the growing crisis of ACES. *Leader in Me* includes the tools to combat and remedy ACES in our students. This level of trauma has such an impact on students and learning that it has become a statewide public health initiative under the California Surgeon General Dr. Nadine Burke-Harris. She labels it a healthcare crisis.¹³

ACES are traumatic childhood events caused by abuse, neglect, or other often persistent household stressors, like witnessing domestic violence or alcoholism. Each adverse childhood experiences experienced in childhood increases a child’s risk of health and social issues, such as:

¹² [What is SEL? \(casel.org\)](http://www.casel.org)
¹³ https://osg.ca.gov/wp-content/uploads/sites/266/2020/12/Roadmap-For-Resilience_CA-Surgeon-Generals-Report-on-ACES-Toxic-Stress-and-Health_12092020.pdf

- Decreased Cognitive Ability
- Depression and Suicide
- Poor Academic Achievement
- Poor Work Performance
- Illicit Drug Use
- Adolescent Pregnancy
- Alcoholism

Offering *Leader in Me's* evidence-based curriculum will address the health care crises listed above in alignment to the ACES outlined in the National Center for Trauma-Informed Care.

Trauma-informed Restorative Practices

Institutions that have equitable values, policies, and disciplinary objectives create an environment where individuals can optimize their skills. From a neuroscience perspective when a human brain is calm and congruent which translates in suitable emotional modulation and cognitive functioning the individual is more receptive toward institutional goals, expectations, and norms. A significant element is the environment in which the activity is occurring. The environment must contain a fair process; restoration, innovation; and cultural sensitivity.

School systems are moving towards the practice of relationship building and social-emotional awareness as vectors towards academic success, develop a strong student growth-mindset and build a robust institution where character development can take place, and a culture of connectedness can influence daily school climate. Our schools have been plagued with tragedies and crises. These set a base for our youth to fear school and perceive it as unsafe. This mindset ignites different regions on the brain that exacerbate sometimes problematic behavior without proper regulation.

Right Brain Restorative Practices (“RBRP”)

RBRP is an implicit-self-centered modality which evolved through elements of social-emotional learning, humanistic psychology, and regulation theory. Right Brain Restorative Practices, the premise is to help an individual build the container necessary to internalize remorse, gain insight, and empathically develop accountability and restoration. RBRP helps build an adaptive social-emotional competent school, during adolescence various phenomena arise such as abstract thinking that requires more information and understanding of the *why* behind school policies, teacher directives, and school motivation.

Right Brain Institute at the Los Angeles Institute of Restorative Practices (“LAIRP”)

The LAIRP's approach involves four quadrants. Scholar Capacity outlines the student and staff practices that are foundational to a trauma-informed and restorative school. The Systems quadrant lists the systems and measurable outcomes to monitor progress. Planning & Action Steps, cements the relationship between the institute and schools as actions and technical coaching unfolds. Feedback & Learning is how the school can improve its restorative culture through a 360 input/feedback look at all levels of the learning community.

I. Educational Program Overview

School Calendar

The New Pacific School year will be in compliance with the state’s requirements for instructional minutes for all grade levels. New Pacific School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Attached, as Appendix 2, please find New Pacific School 2022-2023 school calendar which is 183 student days and 188 teacher days.

Bell Schedule

The daily bell schedule for grade levels TK-12 is listed below. The number of instructional minutes offered for all grades will exceed the requirements in Education Code Section 47612.5(a)(1).

Table 19. Bell Schedule: TK-1

BELL SCHEDULE: TK-1 (Mon. – Thurs.)			
Start	END	ACTIVITY	Minutes
8:20 AM	9:45 AM	Instructional Block 1	85
9:45 AM	10:05 AM	Healthy Snack / Active Play	20
10:05 AM	11:20 AM	Instructional Block 2	85
11:20 AM	11:50 AM	LUNCH	30
11:50 AM	1:10 PM	Instructional Block 3	80
1:10 PM	1:30 PM	Active Play	20
1:30 PM	2:40 PM	Instructional Block 4	70
BELL SCHEDULE: TK-1 (Friday)			
8:20 AM	9:40 AM	Instructional Block 1 / Presentation	80
9:40 AM	10:00 AM	Healthy Snack / Active Play	20
10:00 AM	11:30 AM	Instructional Block 2 / Presentation	90
11:30 AM	12:00 PM	LUNCH	30
12:00 PM	1:30 PM	Instructional Block 3 / Presentation	90

Table 20. Bell Schedule: 2-5

BELL SCHEDULE: Grades 2-5 (Mon. - Thurs.)			
START	END	ACTIVITY	Minutes
8:20 AM	10:10 AM	Instructional Block 1	110
10:10 AM	10:30 AM	Healthy Snack / Active Play	20
10:30 AM	11:55 AM	Instructional Block 2	85
11:55 AM	12:25 PM	LUNCH	30
12:25 PM	2:40 PM	Instructional Block 3	135
BELL SCHEDULE: Grades 2-5 (Friday)			
8:20 AM	9:50 AM	Instructional Block 1 / Presentation	90
9:50 AM	10:10 AM	Healthy Snack / Active Play	20
10:10 AM	11:40 AM	Instructional Block 2 / Presentation	90
11:40 AM	12:10 PM	LUNCH	30
12:10 PM	1:30 PM	Instructional Block 3 / Presentation	80

Table 21. Bell Schedule: 6-8

BELL SCHEDULE: 6-8 (Mon. - Thurs.)			
START	END	ACTIVITY	Minutes
8:20 AM	9:26 AM	Instructional Block 1	66
9:26 AM	9:46 AM	Nutrition	20
9:46 AM	10:32 AM	Instructional Block 2	46
10:32 AM	10:37 AM	Passing	5
10:37 AM	11:43 AM	Instructional block 3	66
11:43 AM	11:48 AM	Passing	5
11:48 AM	12:54 PM	Instructional Block 4	66

12:54 PM	1:29 PM	LUNCH	35
1:29 PM	1:34 PM	Passing	5
1:34 PM	2:40 PM	Instructional Block 5	66
BELL SCHEDULE: 6-8 (Friday)			
8:20 AM	9:18 AM	Instructional Block 1 / Presentation	58
9:18 AM	9:35 AM	Nutrition	17
9:35 AM	10:00 AM	Instructional Block 2 / Presentation	25
10:00 AM	10:02 AM	Passing	2
10:02 AM	11:00 AM	Instructional Block 3 / Presentation	58
11:00 AM	11:02 AM	Passing	2
11:02 AM	12:00 PM	Instructional Block 4 / Presentation	58
12:00 PM	12:30 PM	LUNCH	30
12:30 PM	12:35 PM	Passing	2
12:35 PM	1:30 PM	Instructional Block 5 / Presentation	58

Table 22. Bell Schedule: 9-12

BELL SCHEDULE: 9-12 (Monday - Friday)			
START	END	ACTIVITY	Minutes
8:30 AM	9:40 AM	Instructional Block 1	70
9:40 AM	10:00 AM	Collaboration	20
10:00 AM	11:10 AM	Instructional Block 2	70
11:10 AM	11:15 AM	Passing	5
11:15 AM	12:25 PM	Instructional Block 3	70
12:25 PM	12:55 AM	LUNCH	30
1:00 PM	1:05 PM	Passing	5
1:05 PM	1:15 PM	Instructional Block 4	70

1:15 PM	1:20 PM	Passing	5
1:20 PM	2:30 PM	Instructional Block 5	70

Table 22. Bell Schedule: 9-12

BELL SCHEDULE: 9-12 (Minimum Day and Presentation/Exhibitor Days)			
START	END	ACTIVITY	Minutes
8:30 AM	10:00 AM	Instructional Block 1/Presentations	90
10:00 AM	10:30 AM	Nutrition and Collaboration	30
10:30 AM	12:00 PM	Instructional Block 2 / Presentations	90
12:00 PM	12:30 PM	LUNCH and Collaboration	30
12:30 PM	2:00 PM	Instructional Block 3/ Presentations	90

New Pacific School requires all students to comply with its attendance policy, which is provided to all families in the Student and Family Handbook.

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

New Pacific School will pursue six -year WASC accreditation with approved “A-G” courses required for admission to the University of California and California State University systems.

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

J. Curriculum

Instructional Materials

New Pacific School utilizes a variety of curriculum resources outlined below. These resources are used to implement the California State Standards and to supplement project-based learning. Teachers develop curriculum maps collaboratively with their partner teachers and in grade level spans. Grade level alignment is analyzed regularly and triangulated with third party screeners including Exact Path and DIBELS. The curriculum adoptions for each content area are analyzed in-depth in an annual cycle. Decisions for new curricular adoptions are always made collaboratively and are aligned with our mission, vision, and goals.

The selection of curriculum balances innovation and timing as the subject areas are between adoption periods. Much has been learned regarding the efficacy of the adopted curriculum by PCI and the state of California. Students demonstrate a much higher threshold for learning coupled with major differences between individual learners. Because of this fact New Pacific School - Roseville is focusing on curriculum that focus on state standards that require student inquiry to reach the highest Depth of Knowledge of 3 and 4 (degree of learning information and application of the concept).

Please see Appendix 3 for a sample scope and sequence of Mathematics, English Language Arts, and Science for grades 1, 7, and 9.

English Language Arts Curriculum Overview

Table 23. English Language Arts Grades K-2	
Curricular Resources	<p>SIPPS (Collaborative Classroom) Being a Reader (Collaborative Classroom) Being a Writer (Collaborative Classroom)</p>
Rationale	<p>In the early grades, students benefit from a comprehensive foundational reading program designed to strengthen key literacy skills. Faithful implementation of the multi-component Collaborative Literacy program, together with timely intervention measures, ensures that all students are tracking toward reading proficiently by 3rd grade. We also recognize that it is essential that developing readers cement a love of reading and explore the world of texts, including fiction, nonfiction, and poetry.</p>
Features	<p>The reading component, Being a Reader, combines explicit instruction in foundational skills with whole class lessons, small-group instruction, and independent learning. SIPPS will be used as a stand-alone intervention program or integrated as the decoding program with Being a Reader, depending on student needs; the scopes and sequences of the two are aligned. The reading materials provide students with opportunities for rich and rigorous evidence-based discussions. The writing component, Being a Writer, combines the writing process approach with guided instruction, especially in handwriting. Our teachers nurture ideas and assist with editing and presentation skills as needed. Social and emotional skills are woven into the program.</p>
Application	<p>New Pacific School teachers will use the comprehensive literacy program by Collaborative Classroom to put our youngest students' thinking at the center of their learning. Assessment of student progress in the program, together with regular early reading benchmarks through DIBELS, will guide teachers in making decisions about foundational reading instruction that are personalized and responsive to students' needs. Students will extend their</p>

	<p>knowledge of topics from the weekly lessons through daily independent reading and hands-on discovery, and they will apply their body of knowledge to culminating tasks in which they demonstrate their knowledge through integrated literacy skills. Beginning writers thrive with choice and independence as they practice the basic communication skills that they need to express their ideas and share them with others.</p> <p><i>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning</i></p>
Training	<p>Initial training begins with a virtual summer institute. Afterwards, teachers meet weekly to plan, adapt, extend, and integrate aspects of the program to best align with group needs and grade-band learning goals.</p>

Table 24. English Language Arts Grades 3-5

Curricular Resources	<p>Making Meaning (Collaborative Classroom) Being a Writer (Collaborative Classroom) SIPPS (Collaborative Classroom)</p>
Rationale	<p>We want to develop confident readers and writers in the upper elementary years. Additionally, our English Language Arts (“ELA”) curriculum must foster academic competencies and critical thinking skills that will prepare students for increased rigor in the middle school years and beyond. To that end, we know that students must have access to high-quality core and supplemental programs that emphasize reading comprehension and vocabulary acquisition through increasingly complex texts across a wide range of genres. Student-centered writing instruction must create a culture of collaboration and expression.</p>
Features	<p>Making Meaning focuses on reading comprehension and vocabulary development and is configured to offer daily independent reading, integrated development of social skills, and regular student-teacher conferences. SIPPS is used for Tier II and Tier III intervention in the MTSS model. Beginning in 3rd grade, we also integrate student-driven book clubs into the weekly program. In the upper elementary years, Being a Writer integrates close reading of exemplar texts, critical thinking about texts, and authentic writing for various purposes and audiences.</p>
Application	<p>Teachers will directly teach comprehension strategies through read-aloud experiences. Through guided and independent strategy practice, students</p>

	<p>will practice these strategies to make sense of their own reading. New Pacific School teachers allocate plenty of time for independent reading practice and individual conferences to support students developing as readers at their own pace. Students have time to listen to and think deeply about texts and share ideas respectfully with their classmates. During Book Club, students pursue personal goals in comprehension, fluency, and engagement with peers. Using <i>Being a Writer</i> as a primary resource, New Pacific School offers a student-centered writing program--which honors time, choice, response, and community—in order to help students grow into independent, competent, and confident writers. Finally, students engage in collaborative STEAM-focused projects across the curriculum for authentic audiences, and their culminating projects will showcase their growing written and oral presentation skills.</p> <p><i>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning</i></p>
Training	<p>Initial training begins with a virtual summer institute. Afterwards, teachers meet weekly to plan, adapt, extend, and integrate aspects of the program to best align with group needs and grade-band learning goals.</p>

Table 25. English Language Arts Grades 6-8

Curricular Resources	<p>CommonLit.org Selected sets of novels and nonfiction titles Units of Study in Argument, Information, and Narrative Writing, Grades 6-8 (Heinemann)</p>
Rationale	<p>Middle school readers and writers need rigorous and relevant instructional materials that provide them with opportunities to become proficient and powerful readers and competent and confident writers. Teachers will focus on student acquisition of strategies for both comprehension/analysis skills and written and oral communication skills. The workshop model will allow us to differentiate and meet the needs of our students where they are in terms of both interests and abilities.</p>
Features	<p>CommonLit.org is a free web-based collection of literary resources that teachers can use to build lessons and units that target students' reading needs and interests. Texts are organized by themes, genre or literary device, or Lexile level. There are also many sets of paired texts on topics or themes, some of which are multi-media. Genres include news stories, articles,</p>

	<p>speeches, poetry, and short stories. All passages are accompanied by assessment and discussion questions. The in-house library contains sets of grade-level novels and works of nonfiction that support the themes and guiding STEAM concepts around which their projects are based. Readers learn to consolidate skills so they can use skills and strategies with automaticity supported by frequent and targeted feedback. The writing program consists of a year-long writing workshop, with explicit teacher instruction is delivered through thoughtfully designed mini-lessons. Developing writers learn to use writing process: rehearsing, drafting, revising, editing, and publishing their writing.</p>
Application	<p>The reading and writing workshop models drive the instructional model. Guided by essential standards and using the adopted programs as resources, teachers explicitly teach strategies and skills not only during the mini lessons but whenever students need reinforcement. Student ownership of their literacy projects is emphasized as they work independently on small-group and individual projects. Teachers hold conferences with individuals and groups of students, and students frequently have opportunities to reflect and share.</p> <p><i>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning</i></p>
Training	<p>Training in CommonLit.org is minimal and self-guided. Teachers complete a 1-hour video orientation from the publisher (Teachers College Reading and Writing Project). Teachers will collaborate regularly to plan STEAM based units of study, mini lessons for direct instruction, and a system for supporting independent and group learning.</p>

Table 26. English Language Arts Grades 9-12

Curricular Resources	<p>CommonLit.org Assorted novels and nonfiction books Writable</p>
Rationale	<p>To support our high school students, we focus on harnessing instructional resources that allow us to graduate skilled readers, competent communicators, and lifelong learners who are prepared for college coursework, the workplace, and community involvement. Threads of inquiry aligned to STEAM, rather than conventional subject-specific classes, empower students to explore topics of personal interest and make</p>

	<p>important intellectual connections. At the heart of these threads of inquiry are the critical reading, writing, research, and speaking/presentation skills which the high school English program at New Pacific School engages and nurtures with an integrated vision.</p>
<p>Features</p>	<p>New Pacific School teachers have robust and flexible resources available from which to build coursework that meets unique needs and interests of each learner. Throughout the school year, students complete a variety of engaging assignments, take part in research-based group and individual projects, and create a substantial body of written and oral work. CommonLit is a free web-based collection of literary resources that teachers use to build lessons and units to support literary analysis and vocabulary development and expansion. Texts are organized by themes, genre or literary device, or Lexile level, with many sets of paired texts on topics or themes. Genres include news stories, articles, speeches, poetry, and short stories. The range of questions, along with the ability to annotate and comment on reading as well as check students' understanding, challenges students to engage with texts and moves them toward thinking critically about what they read and their world. CommonLit is used in tandem with Writable, a digital writing program featuring customizable assignments that guides students in their composition, feedback and revision processes. Writable's embedded accessibility features support all learners, with students able to toggle on audio instructions for each writing prompt and teachers able to push out additional scaffolds such as starter sentences or paragraphs and prefilled graphic organizers. Spanish-speaking students who are learning English can toggle the navigation menu between English and Spanish.</p>
<p>Application</p>	<p>Teachers engage regularly with students in pre- and post-reading activities and plan collaboratively with the team to develop meaningful challenges that require students to use writing, speaking, and technology to express understanding. Students read and analyze relevant literature, articles, and multi-media texts in connection with all projects and lines of inquiry. Units of study are holistically designed and provide options for students to practice and demonstrate mastery of grade level skills and aptitudes. The CommonLit experience is perfectly aligned with New Pacific School teachers' curricular needs in ELA and what students need in order to grow as readers. Weekly Writing Labs through the Writable platform offer students personalized feedback and structured opportunities for individual growth throughout the writing process. The teaching team creates assignments within the platform that are guided by customized rubrics that align with the STEAM curriculum. Through the Dashboard, teachers are able to drill down through categories, skills, and standards to monitor and support each student.</p> <p><i>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork,</i></p>

	<i>listening skills, social-emotional learning</i>
Training	<p>Writable requires significant training followed by a learning curve as teachers get to know the tool through actual application with students. Teachers use the bank of recorded mini-courses and live webinars provided by the Writable Team professional learning. New Pacific School teachers will also benefit from the significant online community of users that share experiences, tips, and lessons. CommonLit.org does not require specific training; it is aligned with New Pacific School teachers' curricular needs in ELA and what students need in order to grow as readers. The high school team requires time to explore and align the materials with their integrated, project-based learning goals. As such, the team will collaborate over the summer to plan integrated STEAM units of study that include elements of direct instruction and independent group learning. They will also design short and long-term projects that embed high-impact instructional elements of the English curricular resources.</p>

Mathematics Curriculum Overview

Table 27. Mathematics K – 8th	
Curricular Resources	JUMP Math (2020)
Rationale	<p>In a variety of studies, JUMP Math has produced significant improvements in achievement and attitudes towards math. JUMP Math curriculum was designed and built based on the belief that “all children can learn math, all teachers can teach math, and both can enjoy it.” When students experience success and demonstrate that they are capable of learning math they become less anxious and more actively engaged. The lessons command that students are not passive learners; rather ones who are actively engaged in generating their own understanding and able to apply the knowledge in exciting new ways.</p> <p>Cognitive research suggests that children are easily overwhelmed by too much new information. JUMP Math lessons progress from basic to challenging concepts and provide students abundant opportunities to consolidate these concepts. Teachers, students, and parents benefit from the immediate assessment feedback and scaffolded plans for intervention.</p> <p>In addition to increasing students’ self-esteem and attitudes towards learning, JUMP Math is dedicated to building a more equitable society through math education. In response to debunking the assumption that learners have natural hierarchies of ability, JUMP Math created an infrastructure to challenge teaching and societal norms and is suited to accommodate diverse needs and help close the achievement gap. This is</p>

	done by focusing on the importance of strengths of the brain while building up weaknesses through student exploration and discovery. ¹⁴
Features	<p>JUMP Math student and teacher resources are designed to be used by teachers in a classroom setting, and also offer opportunities for home, remote, and virtual learning. The pre-built lesson plans are comprehensive and flexible allowing teachers to present questions and extensions that engage and challenge a diverse range of students.</p> <p>Every learning skill has an aligned digital lesson and a robust assessment and reteach/practice plan. The digital lessons include a wealth of diagrams, sample problems, practice exercises, extensions, and bonus questions. The assessment and practice guides provide additional opportunities for teachers to target skills or concepts that need additional attention and allow students to demonstrate mastery.</p>
Application	<p>JUMP Math refers to its curriculum design as "Structured Inquiry" because students practice inquiry in manageable steps. Students will be expected to discover and understand mathematical concepts by answering questions and working through challenges on their own using their Assessment and Practice books. Teachers can quickly identify exactly where guidance will be needed and can follow-up by asking a series of higher-order thinking questions that foster a rich understanding and help steer students through the incrementally more challenging activities. Most importantly, this immediate assessment and feedback creates a sense of collaboration among the students, the teacher, and the family and lets students know that they will not be allowed to fail.</p> <p>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning</p>
Training	<p>JUMP math lessons are also supported by a wide range of research and cognitive science. For this reason, JUMP Math ensures that teachers are professionally trained in using the lessons as they were intended. Initial training will be prior to the school year. Professional development enables teachers to:</p> <ul style="list-style-type: none"> ● Identify student needs and progress monitor ● Provide tailored assistance with a full range of supports ● Maintain the end goal in mind through questioning, praise, and encouragement ● Control student frustration levels by incrementally raising the level of difficulty ● Assist in creating independence by balancing guided practice, problem-solving, and conceptual extensions

¹⁴J. Bisanz et al. (2010) Foundations for Numeracy: An Evidence-based Toolkit for the Effective Mathematics Teacher. Canadian Child Care Federation and Canadian Language and Literacy Research Network, p. 44

	Once teachers have the opportunity to experience the curriculum hands-on with their students, the PCI Academic Support Team will provide ongoing one-on-one, and group professional development catered to specific needs.
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Table 28. Mathematics Grades 9-12

Curricular Resources	Houghton Mifflin Harcourt Integrated Math I, II, III
Rationale	To support our high school students, we combine 21st century teaching with instructional resources that will allow us to prepare students with the math skills necessary for the workforce or college coursework. The HMH Integrated Math curriculum is built on the 5E instructional model--Engage, Explore, Explain, Elaborate, Evaluate--to develop strong conceptual understanding and mastery of key mathematics standards.
Features	The 5E instructional model built into the lessons helps teachers guide students through the learning. Teachers will create and customize assignments aligned to specific lessons or Common Core standards. Teachers will monitor student progress through a multitude of learning and progress reports. Students in need of additional support will receive it through the teacher-directed reteaching, the library of On-The-Spot Lesson videos, peer support, or through applications in the Personal Math Trainer.
Application	Students have opportunities to apply the learning as they move through the 5E instructional model. Students will begin with an initial engagement activity and will provide opportunities to explore the new lesson skills in a variety of ways to develop a deeper understanding. Students are then provided with a formal explanation of the concepts through step-by-step interactive examples. Learners are asked to elaborate their understanding by answering a series of designed higher-order teacher question. Finally, students apply skills and concepts with the embedded evaluative exercises and lesson performance tasks. <i>Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning</i>
Training	The PCI Math Program Specialist provides an initial teacher training overview of the high school curriculum. Teacher will collaborate weekly with New Pacific School teachers. Further ongoing

training is provided as the teacher becomes more embedded in the curriculum and as needs arise for teachers and/or students.

Science Curriculum Overview

Table 29. Science K-5th Grades

Curricular Resources	Project Lead the Way Launch and Carolina Building Blocks 3D
<p>Rationale</p>	<p>Engaged confident students feel empowered to create, solve problems and imagine themselves as inventors, engineers, artists and scientists. The impact of decreased hands-on science instructional time was highlighted in a 2012 study.¹⁵ The key finding was that instructional time for science in the elementary grades has dropped to an average of 2.3 hours per week, the lowest since 1988. New Pacific School redefines the elementary classroom. The focal point of the day for a student at New Pacific School is inquiry and project-based learning. New Pacific School uses a proven engaging curriculum aligned to the next generation science standards with the deliberate integration of literacy, writing and computational skills. Pacific Charter Institute has successfully implemented two engaging project and inquiry-based curricula.</p> <p>Project Lead the Way LAUNCH open pathways to computer science, engineering and biomedical science using the engineering design process. PLTW provides students with transportable skills including problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning and mindset. The report, titled, “The Power of Transportable Skills: Assessing the Demand and Value of the Skills of the Future,”¹⁶ reinforces that these are the skills most requested in the workforce.</p> <p>Carolina Building Blocks 3D uses a 5E (Engage, Explore, Explain, Elaborate, Evaluate) instructional model that is truly phenomena driven and inquiry focused with quality materials. Carolina units are deeply integrated with Math and ELA standards. Carolina offers the opportunity to teach pure scientific skills through inquiry. Teaching through inquiry promotes the scientific practices that fosters deep conceptual understanding of fundamental science ideas.¹⁷</p>
<p>Features</p>	<p>The culmination of a student’s learning at New Pacific School is the application</p>

¹⁵<https://resources.finalsite.net/images/v1571251844/resanet/pfimhu1jsadm21rsqc0d/ImpactofDeclineinScienceInstructionalTime.pdf>

¹⁶ “The Power of Transportable Skills: Assessing the Demand and Value of the Skills of the Future,” <https://www2.pltw.org/TransportableSkillsReport>

¹⁷ [Teaching Science Through Inquiry](#). Wilcox, Jesse; Kruse, Jerrid W; Clough, Michael P. *The Science Teacher: Washington* Vol.82, Iss.6. (Sep 2015):62-67

of their academic and creative skills in STEM project-based learning. The science and engineering curricula are highly engaging, relevant, and proven effective curriculum.

Project Lead the Way Launch uses the Engineering Design Process-based teaching and learning model. The activities are designed to help students come up with creative solutions in a methodological manner to solve problems. The model has five stages: defining the problem, gathering information, generating a solution, implementing the best solution, and evaluating the solution and reflecting. Students work collaboratively in teams to solve real world problems. Each module is approximately 10-12 hours of learning time and aligns with NGSS and Computer Science Standards and the California Environmental Principles and Concepts (“EPC”). Culminating projects in the areas of Engineering, Computers Science and Environmental Science are presented to their peers, parents and the community at the end of each unit.

Carolina Building Blocks 3D - Inquiry based curriculum using high quality scientific materials. Technology is used only as a tool not as a means of delivery because students “Do Science.” The cohesive, scaffolded curriculum is focused on anchoring phenomena. Because students drive their own learning through the investigations, they mature in their scientific practices such as asking testable questions, creating, and carrying out investigations, analyzing and interpreting data, drawing warranted conclusions, and constructing explanations. A Life Science, Physical Science and Earth Science Unit is covered in Fall, Winter and Spring. Culminating projects are presented to parents, peers, and the community at the end of each Unit.

Application

Content focus by grade levels below.

Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning.

Sample Year of STEM Learning Lab

Curriculum	Grades K-2	Grades 3-4	Grades 5-6
PLTW Launch	Living Things Needs and Impacts – EPC	Materials Science: Form and Function - EPC	Earth’s Water and Interconnected Systems – EPC
	Animals and Algorithms – Computer Science	Grids and Games – Computer Science	Input/Output Computer Systems – Computer Science
Carolina	Push, Pull Go – Physical	Matter – Physical	Energy Works – Physical

Building Blocks 3D	Science	Science	Science
	Exploring Organisms – Life Science	Ecosystem Diversity – Life Science	Matter and Energy in Ecosystems – Life Science
	Weather and Sky – Earth Science	Earth Materials – Earth Science	Changing Earth – Earth Science
Training	PLTW Launch – online Training or in Person Carolina – included in Curriculum Adoption Weekly collaboration with PCI science content specialists to review and adapt to the students, content, and integration with other subject areas.		

Table 30. Science Grades 6-8

Curricular Resources	Project Lead the Way – Gateway to Technology Carolina Science Science and Technology Concepts for Middle School (“STCMS”)
Rationale	<p>New Pacific School has chosen an inquiry student-directed core science curriculum that continues the elementary focus on “Doing Science”. Carolina Science has worked in collaboration with the Smithsonian Institute on an inquiry focused middle school curriculum-STCMS. The Smithsonian Science and Technology Concepts curriculum was validated by a five-year study done by the Smithsonian Science Education Center to test its theory of action – which it calls LASER (Leadership and Assistance for Science Education Reform). The evidence from the study supports the efficacy claims of research-based, hands-on science taught through inquiry. Students showed significant gains in their ability to apply what they have learned particularly in subgroups of students most in need (EL, FRL, and IEP). Additionally, middle school students statistically outperformed their peers in both math and reading (https://landing.carolina.com/stc-resources/smithsonian-i3-laser-research-study.)</p> <p>PLTW Gateway to Technology offers Career Technical Education at the middle school level and opens the doorways to career possibilities that will help inform students to consider further education post high school and career opportunities. Pacific Charter Institute offers all PCI middle school students the additional Virtual Course opportunity to participate in the Amazon Future Engineer computer science curriculum</p>

	using Edhesive Curriculum.
Features	<p>Project Lead the Way Gateway students at New Pacific School - Roseville will continue in their refining application of the Engineering Design Process-based teaching and learning model that they started in the elementary LAUNCH program. The problem solving and activities begin to open career possibilities in the Health Profession, Computer Science and Engineering. Students work collaboratively in teams to solve real world problems. Each Gateway course is a semester long and two are offered per year on a two-year cycle in addition to the Virtual Computer Science course offered through PCI. Student teams are required to present culminating projects to their peers, parents and the community at the end of each unit.</p> <p>Smithsonian STCMS puts real world and experiential phenomena in students' hands- in every lesson. Students as real scientists pose their own questions. Scientific literacy is used in print and digitally to bring context to the students' lives. Digital resources serve to extend the students' learning but not as the access point to their learning. Like the Elementary Building Blocks curriculum students continue to experience a coherent learning progression to facilitate a deeper understanding over the course of a module. A life science, physical science and earth science unit are taught each year on a three-year cycle. At the end of each unit of study, students are required to present culminating projects to their peers, parents and the community. New Pacific School will participate in the spring in the PCI collaborative outreach with the UC Davis School of Veterinary Medicine and the One Health Institute. Each spring PCI works to bring real life work and experience to research and restoration efforts done at UC Davis.</p>

Application

Project Lead the Way – Gateway to Technology	
Year 1	Year 2
<p>Automation and Robotics Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and Computer control systems. Using the VEX Robotics platform, students apply what they know to design and program traffic lights, robotic arms, and more.</p>	<p>Flight and Space The exciting world of aerospace comes alive. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.</p>
<p>Medical Detectives Students play the role of real-life medical detectives as they collect and analyze medical</p>	<p>Green Architecture Students learn how to apply green concepts to the fields of architecture and</p>

data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's 3D architectural design software.

Smithsonian – STCMS

Year 1	Year 2	Year 3
Physical – Energy, Forces and Motion	Physical – Matter and Its Interaction	Physical – Electricity, Waves, and Information Transfer
Life – Ecosystems and Their Interactions	Life - Structure and Function	Life – Genes and Molecular Machines
Earth – Weather and Climate Systems	Earth – Dynamic Systems	Earth – Space Systems Exploration

Leader in Me Focus: Communication, critical thinking, problem solving, self-discipline, goal achievement, self-direction learning, initiative, teamwork, listening skills, social-emotional learning.

Table 31. Science Grades 9-12

<p>Curricular Resources</p>	<p>Project Lead the Way Edhesive Future Engineers</p>
<p>Rationale</p>	<p>Among US college students, degree completion in the STEM field is half of what it was in 1960. We realize that National data from ACT scores in Math and Science 2008 show less than 43 percent of the test taking students are prepared for postsecondary coursework in the STEM disciplines. At NEW PACIFIC SCHOOL we have accepted the challenge to prepare our students for emerging opportunities in the workforce of STEM opportunities. A study done by the RTI International, an independent nonprofit research organization, on The Role of STEM High Schools in Reducing Gaps in Science and Mathematics explored how students in STEM schools progressed in terms of advanced science and mathematics course taking and passing, with a focus on students who are underrepresented in STEM</p> <p>(https://files.eric.ed.gov/fulltext/ED570098.pdf)</p> <p>The study included inclusive STEM schools primarily accepting underrepresented students with lower end-of-grade science and math test scores. The key findings suggested that STEM schools are more equitable than the non-STEM schools. STEM schools were more successful in reducing the achievement gap in taking and in passing advanced mathematics and science classes.</p> <p>Another longitudinal, nationally representative study of the influence of STEM instructional practices (Hansen & Gonzalez, 2014) in secondary school found that hands-on materials in mathematics was positively related to students subsequently pursuing a degree in a STEM field, whereas those who reported frequent use of computers in mathematics were less likely to earn STEM degrees. In science, students who reported more lecturing by their teacher and frequent book use to learn how experiments should be run were less likely to go on to receive a STEM degree (Maltese & Tai, 2011). New Pacific School strives to not only offer project-based pre-engineering curriculum but equally engaging, inquiry focused advanced courses in science to encourage students to take the most rigorous courses in advanced sciences and mathematics.</p>
<p>Features</p>	<p>New Pacific School - Roseville over a period of four years will build a smaller, more academically engaging school. The classroom is designed to function as laboratories for students to solve real-world problems, emphasize connection in the fields of mathematics and science, integrate technology into classrooms, support teachers and promote out of school learning in co-curricular activities. New Pacific School, an inclusive STEM school without selective admissions criteria, believes that with appropriate opportunities ALL students can develop STEM skills. Features of STEM study include following the specific engineering design principles that promote higher student engagement. Teachers deliver instruction by facilitating creativity and learning</p>

through the design process. New Pacific School - Roseville believes that the pre-engineering PLTW program equips teachers with high quality training and project-based curriculum that allows students to explore career paths in Health Sciences and Engineering.

Edhesive Computer Science offered through the PCI Virtual Platform in partnership with Amazon Engineering provides students with the fully sequenced and paced digital curriculum, teacher resources, and professional development.

New Pacific School - Roseville values the expertise needed to teach engaging, high quality inquiry-based science. New Pacific School - Roseville students are offered advanced courses in science that compete in engagement and relevance to STEM through the PCI Virtual Platform. Students experience hands-on learning with Carolina NGSS 3-Dimensional Labs. Each lab investigation starts with phenomena, integrates the dimensions of NGSS, and generates proof of learning. Our PCI teachers are the key to the success of our advanced science courses. They use an assortment of quality resources to engage their students; including Discovery Techbook with its award-winning digital content, Biozone instructional resources that dive deep into relevant experiences and activities that zone into the science practices, and a large collection of collaborative teachers created integrated project-based learning experiences designed by PCI teachers in collaboration with cross-curricular specialists. NEW PACIFIC SCHOOL participates in the spring in the PCI collaborative outreach with the UC Davis School of Veterinary Medicine and the One Health Institute. Each spring PCI works to bring real life work and experience to research and restoration efforts done at UC Davis.

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

Application

	PLTW Course	Edhesive Course	Science Course
Year 1	Engineering Essentials – Exploration of the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems	Introduction to Computer Science – Learning the fundamentals of computer programming and the Python Language	Physical Science – Freshman course focusing on science study skills and inquiry skills. Conceptual physics and earth science standards are explored.
Year 2	Environmental	Advanced Placement	Biology

	Sustainability – Investigation and design in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy.	(“AP”) Computer Science Principles – Equivalent to college-level Introduction to Computer Science for non-STEM majors. Foundation concepts and exploration.	investigations include; Forensic Dissection, Climate Patterns and Species Distribution, Exploring Electrophoresis, Evolution in Real time with Bacteria
Year 3	Principles of Biomedical Science – Students explore the vast range of careers in biomedical sciences. From design and data analysis to outbreaks, clinical empathy, and health promotion.	AP Computer Science A – Equivalent to college-level introduction to Computer Science for STEM majors, students deep-dive into programming and learn the basics of Java language.	Chemistry Investigations include; Energy transformations with irradiated salt, chemical reaction rockets, heat of combustion in Biofuels, Petri Dish Electrolysis, Super water-absorbent polymers
Year 4	Human Body Systems – Students examine the interactions of human body systems and apply what they know to solve real-world medical cases Through projects such as determining the identity of a skeleton using forensic anthropology and DNA analysis.	AP Statistics – This course covers the basics of statistical research and analysis, teaching methods for data collection, interpretation, and analysis	PLTW Principles of Engineering – Students explore a broad range of engineering topics and then they apply what they know to take on challenges like designing a self-powered car
Training	<p>PLTW and Edhesive – Each Course requires a two-week training experience offered by PLTW and Edhesive prior to the school year beginning.</p> <p>Science Courses – Mentorship and Collaborative Participation</p>		

History-Social Science

Social studies courses focus on the California History Social Science Framework published by the California Department of Education Sacramento, 2017. The framework clearly lays out by grade level the expected content for the students to master. This Framework complements the project-based learning supported by self-determination of Leader in Me so students are able to work individually as well as collaborate with other students. The curriculum and tools to support the project-based learning include PBLWorks Resources and Glencoe McGraw-Hill. The students will research, develop,

produce, and present the Framework concentration that New Pacific School utilizes allowing for in depth understanding of the period at their grade level. Students will use primary sources to develop an understanding of the period. This will be supported by online subscriptions that are rich in content and accuracy including United Streaming (Discovery Education), university libraries, and local libraries. This work will ensure that students understand their roles in society as citizens. Students will demonstrate through demonstration and discourse their understanding of the subject matter. This assessment process will include summative and formative opportunities with peers and the teacher. Students begin with the guiding questions from the adopted Framework. For example, the 2nd grade students are prompted with the following questions about 'people who make a difference': How do families remember their past? Why do people move? How can we best describe California? How does the government work? What makes someone heroic? Teachers will guide students through the inquiry while also increasing their depth of knowledge. The English language arts content selections, math exploration, and science project-based learning will complement the Framework to ensure students are able to contextualize the historical or ideological timeframe with the literature and arts that occurred at that time.

Leader in Me Focus: valuing diversity, self-direction learning, time management, vision, creativity, initiative, and goal achievement

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

World Languages

New Pacific School will utilize the World Languages Standards for California Public Schools adopted in 2019 to guide the world language program. Students will be able to choose from all available world languages through our language acquisition program, Rosetta Stone and we will provide alternative/additional direct instruction in Spanish for younger, emergent readers. Using Rosetta Stone, students will engage in conversational elements and will be supported through additional resources, such as Babbel, as well as in school support. **All students TK-12 will engage in world languages.** The goal is for students to become proficient in a world language to the extent that they can use it to engage in the global economy. The study of world languages at New Pacific School will expose students to the cultural and historical components of the language. The school will utilize the teachers, classroom volunteers, and community members to support conversational practice in the classroom. The Charter School will provide students with Internet access and technology devices for home use of the program. The school will offer opportunities to promote international cultural awareness as well as project-based learning to explore culture including history, cultural practices, visual arts, and idioms. The students will demonstrate competency in standards addressing communication, cultures, and connections as understanding the foreign language requires diligence. Students engaged in learning through their multiple years will improve through the continuum of novice, intermediate, advanced, and possibly superior based on the student interest in the individual standards (See Appendix 4 for a World Language Scope and Sequence).

Leader in Me Focus: Self-discipline, critical thinking, public speaking, listening skills, valuing diversity, problem solving, and global awareness.

Training: Teachers will work with the PCI team outlining the instructional plan including use of online tools, scheduling of volunteers, and goal setting by Regular professional development and training occurs quarterly to evaluate actual against goal success of students.

Fine Arts

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

Leader in Me Focus: Creativity, Global Awareness, Social-Emotional Learning, Valuing Diversity, Relationship Building

Teacher Training and Professional Development: Teachers will collaborate in developing curriculum goals and expectations with partners including Friends of Sacramento Arts. Teachers will review quarterly using student reflections, parent surveys, and analysis of outcomes against goals.

Physical Education

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

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

Leader in Me Focus: Teamwork, Self-Discipline, Listening skills, Valuing Diversity, Vision, and Goal Achievement.

Training: Teachers will work with the PCI team, physical education experts, and fitness experts outlining the instructional plan including use of online tools and goal setting through regular professional development and training occurring quarterly to evaluate actual against goal success of students.

Training

Professional Development Goals for Teachers

The school implements these goals by adopting specific goals and practices for teachers and other school staff:

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

Table 32. New Pacific School Staff Training/Professional Development Three Year Schedule

Domain	Training	Time in Hours for training prior to school year / Hours ongoing training during year (e.g. 4 hours / 24 hours)	Year 1 (K-5)	Year 2 (6-8) **NOTE teachers are single subject math, science, and ELA (English Language Arts)	Year 3 (grade 9) NOTE teacher is single subject social studies
Social Emotional Learning	Leader in Me	16 hours	3 Teachers, 1 Principal, 1 Counselor, Office Manager, Office Assistant, lunch sup, 3 Teaching Assistant 1 Resource Teacher	3 Teachers, 1 Teaching Assistant	1 Teacher (social studies), 1 Teaching Assistant

Social Emotional Learning	Right Brain	7 hours	3 Teachers, 1 Principal, 1 Counselor, Office Manager, Office Assistant, lunch sup, 3 Teaching Assistant 1 Resource Teacher	3 Teachers, 1 Teaching Assistant	1 Teacher (social studies), 1 Teaching Assistant
Math	Jump Math	6 hours initial/4 additional hours: 10 hours total	3 Teachers, 3 Teaching Assistant	1 Teacher, 1 Teaching Assistant	
Math	Houghton Mifflin Harcourt Integrated Math I, II, III	4 hours initial			1 Teacher, 1 Teaching Assistant (both same as year 2)
Science	Carolina Science	4 hours initial	3 Teachers, 3 Teaching Assistant		
Science	PLTW (Project Lead the Way) Launch	4 hours initial	3 Teachers, 3 Teaching Assistant		
Science	PLTW GTT	4 hours initial		1 Teacher, 1 Teaching Assistant	
Science	PLTW HS	4 hours initial			1 Teacher, 1 teaching assistant (both same as year 2)
ELA	SIPPS, Being a Writer, Being a Reader	8 hours	3 Teachers, 3 Teaching Assistant		
ELA	CommonLit.org, Heinemman, novels	12 hours		1 Teacher, 1 Teaching Assistant	
Social Science	Framework PBL	1.5 hours	3 Teachers, 3 Teaching Assistant	1 Teacher, 1 teaching assistant (both are year 1 employees)	1 Teacher, 1 Teaching Assistant
VAPA	Framework PBL	1.5 hours	3 Teachers, 3 Teaching Assistant	1 Teacher, 1 Teaching Assistant (both are year 1 employees)	1 Teacher, 1 Teaching Assistant
Physical Education	Active Lifestyle/President's Challenge	1.5 hours	3 Teachers, 3 Teaching Assistant	1 Teacher, 1 Teaching Assistant (both are year 1 employees)	1 Teacher, 1 Teaching Assistant
Intervention and	Exact Path/NWEA	1.5 hours	3 Teachers, 3 Teaching Assistant	3 Teachers, 1 Teaching	1 Teacher, 1 Teaching Assistant

Progress Monitoring				Assistant	
Intervention and Progress Monitoring	DIBELS (K-3)	1.5 hours	3 Teachers, 3 Teaching Assistant		
Technology	Schoology	3 hours	3 Teachers, 1 Principal, 1 Counselor, Office Manager, Office Assistant, lunch sup, 3 Teaching Assistant 1 Resource Teacher	3 Teachers, 1 Teaching Assistant	1 Teacher, 1 Teaching Assistant
Technology	PowerSchool	2 hours	X- -3 Teachers, 1 Principal, 1 Counselor, Office Assistant, lunch sup, 3 Teaching Assistant 1 Resource Teacher	3 Teachers, 1 Teaching Assistant	1 Teacher, 1 Teaching Assistant
Technology	Microsoft Office 365	2 hours	X- -3 Teachers, 1 Principal, 1 Counselor, Office Manager, Office Assistant, lunch sup, 3 Teaching Assistant 1 Resource Teacher	3 Teachers, 1 Teaching Assistant	1 Teacher, 1 Teaching Assistant

K. Graduation Requirements

The graduation requirements include four years of English, three years of math, two years of science (life and physical), two years of physical education, three years of social science, one semester of health, one semester of geography, and one year of foreign language and/or visual and performing arts and/or career technical education course. This is the minimum for graduation, but every student will be encouraged and supported to complete the requirements for UC/CSU. Faculty, staff, and families are responsible for making sure students not only meet graduation requirements but exceed them whenever possible (Table 32). The stakeholders seek input on improving programs at the school through the California Department of Education, California State University and the University of California. The PCI Board and/or the executive staff reserve the right to modify, amend, and improve New Pacific School, course offerings, and graduation requirements as necessary to achieve the mission and goals of the charter.

Table 33. New Pacific School College Preparation Requirements

Years completed	UC/CSU A-G Requirements
3 years	a: History/Social Science- 2 years required
4 years	b: English- 4 years required
3 years	c: Mathematics- 3 years required; 4 years recommended
3 years	d: Laboratory Science- 2 years required; 3 years recommended
2 years	e: Language Other than English- 2 years required; 3 years recommended
1 year	f: Visual and Performing Arts - 1 year required
3 years	g: Preparatory Electives- 1 year required

L. Advanced Education (previously known as Concurrent Enrollment)

New Pacific School students in high school will be encouraged to pursue concurrent enrollment at their local community college as soon as they are prepared for the curriculum and the college environment (maturity). Students will meet the minimum requirements of the college and upon approval by the counselor and family the student will take courses at the community college to augment learning at New Pacific School. Staff will monitor and support the students who are taking college courses to ensure that they will be successful. Techniques that will support the students include accompanying the student to the school, meeting the professor, and ensuring the right textbook and materials will be purchased. In addition, students will be helped with assignments by email, phone, or in person, and help the student plan the semester using the syllabus. The teachers also ensure that the students are aware of and familiar with all the academic support programs on the college campus.

M. Instructional Method and Self-Determination

The classroom focus on student self-determination will allow each student to maximize learning rather than whole class instruction only. In whole-class instruction of 25-35 students there will be a risk that students are not understanding or keeping up with the rest of the class. The traditional classroom risks student frustration and apathy when not successfully remediated. As we multiply this whole class instruction phenomenon during the course of the day students in whole class learning will either be suppressed from advancing or depressed from not understanding throughout the day. The

self-determined pedagogical setting of the classroom will solve this by employment of a dynamic teacher that uses data and Leader in Me principles to ensure students become both self-aware of their ability and self-directed to focus on their instructional goals (intrinsic motivation). This follows the research by Ryan & Deci (2000) that intrinsically motivated students garner better learning so students that flourish in competence, autonomy, and relatedness. Further, by training the teachers in Leader in Me we ensure that learners focus on the intrinsic motivation of the students they too become more focused on reaching intrinsic motivation for students. ¹⁸

Further, project-based learning is essential to the program's success to develop self-determination and greater inquiry. Project Lead the Way is a leader in sequential, inquiry-based projects for grades K-12. PCI has used PLTW for over 10 years and in doing so has successfully mastered the K-12 program with over a dozen trained teachers covering the grade span.

New Pacific School uses dynamic project-based learning coupled with acute data on each student's academic status. This is coupled with a curriculum that lends itself to inquiry by the students rather than step- by -step instruction for the whole class. The students performing project-based learning in the lower grades will increase their confidence in doing this type of learning as they get older.¹⁹ Students completing Project Lead the Way project-based learning demonstrated positive learning in mathematics and science. ²⁰

The teacher uses *Leader in Me* principles as well as the 7 habits of a successful person to pre-identify daily and hourly, which are small groups for the Common Core content areas that need addressing. Explicit instruction is the model that all teachers and parents are encouraged to use when conducting lessons. The key to this instructional methodology will include three main parts: 'I do it, we do it, you do it'. This notion will mirror the medical doctor methodology of learning; 'See one, do one, teach one'. The staff of New Pacific School will rely on Leader in Me and the Franklin Covey strategies coupled with the framework of professional learning communities. This is coupled with the Academic Triangle.

New Pacific School relies on three critical elements to successfully educate the students: the parent, the student, and the well trained teacher. The dynamics surrounding this vital geometry ensures that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher manages the directional elements to help the student develop the personal learning tools to successfully complete the curriculum.

N. Integrated Technology

New Pacific School will be 1:1 devices for all students. The PCI Information Technology Department currently utilizes Panda remote support systems as well enforcing the most stringent Children's Internet Protection Act ("CIPA") protocols. PCI also utilizes effective, discrete online programs to supplement hands-on learning. The use of technology will support and enhance student learning and help students with the Smarter Balanced Assessment Consortium standardized test.

¹⁸ Liu, W. C., Wang, C. K. J., Reeve, J., Kee, Y. H., & Chian, L. K. (2020). What determines teachers' use of motivational strategies in the classroom? A self-determination theory perspective. *Journal of Education, 200(3)*, 185-195.

¹⁹ [1] Cvencek, D., Meltzoff, A. N. and Greenwald, A. G. (2011), "Math-Gender Stereotypes in Elementary School Children." *Child Development, 82*: 766-779.

²⁰ Tai, Robert H. (2012). *An Examination of Research Literature on PLTW*. University of Virginia. Publication by PLTW.

The school will utilize software programs and resources aligned with the state standards. The programs include, but limited to, Soudy (Winsor Learning), Exact Path, Lexia, Reading Eggs, Rosetta Stone, and Math Seeds. As technology advances, programs listed will be complemented with new products or even replaced with better ones. In addition, students use desktop programs including Word, Excel, and PowerPoint and take a basic keyboarding course as needed. The school will use online instructional tools from the major publishers. Finally, Pacific Charter Institute developed and implemented its own A-G and middle school virtual platform with teachers from the organization offering math, science, and language arts as needed.

New Pacific School will use the full suite of PowerSchool to monitor student achievement including Performance Matters for student data mining. This tool allows teachers to make targeted decisions for academic direction. PCI single subject teachers utilize Schoology to build, teach, and monitor students in specific content areas and at the high school level A-G mathematics and A-G science. Schoology coupled with Microsoft 365 will also allow teachers to seamlessly communicate with families. The technology may change for New Pacific School regarding the systems students use to monitor and reflect on their learning.

O. College and Career Advising

New Pacific School wants every student that chooses to enroll at the school to arrive at a learning plan and develop a course of studies that meets his or her individualized needs. Project-based learning ensures students will be exposed to a wide range of educational strands. Because of the breadth of students' abilities and interests, the school counselor leads the college and career counseling component creating the best possible opportunities. New Pacific School will offer a variety of choices for students including college field trips, collegiate mentoring, planning programs, and individual meetings with families. Parents will be in regular communication with the counselor as this is core to *Leader in Me*. The school counselor will also arrange trips to local colleges including community colleges, colleges, and universities as well as specialty programs including culinary academies, automotive, welding, construction, medical, coding, practical engineering, and information technology. College and career planning is not only a high school endeavor but rather a kindergarten through grade 12 expectation.

The counselor will be in constant communication with teachers and staff regarding each student. The school counselor will set up regular meetings with students of all grades to encourage reflection and inquiry. The counselors will also include regularly scheduled meetings called Counseling Power Hour. This will be a weekly virtual meeting that speaks to relevant and timely topics that are of interest to middle and high school students and their parents. Topics covered have included graduation requirements, college application assistance, FAFSA walkthrough, work permits, holiday stress management, study skills, and time management. All of the Power Hours will highlight *Leader in Me* strategies and self-determination.

P. Professional Development and Staff Collaboration

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

data sources, the New Pacific School team developed a plan for addressing the greatest identified needs. This will be an ongoing continuous improvement process. (See Table 33.)

A key function of teacher collaboration will be to dissect best practices with the curriculum, engage in and attend professional development, collect data, analyze student achievement, and to provide learning opportunities for other teachers at New Pacific School. We know that our curriculum and project-based learning collaboration will accelerate student learning. Our staff realizes that every student will be different, so the programs used are adjusted to ensure academic growth for every student. This team will collaborate with the PCI Academic Team ensuring the usage of the appropriate professional development and collaboration tools from the educational partners. Key elements of whole-staff development include analysis of student achievement by using different disaggregated data sets, differentiated instruction strategies particularly focusing on strategies such as curriculum mapping and Backward Design²¹ to gather feedback and ideas for classroom instruction.

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

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

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

All students and teachers will be trained in the *Leader in Me* principles with a clear focus on their whole child's well-being. This allows students to assert self-determination as a method to best find the learning path based on the data and well-being of the individual. Students, parents, and the teacher will have a clear academic portfolio of the student including formative assessments completed daily in the project-based learning activities. The student's individual reflection on the work will allow for an authentic view of where the student is and where the student strives to succeed. This will be a part of the backwards mapping process with each student having clear goals for the year and broken down into regular segments of time.

Coupled with the formative assessments the student will have summative performance data including Exact Path Diagnostic, embedded curriculum assessments, and rubric writing samples allowing for regular feedback on progress towards the academic goals. The teacher will work in small groups with students to continue forming new opportunities to close the achievement gap while also building the student's resilience stabilized by the *Leader in Me* environment. Every content curriculum including Jump Math, Houghton Mifflin Harcourt integrated I, II, and III, *Project Lead the Way*, *Carolina Science*,

²¹ <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#benefits>

Making Meaning (Collaborative Classroom) Being a Writer (Collaborative Classroom) SIPPS (Collaborative Classroom), and CommonLit.org all will offer bridging pathways for at-promise students.

Because of this fundamental support our clear focus on the student academically will be a shared process with the parents and guardians, the student, and the teacher. There will be no mystery as to where the child is, how the child will improve, and the tools and strategies to accomplish this task. The teacher, student, and parent will all have access to innovative curriculum including state standards-based curriculum along with the support services offered by the school. The students will be assessed in reading by DIBELS and/or NWEA MAP assessment to determine their independent and instructional reading levels. The students two or more grade levels below in reading will be provided targeted intensive intervention tools and strategies provided seamlessly at school and at home. Along with the academic assessment and performance the older students' transcripts and report cards will be analyzed to determine the shortcomings both in terms of grades received and number of credits completed. This logical acute process ensures the student will receive exactly the intervention to advance forward. student. New Pacific Teachers will be trained to identify the gaps in student learning and to uncover recovery strategies through small group instruction, project-based instruction, and support with the families.

At-promise students will be provided support with their daily work while catching up with skills and concepts that they do not understand. All New Pacific School students will remain competitive with their peers at the traditional public schools while maintaining a focus on their future goals. Therefore, it will be built into the academic program centered on self-determination that each teacher consistently and effectively monitors and ensures opportunities are reteaches standards, skills, and concepts that are not mastered. Staff development and collaboration (outlined above) will be the backbone to ensure the success of at-promise students so as to eliminate the academic gap.

Multi-Tiered System of Supports

New Pacific School will allow for a Multi-Tiered System of Supports through a variety of mechanisms. The foundation of the school will be *Leader in Me* methodology and culture. This essential component allows for student self-determination and accountability. This is coupled with discrete learning and doing artifacts including portfolios, NWEA MAP data, formative and summative assessments, and the reflections written by the students at the end of every day. Based on this information the teacher, the parent and the student are able to determine if a more intensive intervention is required. At that point, the Academic Triangle will initiate a Response to Intervention.

Response to Intervention

New Pacific School teachers and staff will utilize the Response to Intervention Model ("RTI") to ensure learning will be occurring if students do not have success using the current instruction. After an appropriate RTI process, students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team ("SST"). The SST will use a systematic problem-solving approach to assist students. The SST will clarify problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST will be a general education function. Many students will benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language acquisition issues.

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

R. Plan for Students Achieving above Grade Level

In order to provide effective programs and curriculum for high achieving and gifted students, New Pacific School will offer a continuum of approaches and options that meets a wide range of abilities, interests, and learning styles. Leader in Me and self-determination by the students will demand that the teacher, the program, and the curriculum are scalable to meet the needs of the high achieving students. Project-based learning coupled with the student educational plan will clearly outline the depth that the student requires to continue the accelerated learning path. Every content curriculum including Jump Math, Houghton Mifflin Harcourt integrated I, II, and III Project Lead the Way, Carolina Science, Making Meaning (Collaborative Classroom) Being a Writer (Collaborative Classroom) SIPPS (Collaborative Classroom), and CommonLit.org all will offer accelerated pathways. The Exact Path assessment (or equivalent) will be used as a formative tool along with embedded assessments to determine the areas in which the student will be excelling in the curriculum. Teachers can build advanced learning goals using a variety of tools including individualized instruction, concurrent enrollment, supplemental curriculum, and online age-appropriate support for the student.

High achieving students will also be identified based on their grades from their previous schools, as well as interviews with the students, their parents, and their CAASPP scores. Since all learning plans will be individualized, the students will accelerate into a higher-level curriculum and courses. Students in the elementary level working above grade level will be given materials that are academically accelerated yet also appropriate for the age level. Since New Pacific School will be grounded in project based learning and self-directed inquiry there will be ample opportunities in science, math, language arts, social studies, and the arts for the students to find avenues of academic acceleration. This will be an integral benefit of the self-determination classroom allowing the student and teacher to have the opportunity to develop and implement higher level depth of knowledge access. For instance, a 3rd grade student performing at the 6th grade level in mathematics will be provided with the support materials and project direction to expand the learning opportunity. In fact, as students become more self-aware they will be capable of adjusting the curriculum with the support of the teacher. We know that some students may just require a tutor or access to higher level learning in the classroom and this will be made available. The expert use of Project Lead the Way, Carolina Science, writing excellence, and the integrated math program all allow for higher learning. For example, using the NGSS crosswalk for K-2 students studying light and sound, higher level opportunities will arise including introducing and applying equations, projects that demonstrate the properties of light and sound, and presentation of their discoveries to the class on Presentation Fridays. Regardless of the scenario the goal will be to challenge the student up to and including college

level work if it is required to sustain the inquiry of the child. We know parents expect their children to be challenged at their ability level and New Pacific School will be acutely aware of this.

S. Plan for Emerging Biliterate Learners

Overview

New Pacific School will meet all applicable legal requirements for English Learners (“EL”), including Long-Term English Learners or English Learners at risk of becoming Long-Term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, integrated and designated language development instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and state mandated assessment requirements. New Pacific School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. New Pacific School will integrate ELD Standards, the California English Learner Roadmap, and the ELA/ELD Framework into its classroom instruction, and invest more resources into professional development in these areas as needed.

Home Language Survey

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

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

English Language Proficiency Assessment

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

Initial Assessment (“IA”)

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

Summative Assessment (“SA”)

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

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

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

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

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

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

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

for our students. We will also implement our own local measures of assessing through the ExactPath Diagnostic assessment given three (3) times per year.

Strategies for Emerging Biliterate Instruction and Intervention

Students identified as Emerging Biliterate Learners will be supported through a combination of integrated and designated English language development (ELD) instruction. Designated ELD instruction will take place during flexible instructional block periods. (See Tables 19-22) The strategies for supporting an Emerging Biliterate Learner's capacity for acquiring both social and academic language proficiency in reading, writing, speaking, and listening will be visible in and outside of classrooms at New Pacific School. will plan their lessons and curriculum in alignment with both CCSS and ELD standards through an integrated model of classroom instruction. As teachers at New Pacific School recognize that every Emerging Biliterate Learner has a different language proficiency, teachers will make appropriate adjustments to curriculum and instruction by considering language proficiency, language demands of tasks, and the students' linguistic and cultural assets.

To support language development, classrooms at New Pacific School will intentionally design language rich contexts to ensure that learning will be meaning-centered, and content accessible through extra linguistic cues. Scaffolding principals to support low-stakes language acquisition will be integrated into every lesson. Scaffolding strategies used to lower the language demands of content will include building or tapping into a student's prior knowledge (e.g., a concept map), monitoring the cognitive load of activities (e.g., chunking reading), including opportunities for peer collaboration (e.g., think, pair, share), and cultivating metacognition (e.g., self-assessment).

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

New Pacific School will place emphasis on Project Based Learning that will be supportive of English language acquisition. New Pacific School will also use a variety of supplementary curriculum that supports language acquisition in alignment with the ELD Standards. Using an integrative model, teachers will adapt lessons and curriculum to meet the linguistic needs of all the learners in their classroom by scaffolding lessons and activities.

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

translations to native language(s) to encourage parent involvement in the school, in sharing important school updates, and in sharing information about a child's progress in school.

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

Teachers at New Pacific School will receive annual training in the ELD standards and SDAIE strategies and methods of instruction with the objective of ensuring that all classrooms at New Pacific School provide research-based integrated methods of instruction and a rich environment for language acquisition for all levels of EBLs. Teachers will receive several hours of professional development in ELD Standards and Specially Designed Academic Instruction in English ("SDAIE") strategies in pre-service professional development and they will also receive collaboration time at least monthly to focus on curriculum mapping and unit design ensuring integration of ELD Standards.

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

Reclassification Procedures

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

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

Monitoring

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

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

New Pacific School is committed to ensuring students who are classified as ELs and will meet all federal and state requirements for serving these students, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing, reclassification of ELs, and communication with parents/guardians of ELs. If the Charter School enrolls more than 21 ELs, there will be an English Learner Advisory Committee (“ELAC”). Teachers, administrators, and advisors will work collaboratively to provide ELs full access to the curriculum and to facilitate English language development.

T. Plan for Students with Exceptionalities

Overview

New Pacific School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

New Pacific School will be deemed an independent local educational agency (“LEA”) for purposes of special education, and will seek membership in a Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a) and hereby acknowledges its responsibility as an LEA. Currently PCI schools belong to three SELPAs, including Twin Rivers Unified School District SELPA, Lodi Area Special Education Region (LASER) SELPA, and the El Dorado County Charter SELPA. New Pacific School will seek membership in the El Dorado County Charter SELPA; see Appendix 5.

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

Services for Students under the “IDEA”

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

The Charter School will provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

Staffing

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

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

Response to Requests

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School will be responsible for implementation of IEPs and supervision of services. The Charter School will provide the parents with timely reports on the student’s progress as provided in

the student's IEP at least as frequently as report cards for the charter school's non-special education students. The Charter School will also provide all home-school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School will adopt policies and procedures for responding to parental concerns or complaints related to special education services if it receives any concerns raised by

parents/guardians regarding related services and rights. The Charter School's designated representative will investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School will respond to any complaint or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action will be legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. In the event that the Charter School determines that legal representation will be needed, it shall select appropriate legal counsel.

Instructional Process for Students with Exceptionalities

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

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

Staff development for all the teachers regarding special education include the various appropriate interventions for SSTs. In addition, the teachers will work individually with the special education coordinator to develop individual strategies for specific cases based on the IEP benchmarks. Students with IEPs will have the benchmarks assessed monthly to ensure adequate progress will be occurring and the progress forms will be forwarded to the Special Education Coordinator for review and documentation for the next IEP meeting.

U. Section 504 of the Rehabilitation Act

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

The principal assembles a 504-team including the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student to discuss the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services will be appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be conducted by the 504 team and will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they will be used and will be administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests that will be selected and administered to ensure that when a test will be administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation of the student, the 504 team obtains information indicating possible eligibility for special education per the IDEA, a referral for assessment under the IDEA is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services will be needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will have a copy of each student's 504 Plan. The site

administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. The students file contains a copy of the 504 Plan. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

V. Plan for Health and Wellness

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

Because SEL is central to the school's mission, wellness will be inextricably tied to student learning. Both frameworks from *Leader in Me* and the Los Angeles Institute of Restorative Practices, will implement evidence-based trauma-informed practices that support neurological and physical health. These practices may include, but are not limited to mindfulness, restorative circles, kinesthetic strategies, movement in learning, student-staff mentoring, support animals, and mental health training for all staff. All staff members will receive training in these frameworks and will all participate in professional development for trauma-informed care.

Element B: MEASURABLE STUDENT OUTCOMES

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

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

A. Assessment Assumptions

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

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

New Pacific School documents student achievement in relation to the California State Standards each year through state-mandated assessments as required by Education Code Section 60605. Students in grades 3-8 and 11 participate in the CAASPP, and students participate in all other mandated accountability programs (e.g., ELPAC, the California Science Test, etc.)

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

When measuring student success in 21st Century Learning skills, New Pacific School teachers will utilize developmentally appropriate rubrics that align with the Leader in Me pedagogical and cultural expectations. A sample of matching life skills and goals as outlined in Table 34.

Table 34. Life Skill and Goal Matching

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

New Pacific School will use projects and lesson plans for each core subject according to the State Standards and statewide frameworks.

New Pacific School will meet all statewide state standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

B. Measuring Student Progress

New Pacific School will use data from a variety of sources in order to determine the success of its programs. In addition to state assessments such as the CAASPP, ELPAC, California Alternate Assessments, and the California Science Test (“CAST”), New Pacific School implements CAASPP Interim Assessments, and the NWEA MAP exams. Achievement data will be housed in PowerSchool Performance Matters, a data storage system which allows teachers and administrators to disaggregate student data based upon content strands, student subgroups, grade level, and teacher. This system will be tied to our student information system. In addition, the NWEA MAP exam will allow us to collect longitudinal normative data that allows teachers, parents, and administration to see if students are growing at an expected pace, regardless of where the student started. MAP normative data will also allow us to make predictions about what kind of growth is typical and atypical.

Use and Reporting of Data

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

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

The school team will analyze the assessment and using the cycle of inquiry will determine the best academic plan for the students and the course of action of the teacher. Student results in each classroom along with other teacher-developed assessments, anecdotal records, and grades will be reviewed by the principal and teachers prior to each reporting period for school progress reports. The academic team will determine the specific causes for upward and downward trends, and action is taken to modify or revise current instructional practices as necessary. Student achievement data will provide additional insight into teacher effectiveness and is utilized as one component within the revised teacher evaluation process. The New Pacific School staff will present the process and results of student assessment data at regular meetings with the principal, the directors, and board of directors as needed.

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

Individual student test score results will be mailed/emailed home to parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

Student-Teacher-Parent Conferences

Family partnership will be an essential component of New Pacific School. We will seek active family participation in every aspect of our school. While parent communication and informal conferences will be a vital component of our educational program, formal Student-Parent-Teacher Conferences will be held regularly to share students' progress and goals throughout the academic year. Students

will have some role in leading the team meetings. With a gradual release of responsibility, students will be expected to lead their own Student-Teacher-Parent conferences in upper grades.

School Accountability Report Card (“SARC”)

New Pacific School Charter School will publish student results annually through the School Accountability Report Card in compliance with the legal requirements. The report will include facts and data about New Pacific School and will be made available to the public as required by law.

Annual Parent Survey

New Pacific School Charter School will administer an annual Parent Survey in order to gather data on our culture and climate. In this survey, parents will evaluate their child’s educational experiences at New Pacific School. The survey will measure parent satisfaction in the areas of student instruction, engagement, support and challenge with learning, their satisfaction with the social-emotional learning and conflict resolution skills (Leader in Me). In addition, the survey will allow parents to provide feedback on their perception of a healthy and safe school climate, parent involvement in a meaningful way, and satisfaction with communication, organization, and administration of the school.

Benchmarks

Benchmark testing will be conducted for all students every six weeks that reflects the normative curriculum and project-based learning expected outcomes in language arts, mathematics, English language development, and science.

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

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

Individual Student Sample Assessment Reports

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

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

- Analysis of student growth over time

New Pacific School faculty and administration will establish benchmark assessments at every grade level in reading and math. Data from these benchmark assessments aids in tracking student progress toward academic standards. Meetings with teachers, parents, and administration focused on the achievement of students and how to support student growth in achievement will be held on a regular basis.

New Pacific School will meet all statewide standards and conduct all required state mandated student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The standards include but are not limited to the CAASPP, CAST, ELPAC, the Physical Fitness Test, (“PFT”), and any other requirements that are applicable under state and federal law.

New Pacific School’s schoolwide and pupil outcomes will align with the mission, curriculum, and assessment systems of the school. The New Pacific School program will be designed to help all students achieve a high level of academic success and be prepared for entry into four-year colleges and universities and / or career technical success. Students will demonstrate the core academic and lifelong learning skills further described in the tables below which describe the Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities, which will be developed to align with the state standards, including the Common Core State Standards and Next Generation Science Standards, and to align with the State Priorities in compliance with Education Code sections 47605(c)(5)(A)(ii), 47605(c)(5)(B) and 52060(d). The assessment methods used will be those required by state or federal law, those required by external agencies (e.g., College Board), and those created/adopted by New Pacific School. The assessments developed by New Pacific School faculty and administration will be subject to review by PCI Academic Team, PCI Leadership Team, and the Pacific Charter Institute Board of Directors, which will oversee the school.

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

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

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

- Demonstrate an understanding of complex societies by applying cultural and historical knowledge, from field trip experiences provided by New Pacific School, to written and projects and tasks
- Demonstrate an understanding of the natural world through scientific and mathematical knowledge garnered through hands-on coursework and seminars
- Apply mathematics as a language which helps us understand natural phenomena and drive human endeavors through the STEM programs offered by New Pacific School
- Communicate effectively, confidently and collaboratively in writing tasks, project-based demonstrations of learning, writing/external assessments and competitions.
- Model behavior that is appropriate for a diverse community of scholars (evidenced via the student and parent handbook guidelines) by interacting with individuals from a multitude of backgrounds both at the school site and on field trips organized by the school
- Develop a sense of responsibility for their community (evidenced via parent and student participation in activities and student affairs) by continual interaction with community members, institutions, and stakeholders
- Demonstrate intellectual curiosity, critical thinking, and research skills to study topics in depth (evidenced via science fair and other external competitions, and through course projects)
- Apply technological and digital literacy to access, organize, research, and present information and knowledge (evidenced via submission requirements)
- Establish and defend a thesis or argument (evidenced via scoring by Common Core standards-based writing rubrics)
- Demonstrate academic competencies on core subject benchmark assessments in grades K-12 to ensure students advance in their academic readiness for the next grade

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), New Pacific School's goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP (Table 35). The Charter School firmly believes that all students can progress academically, so the goals, actions, and outcomes in the State Priorities described below are the same schoolwide as they are for all student subgroups, except as State Priorities apply to specific subgroups.

New Pacific School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. New Pacific School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. New Pacific School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by New Pacific School.

Table 35. Charter School Goals, Actions and Measurable Outcomes that Align with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d).

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

State Priority #1 – Basic Services

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

<p>Goal to Achieve priority</p>	<p>All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and will learn in a well-maintained school environment.</p>
<p>Actions to Achieve Goal</p>	<ul style="list-style-type: none"> ● The principal ensures personnel provide appropriate evidence of credentials and applicable licenses/authorizations held. ● The principal oversees the purchase of standards-aligned instructional materials. ● The principal provides resources for teachers to develop standards-aligned unit/lesson plans and monitors implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers. ● The principal trains staff in safety procedures and ensures regular maintenance and repairs are made in a timely manner.

Measurable Outcome	<ul style="list-style-type: none"> • Charter School personnel files demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations. • Every teacher provides the principal with academic scope and sequence to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students, both high and low-achieving. • The Charter School keeps a well-maintained school environment as evidenced by 100% clear maintenance and repair records and a visual inspection of the school environment.
Methods of Measurement	<ul style="list-style-type: none"> • Analysis of the individual teacher credentials on the CTCC web page (https://www.ctc.ca.gov) • Analysis of degrees, certificates, and credits of the credentialed employee • Inventory and check out log of all standards aligned curriculum to every student • Roster of every student and that students access to every standards aligned online resource • Facility checklist updated regularly and file of all repairs and the lease or other documents for easy reference
<p>State Priority #2— Implementation of Common Core State Standards</p>	
<p><i>Implementation of State Standards (including CCSS and ELD) including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	
Sub priority A – CCSS Implementation	<p>New Pacific School has implemented the Common Core State Standards in math and English language arts with integration with social studies and science.</p>
Goal to Achieve Sub priority	<p>New Pacific School provides CCSS-based instruction to all students. New Pacific School provides differentiated professional development focused on effective instructional practices aligned to CCSS and ELD. New Pacific School uses interim and summative assessments aligned with CCSS.</p>
Actions to Achieve Goal	<p>Annual improvement as measured in SBAC assessments and/or Exact Path (or equivalent program) schoolwide and for identified subgroups.</p>
Measurable Outcome	<p>The Charter School will monitor using funds spent on CCSS and NGSS instructional materials, curriculum embedded summative assessments as well as annual SBAC/CAST results and bi-annual Exact Path (or equivalent program) results.</p>

Methods of Measurement	<p>Checkout log verifying all students received CCSS curriculum in math and language arts.</p> <p>All students will be rostered with the CCSS online curriculum support materials</p> <p>Assessments in math and ELA will use CCSS and NGSS for all students</p>
Sub priority B – EL Students & Academic Content Knowledge	<p>All necessary support will be provided to EL students to gain academic content knowledge.</p>
Goal to Achieve Sub priority	<p>All ELA curriculum contains EL supported interventions and curriculum modifications that the teachers employ for instruction.</p> <p>EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream classroom.</p> <p>Provide EL students with opportunities to catch up with mainstream students' background knowledge.</p> <p>All EL students at New Pacific School receive supplemental support such as Academic Vocabulary Toolkits.</p> <p>EL students read authentic texts and not simplified or contrived text.</p> <p>EL students learn how to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, and co-curricular experiences.</p> <p>All EL students receive supplemental materials and instruction to improve student proficiency in EL performance. The teachers may go below the student's actual grade level content-area reading materials based on that student's English proficiency.</p> <p>PCI EL Academic Specialist will collaborate with administration, instructional staff and parents to support testing, intervention and planning efforts for our emerging bilingual population.</p>
Actions to Achieve Goal	<p>EL students will show growth through EL proficiency in ELPAC, Exact Path, DIBELS, and/or CAASPP results.</p>
Measurable Outcome	<p>The Charter School will use ELPAC, NWEA MAP, DIBELS, and/or CAASPP results to demonstrate whether students met or exceeded goals.</p>
Methods of Measurement	<p>The Charter School will analyze ELPAC, NWEA MAP, DIBELS, and / or CAASPP.</p> <p>Checkout log verifying all students received CCSS curriculum in math and language arts.</p> <p>All students will be rostered with the CCSS online curriculum support materials.</p> <p>Assessments in math and ELA will use CCSS and NGSS for all students.</p>
Sub priority C – EL Students &	<p>Appropriate and necessary support will be provided to EL students</p>

English Language Proficiency	to gain proficiency in the English language.
Goal to Achieve Sub priority	<p>New Pacific School will implement an EL support class.</p> <p>All EL students will be provided support materials such as Academic Vocabulary Toolkits.</p> <p>All EL students will access online intervention programs appropriate to their language acquisition levels. New Pacific School will identify English learners and their needs through the Home Language Survey and the English Language Proficiency Assessments for California. The identified needs of English learners for English language proficiency will be met through instructional strategies including but not limited to: CLAD certified teachers, English Language Development, SDAIE, self-paced instructional software at the level of educational need, peer and/or cross-age partnering, differentiated instruction, and other accommodations as needed.</p> <p>New Pacific School will track annual ELPAC results and provide data for each teacher for EL students in their classrooms.</p>
Actions to Achieve Goal	EL students will show growth through EL proficiency in ELPAC, Exact Path (or equivalent program), DIBELS, and/or CAASPP results.
Measurable Outcome	The Charter School will use ELPAC, Exact Path, DIBELS, and/or CAASPP results to demonstrate students met or exceeded goals.
Methods of Measurement	<p>The Charter School will analyze ELPAC, NWEA MAP, DIBELS, and / or CAASPP.</p> <p>Checkout log verifying all students received CCSS curriculum in math and language arts.</p> <p>All students will be rostered with the CCSS online curriculum support materials.</p> <p>Assessments in math and ELA will use CCSS and NGSS for all students.</p>
Sub priority D – Free and Reduced Lunch (FRL) & Academic Content Knowledge	All necessary support will be provided to FRL students to gain academic content knowledge.
Goal to Achieve Sub priority	<p>All Math and ELA curriculum contains supported interventions and curriculum modifications that the teachers employ for instruction. FEL students learn age-appropriate content knowledge that reflects the content learning.</p> <p>Provide FEL students with opportunities to catch up with background knowledge.</p> <p>All FRL students at New Pacific School receive supplemental support to ensure equity for all students.</p> <p>FRL students read authentic texts and not simplified or contrived text.</p> <p>FRL students learn how to use the language in context in addition to the mechanics, which can accelerate learning including essay writing,</p>

	<p>creative poetry, and co-curricular experiences.</p> <p>All FRL students receive supplemental materials and instruction to improve student proficiency across curriculum. The teachers may go below the student’s actual grade level content-area reading materials based on that student’s content proficiency.</p>
Actions to Achieve Goal	FRL students will show growth through Exact Path, DIBELS, unit assessments, and/or CAASPP results.
Measurable Outcome	The Charter School will use Exact Path, DIBELS, unit assessments, and/or CAASPP results to demonstrate whether students met or exceeded goals.
Methods of Measurement	<p>The Charter School will analyze ELPAC, NWEA MAP, DIBELS, and / or CAASPP.</p> <p>Checkout log verifying all students received CCSS curriculum in math and language arts.</p> <p>All students will be rostered with the CCSS online curriculum support materials.</p> <p>Assessments in math and ELA will use CCSS and NGSS for all students.</p>
<p>State Priority #3— Parental Involvement and Family Engagement</p> <p>A. <i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i></p>	
Sub priority A – Achieving/Maintaining Parental Involvement	All parents and guardians will be provided extensive opportunities for involvement in students’ academic, social, and emotional priorities.
Goal to Achieve Sub priority	New Pacific School will provide opportunities for parental involvement. Parents access all information and data about their student through PowerSchool suite of programs including, but not limited to, coursework, grades, state and school-wide assessment results, teacher communication, portfolio completion and school updates.
Actions to Achieve Goal	Parent satisfaction survey indicating at least 80% parent involvement affirmation.
Measurable Outcome	The Charter School will use the annual parent satisfaction survey.
Methods of Measurement	<p>Annual parent satisfaction survey</p> <p>Social media participation</p> <p>Sign in logs at school</p> <p>Sign in log for committee participation</p>

Sub priority B – Promoting Parent Participation	Parents are encouraged to be involved with and informed about their child’s education.
Goal to Achieve Sub priority	New Pacific School staff communicate through PowerSchool, emails, texts, regular face-to-face meetings, phone calls, social media, and conferences. Parents attend educational excursions with their students and are encouraged to participate in classroom opportunities. New Pacific School will ensure that information related to the Charter School and parent-programs, meetings, and other activities is sent to parents of participating children no less than monthly on social media, and newsletters in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
Action to Achieve Goal	Parent satisfaction survey provided to every parent/guardian. Every parent/guardian and student will have a school email. Every parent/guardian and student will have access to Schoology. Every parent/guardian will receive regular updates about opportunities to be involved in student education.
Measurable Outcomes	Parent Satisfaction survey indicating at least 80% parent involvement affirmation.
Method of Measurement	Roster of emails to all parents/ guardians and students Roster of parents/guardians and students with access to Schoology Archive of communications to parents/guardians Analysis of survey results
Sub priority C – Other School Safety and School Connectedness Measures (Surveys)	Students, parents and teachers will feel a sense of community and connectedness.
Goal to Achieve Sub priority	New Pacific School will implement satisfaction surveys to parents, students, and teachers annually.
Actions to Achieve Goal	The Charter School will use the annual parent satisfaction survey.
Measurable Outcome	Parent satisfaction survey indicating at least 80% parent involvement affirmation.
Methods of Measurement	Analysis of the parent satisfaction survey.
Sub priority B – Promoting Parent Participation	
Goal to Achieve Sub priority	Parents are encouraged to be involved with and informed about their child’s education

Actions to Achieve Goal	<p>New Pacific School staff communicate through PowerSchool, emails, texts, regular face-to-face meetings, phone calls, social media, and conferences. Parents attend educational excursions with their students and are encouraged to participate in classroom opportunities.</p> <p>New Pacific School will ensure that information related to the Charter School and parent-programs, meetings, and other activities is sent to parents of participating children no less than monthly on social media, and newsletters in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.</p>
Measurable Outcome	Parent satisfaction survey indicating at least 80% parent involvement affirmation.
Methods of Measurement	Analysis of the parent satisfaction survey.
Sub priority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs Family Engagement	
Goal to Achieve Sub priority	New Pacific School will provide opportunities for families to engage with the school and staff regularly during the school year and promote parent participation for unduplicated students and students with Exceptional Needs.
Actions to Achieve Goal	<p>Parents are encouraged to attend all student/teacher academic meetings.</p> <p>New Pacific School will conduct at least three large-scale events per school year for the entire family including back to school nights, Spring showcase, student project-based demonstrations of learning, and end of the year accomplishment ceremonies.</p> <p>Instructional staff will also design and implement targeted parent education workshops for parents to support emerging bilingual students; students with specific learning disabilities/exceptionalities (SLD); local/community family support services for SED, foster youth and homeless students; and the specific needs of gifted students.</p>
Measurable Outcome	Parent satisfaction survey indicating at least 80% parent involvement affirmation.
Methods of Measurement	The Charter School will use the annual parent satisfaction survey.
<p>State Priority #4— Student Achievement</p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the</i> 	

English Language Proficiency Assessment for California

D. EL reclassification rates

E. Percentage of pupils who have passed an AP exam with a score of 3 or higher

F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Sub priority A – CAASPP

Goal to Achieve Sub priority	School-wide, including all significant subgroups, will accomplish cohort growth scores on the California Assessment of Student Performance and Progress in the areas of English Language Arts/Literacy, Mathematics and CAST in Science.
Actions to Achieve Goal	Schoolwide intervention in language arts and mathematics with assigned appropriate CCSS-aligned instructional materials and practice testing for familiarity with format and content.
Measurable Outcome	The Charter School will use interim and summative assessments as well as the annual SBAC/CAST and bi-annual Exact Path (or equivalent program) and DIBELS results.
Methods of Measurement	Measurable growth includes matched cohort performance in performance categories on CAASPP and CAST results.

Sub priority B – UC/CSU Course Requirements (or CTE)

Goal to Achieve Sub priority	Students graduating will satisfy A-G course completion, CTE pathway completion and/or community college completion as outlined by the California CTE Dashboard.
Actions to Achieve Goal	Students will be enrolled in A-G classes. Students will access CTE certification courses and pathways. Students will concurrently enroll at local community colleges.
Measurable Outcome	The Charter School will use internal tracking tools and statewide Dashboard.
Methods of Measurement	Students will be monitored to ensure adequate progress is being made.

Sub priority C – EL Proficiency Rates

Goal to Achieve Sub priority	School-wide including all significant subgroups who will accomplish cohort growth scores on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy, Mathematics and CAST in Science.
Actions to Achieve Goal	Schoolwide intervention in language arts and mathematics with assigned appropriate CCSS-aligned instructional materials and

	practice testing for familiarity with format and content.
Measurable Outcome	The Charter School will use interim and summative assessments as well as the annual SBAC/CAST and bi/tri-annual Exact Path (or equivalent program), and DIBELS results.
Methods of Measurement	Measurable growth includes matched cohort performance in performance categories on CAASPP and CAST results.
Sub priority D – EL Reclassification Rates	
Goal to Achieve Sub priority	New Pacific School will reclassify a minimum of 15% of our identified EL students through designated assessments, grades, state testing and Exact Path scores.
Actions to Achieve Goal	Students identified as needing EL Supports will receive instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies, individual student advisement and counseling, access to tutoring support during the school day; and participation in benchmark, and strategic or intensive interventions provided by the Charter School. Staff will conduct frequent home-school communication regarding student progress, supplemental instructional materials to support success in core curriculum, and/or study skills support.
Measurable Outcome	The use of the annual ELPAC results will be used, along with DIBELS, Exact Path, and unit assessments.
Methods of Measurement	15% of EL students will advance one or more performance levels per academic year.
Sub priority E – AP Exam Passage Rate	
Goal to Achieve Sub priority	All students who qualify to take the AP exam will have access to do so.
Actions to Achieve Goal	Counselors will work with home districts of students to arrange testing facilities. Students will be provided AP coursework to complete under the guidance of a credentialed teacher.
Measurable Outcome	80% of students will earn a passing score of a 3 or better on the AP exam or C or better on their report card.
Methods of Measurement	Report cards and AP exams scores will be used.
Sub priority F – College Preparedness/EAP	
Goal to Achieve Sub priority	All students taking the 11th grade CAASPP indicate that their scores will be forwarded for EAP consideration.

Actions to Achieve Goal	All teachers and counselors advise 11th grade students of the importance of the CAASPP in regard to the EAP.
Measurable Outcome	90% of 11th grade students will indicate EAP.
Methods of Measurement	Students select the EAP indicator on the CAASPP.
State Priority #5— Student Engagement	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. <i>School attendance rates</i>	
B. <i>Chronic absenteeism rates</i>	
C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i>	
D. <i>High school dropout rates</i>	
E. <i>High school graduation rates</i>	
Sub priority A - Student Attendance Rates	
Goal to Achieve Sub priority	New Pacific School will maintain an ADA rate at or above the State’s target of 96%.
Actions to Achieve Goal	New Pacific School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled. New Pacific School will provide periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
Measurable Outcome	96% or better ADA on each Monthly, P-1, P-2, and Annual attendance reports with emphasis on P-2. This will be completed through consistent, positive communication along with the principles of Leader in Me.
Methods of Measurement	Month, P-1, P-2, and Annual Attendance Reports with emphasis on P-2
Sub priority B - Student Absenteeism Rates	
Goal to Achieve Sub priority	Students will have a minimum of unexcused absences in any school year.
Actions to Achieve Goal	Parents and students will be informed of New Pacific School attendance policies regularly. Also, the parent acknowledges that attendance is addressed in the Parent Handbook that is available online and available to families as it is sent to them. The site leader and/or director meets with or has a telephone conference with parents/guardians of students who have frequent, unexcused absences.

Measurable Outcome	Review attendance daily, weekly and monthly for individual student absence trends that indicate potential or actual issues with absenteeism using the schoolwide system (PowerSchool).
Methods of Measurement	New Pacific School will meet or exceed 95% ADA on each monthly attendance report through consistent positive interaction with families along with the effectiveness of the Leader in Me principles.
Sub priority C – Middle School Dropout Rates	
Goal to Achieve Sub priority	New Pacific School will retain and promote 6-8th grade students.
Actions to Achieve Goal	New Pacific School will offer an academically engaging learning environment for all; will have a culture of high expectations and support; a nurturing environment and connected school community.
Measurable Outcome	Review attendance daily, weekly and monthly for individual student absence trends that indicate potential or actual issues with absenteeism using the schoolwide system (PowerSchool).
Methods of Measurement	New Pacific School will meet or exceed 95% ADA on each monthly attendance report through positive communication, positive student-centered classroom activities, and reinforced through the Leader in Me principles.
Sub priority D – High School Dropout Rates	
Goal to Achieve Sub priority	New Pacific School will retain and promote 9-12th grade students.
Actions to Achieve Goal	New Pacific School will offer an academically engaging learning environment for all; will have a culture of high expectations and support; a nurturing environment and connected school community.
Measurable Outcome	Review attendance daily, weekly and monthly for individual student absence trends that indicate potential or actual issues with absenteeism using the schoolwide system (PowerSchool).
Methods of Measurement	New Pacific School will meet or exceed 95% ADA on each monthly attendance report. Staff will continue student-centered instruction and school culture that is reinforced with Leader in Me principles.
Sub priority E – High School Graduation Rates	
Goal to Achieve Sub priority	New Pacific School will improve cohort graduation rates.
Actions to Achieve Goal	The Charter School will offer an academically engaging learning environment for all; will have a culture of high expectations and support; a nurturing environment and connected school community. School counselors will meet with all high school students to review transcripts, progress reports and report cards to ensure students are

	successfully pacing toward on-time graduation.
Measurable Outcome	The Charter School will use internal tracking tools and California Dashboard indicators.
Methods of Measurement	New Pacific School will meet or exceed 90% cohort graduation rates. This goal will be met through Leader in Me principles coupled with the support of the Academic Triangle.
State Priority #6— School Climate	
<i>School climate, as measured by all of the following, as applicable:</i>	
A. <i>Pupil suspension rates</i>	
B. <i>Pupil expulsion rates</i>	
C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
Sub priority A – Pupil Suspension Rates	
Goal to Achieve Sub priority	New Pacific School will maintain a low annual student suspension rate.
Actions to Achieve Goal	Students, parents, and teachers will be trained and implement best practices. All counselors will be promoting Leader in Me mental health strategies for students. Charter School leadership will work with teachers and families to manage student behavior issues and concerns.
Measurable Outcome	The Charter School will use reporting days of suspension in PowerSchool/CALPADS.
Methods of Measurement	Maintain a school-wide suspension rate of 2% or less through a positive student-centered that focuses on the principles of Leader in Me.
Sub priority B – Pupil Expulsion Rates	
Goal to Achieve Sub priority	New Pacific School will maintain a low annual student expulsion rate
Actions to Achieve Goal	Students, parents, and teachers will be trained and implement best practices. All counselors will be promoting mental health strategies for students. Charter School leadership will work with teachers and families to manage student behavior issues and concerns.
Measurable Outcome	The Charter School will use reporting events of expulsion in PowerSchool/CALPADS and expulsion protocols. 100% of the teaching staff is trained in Leader in Me (Franklin Covey)
Methods of Measurement	Maintain a school-wide expulsion rate of 2% or less through a positive student-centered that focuses on the principles of Leader in

	Me.
Sub priority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Sub priority	Students, parents and teachers will feel a sense of community and connectedness.
Actions to Achieve Goal	New Pacific School will implement satisfaction surveys to parents, students, and teachers annually.
Measurable Outcome	Parents will be provided surveys to complete, and the Charter School will use responses to measure connectedness.
Methods of Measurement	Over 80% of satisfaction survey results will indicate satisfaction with safety and school connectedness. The Charter School reviews the results and communicates responses, as applicable.
State Priority #7— Course Access	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.	
“Broad course of study” includes the following, as applicable:	
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)	
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
Goal to Achieve Priority	Students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the New Pacific School charter document.
Actions to Achieve Goal	All academic content areas will be available to all students, including all subgroups, for all grade levels.
Measurable Outcome	The Charter School will provide academic content and pacing, grades, and transcripts for each student.
Methods of Measurement	All students enrolled in New Pacific School will have access to a broad course of study as outlined in Ed. Code.
State Priority #8—Other Student Outcomes	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
Superiority A – English	
Goal to Achieve Sub priority	All students, including all subgroups, and students with exceptional needs, will demonstrate grade-level proficiency in English Language Arts/Literacy. Students will read with comprehension, write with correct grammar and clarity, speak with meaning, and possess familiarity with literary

	works.
Actions to Achieve Goal	<p>All students will have access to CCSS language arts programs, K-12.</p> <p>All students will have access to small group, one-on-one, and online intervention programs.</p> <p>All K-2 students will be assessed for literacy and appropriate interventions will be implemented for students not reading at grade level.</p> <p>Qualifying high school students will have access to dual enrollment.</p>
Measurable Outcome	The Charter School will use interim and summative assessments, DIBELS, and annual SBAC and/or bi-annual Exact Path Assessments (or equivalent)
Methods of Measurement	Continual improvement in CAASPP and/or Exact Path assessment scores (or equivalent).
Sub priority B – Mathematics	
Goal to Achieve Sub priority	Students will demonstrate an understanding of the language of mathematics and the use of mathematics in a variety of problem-solving situations.
Actions to Achieve Goal	<p>All students will have access to CCSS mathematics programs, K-12.</p> <p>All students will have access to online math instruction using the Microsoft Teams platform taught by a credentialed teacher in the organization.</p> <p>Instructional strategies implemented in math include targeted small group instruction, tutoring, spiraling math curriculum, one-on-one assistance, and online support programs.</p> <p>Students not meeting standards in mathematics will be placed in one-on-one, small group, and / or online adaptive intervention programs.</p> <p>Qualifying high school students will have access to dual enrollment.</p>
Measurable Outcome	The Charter School will use interim and summative assessments and annual SBAC and/or bi-annual Exact Path Assessments (or equivalent), community colleges, and tutoring.
Methods of Measurement	Continual improvement in CAASPP and/or Exact Path assessment scores (or equivalent).
Sub priority C – Social Sciences	
Goal to Achieve Sub priority	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view. Students will demonstrate an understanding of world history,

	ancient history and American history, government, economics, and the values of democracy and capitalism.
Actions to Achieve Goal	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the History-Social Science Framework. Strategies included in an integrated approach are non-fiction and historical fiction texts; mini research projects and presentations, project-based learning, computer-based information (articles, videos); field trip experiences, debates, and/or hands-on projects.
Measurable Outcome	The Charter School will use curriculum-embedded assessments as well as project-based learning on Social Studies/History instructional materials.
Methods of Measurement	80% of students receive passing grades of C or better in Social Studies/History on their report cards.
Sub priority D – Science	
Goal to Achieve Sub priority	All students, including all subgroups, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.
Actions to Achieve Goal	Utilizing an inquiry-based approach, students will develop an understanding of science disciplinary core ideas and practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts applicable to different subjects. NGSS curriculum will be the core content.
Measurable Outcome	The Charter School will use project-based learning, interim and summative assessments and annual CAST performance results.
Methods of Measurement	Continual improvement in CAST results of “Meet” or “Exceed” for Science.
Sub priority E – Visual and Performing Arts	
Goal to Achieve Sub priority	New Pacific School recognizes the importance of fine arts and offers the arts in a variety of venues and mediums at all grade levels, inclusive of all subgroups and students with exceptional needs, to expose and develop cultural literacy.
Actions to Achieve Goal	New Pacific School students may participate in a variety of student-selected areas of study including visual and performing arts in a variety of mediums including dance, art, theater, computer graphics, and / or song. Students engage in the arts through school directed programs and community supported programs.

Measurable Outcome	In class and schoolwide activities designed with students including participating in or observing the arts throughout the year.
Methods of Measurement	Student portfolios, presentations, report cards, transcripts, videos, and shows.
Sub priority F – Physical Education	
Goal to Achieve Sub priority	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
Actions to Achieve Goal	New Pacific School will meet the physical education minutes required for elementary and secondary grade levels. New Pacific School will deliver high quality physical fitness to the students.
Measurable Outcome	Students will use course schedules and report cards as well as the California Physical Fitness Testing (PFT), which is used in grades 5, 7, and 9 to monitor physical education.
Methods of Measurement	Students demonstrate positive attitudes toward physical activity and will participate in a variety of activities that address cardiovascular, respiratory, muscular and flexibility components of fitness. 95% of students receive passing grades of C or better in physical education on their report cards. 95% of eligible students in grades 5, 7, and 9 will complete the California Physical Fitness Testing (PFT).
Sub priority G – Health (Grades 1-6 only)	
Goal to Achieve Sub priority	New Pacific School will provide health guidance through teacher and parent developed coursework addressing the needs of the individual students’ health and social/emotional needs using the eight overarching health education concepts.
Actions to Achieve Goal	The Charter School will apply the California standards to provide instruction about the eight overarching health education concepts.
Measurable Outcome	Recognition of parent receipt of materials for state standards and evidence by teacher reviewing and implementing standards as part of the overall instructional framework.

Methods of Measurement	Students will be more satisfied at the end of each school year with their health and social/emotional awareness.
Sub priority H – Foreign Languages (Grades 7-12 only)	
Goal to Achieve Sub priority	Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with culture and literary works.
Actions to Achieve Goal	The Charter School will monitor using curriculum-embedded assessments, funds spent on foreign language instructional materials, student report cards (7-12) and student transcripts (grades 9-12).
Measurable Outcome	Students will use one-on-one and/or online curriculum. For high school students, only A-G approved curriculum will be offered. Students will be provided content with appropriate curriculum and learning support.
Methods of Measurement	80% of students receive passing grades of C or better on their report cards.
Sub priority I – Applied Arts (Grades 7-12 only)	
Goal to Achieve Sub priority	All students will have access to Applied Arts coursework.
Actions to Achieve Goal	All students will be provided the catalogue for online coursework (Edmentum), certification programs (ICEV) and Cyber High classes from which to choose. The Charter School will provide high school students opportunities to utilize community-based resources to explore Applied Arts courses. These resources consist of, but not limited to concurrent enrollment in community college and approved vendors for small group course delivery. All students enrolled in online courses will be supported by their teacher, instructor, and counselor.
Measurable Outcome	Students will be monitored to ensure adequate progress is being made.
Methods of Measurement	The Charter School will use internal tracking tools, class schedules and transcripts (9-12) to determine the success of the student.
Sub priority J – CTE (grades 7-12 only)	
Goal to Achieve Sub priority	All students will have access to CTE coursework.

Actions to Achieve Goal	All students will be provided the catalogue for online, and site based CTE classes from which to choose. All students enrolled in CTE courses will be supported by their teacher, counselor and CTE instructor.
Measurable Outcome	Students will be monitored to ensure adequate progress is being made.
Methods of Measurement	All students will be rostered and advised through the counselor to enroll in a CTE course or pathway.

D. Overview of Subject Matter Competencies

New Pacific School expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved. The competencies are based on the state standards, including the Common Core State Standards and Next Generation Science Standards, as well as on in-depth discussions of what students should know and be able to do upon graduation and the entry-level expectations of two and four-year colleges.

For Mathematics CCSS, students will, in summary:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

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

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

E. Lifelong Learning Skills

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

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

These goals will be measured through surveys through our social emotional learning frameworks, *Leader in Me* (Franklin Covey), the *Los Angeles Institute of Restorative Practices*, as well as other stakeholders involved with the students.

Element C: METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES AND OTHER USES OF DATA

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

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

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

Please refer to Table 35 in Element B (Measurable Pupil Outcomes) for the overview of of the assessments New Pacific School utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. These elements are described in detail in section C.

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

Teachers use a variety of assessment techniques to monitor student learning informally, including benchmark assessments, observations, oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performance tasks. Rubrics are used to inform students of the course, assignment, or project objectives and expectations. Students are assessed by standards in language arts, mathematics, and the sciences, and testing systems such as NWEA MAP and CAASPP Interim Assessment Benchmarks (“IAB”) to collect and analyze the data. The standards-based assessments will be instrumental in identifying the areas that students require for re-teaching. The key measurement methods are listed below (Table 36).

Table 36. Key Measurements		
Measurement Outcome	Method of Measurement	When
State Standards	CAASPP and CAST tests	Annually
Content Mastery	California standards-based assessments administered through NWEA MAP (or equivalent), DIBELS, IAB, or	Ongoing throughout the year

	other state adopted materials	
UC/CSU Eligibility	Course enrollments in 'A-G' courses, course grades, SAT/ACT test results if required, and GPA California Department of Education DataQuest College-Going Rate	Enrollments and grades each semester; PSAT and ACT preparatory materials 8th grade through 12th grade
College Level Coursework	Final Grades earned by students	End of Course
Measurable School Outcomes/Goals	Local Benchmark Instruments	State-Level Year-End Assessments
Improve student achievement for all New Pacific School students	Formative Assessments in classrooms, portfolios, student progress reports, report cards, NWEA MAP	CAASPP, CAST, ELPAC, Dashboard Data
100% of New Pacific School classroom teachers will receive professional development on CAASPP assessment strategies	CAASPP Interim Assessments	Throughout the school year
85% of students (grades K-8) will set and evaluate their own learning and personal growth goals each reporting period.	Report Cards, Portfolios, Formative Assessments, Exact Path Diagnostic	Throughout the school year
Provide an effective environment for learning based on whole child tenets.	Reduced number of suspensions, Community Surveys, Student Information System	Healthy Kids survey or similar tool, Reduced number of suspensions evidenced on CAASPP Dashboard
Provide an effective environment for learning	Reduced number of suspensions, Community	Healthy Kids survey or similar tool, Reduced

based on whole child tenets.	Surveys, Student Information System	number of suspensions evidenced on CAASPP Dashboard
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A. Use and Reporting of Data

The results of assessments are used in five different ways. First, assessment results will provide individual students and their families with a clear idea of how well the student will be mastering the academic materials and the requirements of each course. Students requiring extra assistance and/or time will have several resources available to them. Teachers will meet regularly online or one-on-one with their students. New Pacific School will offer support to students with individual needs as determined through assessments. Students will advance to the next course level in the 'A-G' continuum unless an intervention, SST, or Response to Intervention suggests a different path, such as tutoring. New Pacific School will match EL students with tutors fluent in the student's primary language as needed. The Learning Team, including the subject area specialists along with the Director and content experts, will analyze student progress every six weeks in order to have a meaningful, effective conversation regarding the student achievement and develop action plans as needed.

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

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

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

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

Finally, as described in Elements B and C of this charter, assessments will provide an overview of the success of the New Pacific School academic program as a whole. As a college preparatory school as well as one providing school-to-career options, New Pacific School will consider all information including Grade Point Average, the percentage of students receiving acceptance to their college of choice, which colleges students will be attending, college assessments if applicable, and CTE

certificates completed. The broader assessment picture will also include information from surveys of New Pacific School graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests will occur quarterly by the Board of Directors and Executive Director (when applicable). Applicable elements will then be shared with teachers at staff meetings. Assessments for students in grades TK-8 will focus on analysis of DOK. This reflection will include formal and informal assessments, presentations, and content level benchmarks. This essential information allows teachers to monitor progress as a school.

B. Active Monitoring Results to Drive Instruction

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

The importance of project-based learning will allow for authentic monitoring of students with rubrics that complement the embedded and benchmark assessments. New Pacific School actively monitors student data to provide the following actions:

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

C. Annual Performance Report

The PCI Board of Directors will annually review the effectiveness of New Pacific School. The review is guided by three key questions:

- Is the academic program a success?
- Is the school a viable organization?
- Is the school true to the charter?

Element D: GOVERNANCE STRUCTURE

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

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

A. Non-Profit Public Benefit Corporation

New Pacific School will be operated by PCI, a California non-profit public benefit corporation pursuant to California law, which has its 501(c)(3) tax-exempt status recognized by the Internal Revenue Service.

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

Experienced educators formed PCI in 2005. PCI operates four high-quality K-12 independent study programs serving over 3,100 students in multiple counties. PCI is eligible to serve students in the contiguous counties of Sacramento, Solano, Placer, Yolo, Sutter, Calaveras, Contra Costa, San Joaquin, Santa Clara, Alameda, Yuba, Colusa, Glenn, Butte, and Amador counties. Heritage Peak Charter School has operated continuously since the 2005-2006 school year and Rio Valley Charter School has operated continuously since the 2010-2011 school year. Valley View Charter Prep began operation in 2014-2015 and Sutter Peak Charter Academy in the 2015-2016 school year. The charter schools operated by PCI maintain a strong reputation at the local and state level as models for striving towards the goals of the state of California.

B. Board of Directors

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

The current Board of Directors is listed in the table below. All six directors offer specific expertise to support the organization as it grows regionally (Table 37).

Table 37. PCI Board of Directors

Board Member Name	Board Member Background
Rex Fortune, Ph.D. (Founder) A & T State University in North Carolina (BS)	Founding Board member, Pacific Charter Institute

<p>University of California, Berkeley (MA) Stanford University (EdD)</p>	<p>Founder, Project Pipeline Teacher Credential now called Fortune School of Education Program (Now Fortune School of Education) Superintendent, Center Unified School District Superintendent, Inglewood Unified School District Deputy Superintendent, State Board of Education of California</p>
<p>Jean-Paul Prentice, CCE, LEED AP State University of New York (BS) University of Southern Colorado (MBA) Lead Accredited Professional, US Green Building Council</p> <p><i>PCI Parent (Three students at SPCA)</i></p>	<p>Project Manager Active Member, Association for the Advancement of Cost Engineering</p>
<p>Josh Modlin Brandman University CTE Teaching Credential- Health and Medical Technology California State University- Sacramento (BA) Sacramento City College</p>	<p>Manager, Education to Work Partnerships, Foundation for California Community Colleges Project Director, CAI Apprenticeship Support Network Senior Specialist, Workforce Development Services CTE Educator, Sacramento County Office of Education President and CEO, MD Medical & Mobility Products, Inc. Manager, William R. Dugdale M.D. Inc.</p>
<p>Judy Miller</p>	<p>Director of Fiscal Services – Covina-Valley Unified School District San Gabriel Credit Union – Supervisory Committee Credit Union of Southern California – Board Member Heritage Park Community – Rules and Regulations Advisory Committee – Vice Chairperson California Association of School Business Officials – Retiree Representative</p>
<p>Beth Kay University of Chicago (AB) Harvard University (EdM)</p>	<p>Director, Success Center for California Community Colleges NAF, California Director</p>

	Director of Operations, Charter Schools Development Center Founder, MET Charter School, Sacramento
John Brennan University of California, Davis (BS, CPA)	President, Brennan Properties President, BTV Management Audit Manager, Deloitte

PCI Board of Directors Composition, Meetings, and Duties

The PCI Board of Directors (“Board”) will operate New Pacific School. The PCI Board governs New Pacific School pursuant to the adopted bylaws, which may be subsequently amended from time to time, and which shall be consistent with this charter. See Appendix 6 for the PCI Articles of Incorporation, and Bylaws.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations. See Appendix 7 for the PCI Conflict of Interest Code.

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

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

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

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

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

- Financial and operational management of New Pacific School

- Adoption of the New Pacific School annual financial budget
- Oversight of the receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act
- Oversight of solicitation and receipt of grants and donations to New Pacific School
- Personnel policies and procedures and employee disciplinary matters under the direction of the Executive Director and staff designees
- Approval of contracts with outside entities or persons under the direction of the Executive Director
- Financial audit oversight
- Relations with the chartering entity
- All matters related to charter approval, amendment, or revocation

Board Member Selection

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

Organization Chart for PCI

The organization chart below in Figure 5, illustrates the substantial support that PCI will provide to New Pacific School. The support will be critical to ensure that the students receive academic support in each subject area that will help them succeed during and after elementary and secondary school. The individuals supporting New Pacific School are experts in their field and dedicated to supporting the outcomes expressed in the charter document.

C. Existing Fiscal and Managerial Expertise for PCI

PCI is an organization that provides fiscal and administrative expertise. Heritage Peak Charter School, Sutter Peak Charter Academy, Rio Valley Charter School, and Valley View Charter Prep have experienced successful fiscal growth through prudent budgeting and planning. PCI employs the highest quality business staff, including former county and district executive level staff. In addition, the PCI Board has extensive knowledge of budgeting and fiscal operations at the charter school, district, state, and federal levels.

Legal Expertise and Policy/Operations Support

PCI utilizes the legal expertise of Young, Minney, & Corr, LLP, and Lozano Smith. New Pacific School benefits from the expertise provided by its Board of Directors, as well as from the statewide organizations representing charter schools including CCSA, CSDC, and APLUS. PCI belongs to these organizations and utilizes each for resources in order to successfully operate charter schools.

Managerial Expertise of School Team

New Pacific School benefits from the mature educational, administrative, and fiscal systems and procedures and from the experienced staff supporting PCI. The management team for PCI has

developed the infrastructure with the ability to manage multiple schools under the PCI umbrella. The individuals listed below will have the capacity to manage multiple schools due to tactical strategies.

With the leadership of PCI’s experienced Executive Director, New Pacific School operates under the Pacific Charter Institute Leadership Team. The Pacific Charter Leadership Team includes the Executive Director Dr. Paul Keefer, Corporate Accountant Larry Pastore, Director of Student Services Tim Ribota, and Principal Suzanne Marczak .

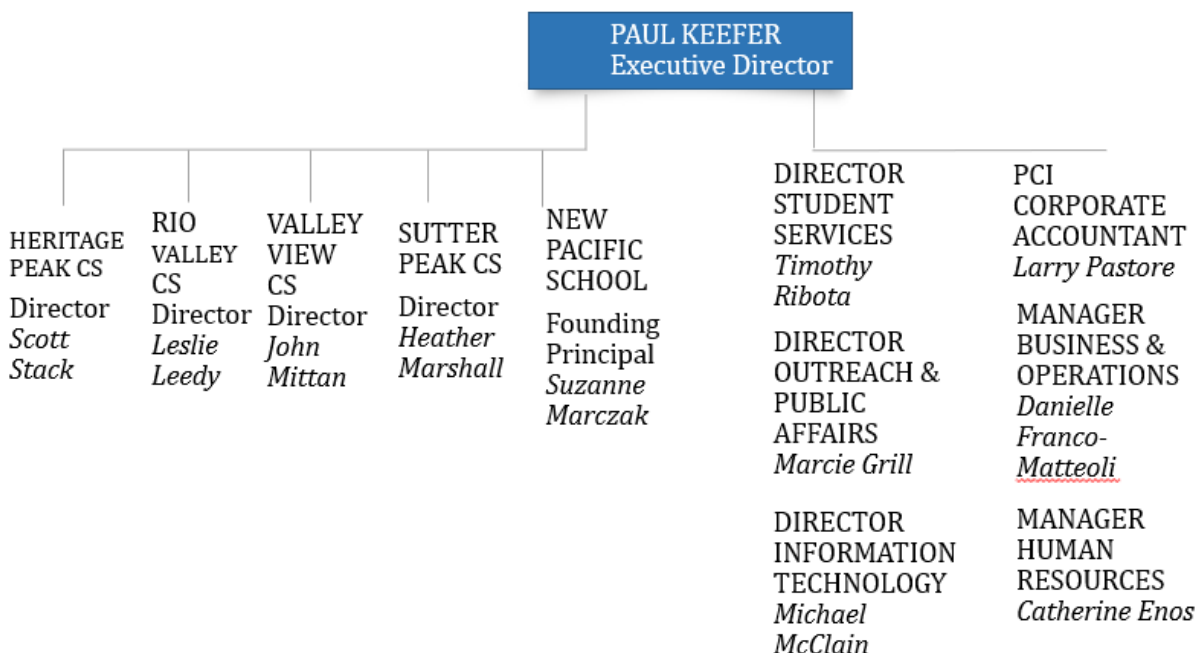


Figure 5. Organizational Chart

Executive Director Dr. Keefer is a regionally recognized expert on charter schools focused on students that do not fit into the traditional system. Dr. Keefer has over 30 years of private and public sector management experience including seven years at United Parcel Service and twenty years leading charter schools. Dr. Keefer earned his Doctorate in Educational Leadership from the University of Phoenix in 2007. Dr. Keefer has served as Executive Director of Pacific Charter Institute, Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy since 2005. Dr. Keefer has served on the Sacramento Board of Education Area 3 since 2018. Dr. Keefer also sits on the Executive Committee for the El Dorado County Office of Education Charter SELPA.

Corporate Accountant Larry Pastore has over 30 years of experience in all aspects of school finances including accounts payable, accounts receivable, payroll, benefits, STRS, PERS, and financial reporting. Pastore serves as the business manager for Pacific Charter Institute (Heritage Peak Charter School, Rio Valley Charter School, New Pacific School, and Sutter Peak Charter Academy) and is recognized as an expert in the dynamics of public-school finances. Prior to coming to Pacific Charter Institute, Mr. Pastore was Assistant Superintendent of Twin Ridges Unified School District and Director for Nevada County Office of Education.

Director of Student Services Tim Ribota has over 20 years of educational experience including Director of Special Education, School Psychologist and ELPAC/ EL Team support. Mr. Ribota brings

academic expertise encompassing professional development, data analysis, assessment support, and student achievement accountability.

Principal Suzanne Marczak After obtaining an Administrative Credential in 2005, Suzanne served as an Assistant Principal in the Natomas Unified and Dry Creek School Districts. In 2009, she moved her family to Amman, Jordan where she became the pioneering director for an International School called The Alliance Academy of Jordan. Upon her return to the United States, Suzanne was able to stay at home full-time to be mom to her four beautiful daughters. She re-entered education as a homeschooling parent in 2013 and then joined the team at Sutter Peak Charter School in 2016 where she now serves as a Lead Teacher. Suzanne holds a master's degree in educational business administration with an emphasis in entrepreneurial education.

Executive Director

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

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

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

- Oversee the strategic and operational plans of PCI, including those of New Pacific School
- Oversee the day- to- day management PCI, including the operations, human resources, and fiscal oversight of New Pacific School
- Develop Board meeting agenda in conjunction with the Board President in compliance with the Brown Act
- Supervise and evaluate the corporate leadership including all school Directors and department managers and directors
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Communicate with legal counsel and any outside consultants
- Stay abreast of education laws and regulations
- Oversee all purchasing, pay warrants, requisitions, and other expenditures
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures
- Oversee all necessary financial reports as required for proper ADA reporting
- Develop and administer the budget in accordance with generally accepted accounting

principles

- Present the adopted annual budget, P1, P2, and P-annual attendance reports to the Board
- Supervise student disciplinary matters when necessary
- Attend all Board meetings as necessary, or assign designee for said duty
- Establish procedures designed to carry out Board policies
- Oversee all responsibilities, obligations, and duties not assigned to the Board

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

Corporate Accountant

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

Under the direction and supervision of the Executive Director, the Corporate Accountant will:

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

Director of Student Services

- Work with the academic team and special education staff within the organization to develop a

common language towards academic success that will affect all students at PCI.

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

Principal

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

The responsibilities of the principal include, but are not limited to, the following:

- Oversee the implementation of an educational program consistent with the New Pacific School mission and vision
- Implement *Leader in Me* (Franklin Covey)
- Oversee the development and implementation of curriculum in alignment with the state content standards with fidelity

- Monitor and evaluate student achievement and develop strategies with staff to ensure academic progress
- Lead the teacher and staff hiring process.
- Provide timely performance evaluations of all employees
- Participate in the dispute resolution procedures and complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education Program and attend said IEP meetings upon the request of any involved party
- Handle student disciplinary matters in accordance with policies and procedures
- Plan and coordinate student orientation
- Facilitate open house events
- Oversee all parent/student/teacher relations
- Remain current on education laws and legislation
- Implement site safety procedures in compliance with all applicable laws
- Create and appoint committees to assist in the execution of certain planning and administrative functions
- Establish and execute enrollment procedures
- Supervise all employees and volunteers
- Communicate at least weekly with Executive Director

D. Parental Involvement

Parental Involvement in Governance

Parent involvement will be critical to the success of the New Pacific School. The Academic Triangle -- which includes family or guardians, teachers, and students -- remains a vital connection ensuring the teachers are walking in “lockstep” with their students and parents.

Parental Input Regarding the Educational Program

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

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

All staff will have cellular phones, Office 365 communication tools, and school email access with the expectation that they return all calls and emails from students and parents within 24 hours. The fact that teachers will be readily available to students reinforces the one-on-one connection with the teacher that the Academic Triangle highlights. In addition, staff will use PowerSchool, PowerTeacher,

and Schoology (and other tools) to communicate with parents with the most up to date academic information.

Parents and students will be surveyed regularly and at least annually to determine their satisfaction with New Pacific School. This reflective survey will help the school make program modifications to better serve the students and monitor the well-being of the students (Leader in Me). The faculty, administration, and the Board will review the results of the surveys to determine how New Pacific School compares to other schools in the region. In addition to the satisfaction survey, the families will be surveyed for purposes of the LCAP.

Parent and Community Advisory Committee

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

When required, the committee reports back to the Pacific Charter Institute and the Board of Directors through newsletters, memos, meeting minutes, and reports. This committee makes decisions by consensus, and its decisions must fall within the parameters of the charter document, Pacific Charter Institute, the California Education Code, and the school handbook for both parents and students. The committee will be crucial to the steering of New Pacific School, including work on the LCAP/SPSA. This core group will be instrumental in forming the School Site Council (SCC) (Title I), school priorities (LCAP Priority 3 parent engagement), the English Language Advisory Committee (ELAC Title III), and the Social Emotional Learning Advisory Sub-Committee.

Staff Advisory Team

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

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

Element E: EMPLOYEE QUALIFICATIONS

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

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

A. Hiring Process and Employee Qualifications

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

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

Executive Director

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

Corporate Accountant

- Ability to work in a dynamic, fast paced environment
- Proven track record working successfully with teachers, students, business entities, and parents
- Proven team player
- Proven track record in completing fiscal tasks and meeting all deadlines
- Familiarity with SACS Accounting, Payroll, Accounts Payable, Accounts Receivables, and Cash Flow
- Ability to meet all reporting expectations to the sponsoring school district, county office of education, and the state of California

- Ability to complete all transactions for STRS to meet all legal and fiscal responsibilities for these programs
- Proven track record in learning new computer programs and systems
- Ability to analyze and create procedures to optimize office operations.
- Flexibility with system implementation
- Accounting or finance degree, accounting certificates, and/or a certified public accountant
- Experience with public accounting or public education accounting and/or finance

New Pacific School Principal

The principal supervises the teachers and non-instructional staff. The principal is the instructional leader at New Pacific School and is responsible for helping the students achieve outcomes as outlined in the educational program with the principal, teachers, and staff. The New Pacific School Principal is responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff as further outlined in the job specification and employment contract.

Employee qualifications are:

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Experience working with students including EL, Gifted and Talented Education, and at-risk students.
- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing and supporting teachers
- Experience in performance assessment
- Leadership coursework that may include an administrative credential or similar training

Teachers

New Pacific School shall comply with Education Code Sections 47605(l) and 47605.4(a), which require teachers in the Charter School to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

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

- Bachelor's Degree
- Valid California Teaching Credential or equivalent CTC-issued document
- If appropriate, or determined by New Pacific School or the State of California as required, the individual will hold all appropriate supplemental credentials
- Demonstrating and coaching Leader In Me to the students in the classroom and parents during

interactions

- Subject instruction through self-determination using project-based learning and small group instruction
- Assigning and assessing the student work across multiple modalities including online, in person, small group, project-based learning, online assessments, writing, and through observation
- Curriculum planning and professional development for PBL, data analysis, interventions and accelerations
- Collaboration with fellow faculty administrators
- Student assessment
- Communication with parents
- Candidates for teaching positions will also possess:
- A commitment to students and learning
- Mastery of their subject matter
- A willingness to be innovative and dynamic in their instructional method

Counselor

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

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

Paraprofessionals

Paraprofessionals will work in the classrooms supporting the teacher by working with students in small-group and one-on-one settings. The paraprofessionals will also be trained in Leader in Me, Right Brain, and the curriculum elements so they are skilled when working with students. The paraprofessionals will be encouraged to pursue their educational career with the potential of teaching for New Pacific School.

- Paraprofessionals will meet applicable state and federal requirements
- Communication with parents
- A commitment to student achievement
- A willingness to be innovative and dynamic in their instructional method

Office Manager

The office manager will support the principal in day to day operations. The responsibilities will include interacting with families and students as well as supporting interaction with PCI, the public, vendors, and staff members.

- An AA or BS/BA in business or related field or equivalent experience
- Proven track record of managing a work setting
- Proven track record of customer service
- Excellent communication skills appropriate to students
- Willingness to be an active participant and user of Leader in Me principles and expectations
- Proven track record managing people, systems, and projects
- Proficient using computer programs and databases

Office Assistant

The office assistant will support the office manager and principal in day to day operations. The responsibilities will include interacting with families and students as well as supporting interaction with PCI, the public, vendors, and staff members.

- High school graduate (AA preferred) and / or related field or equivalent experience
- Proven track record of working with other people towards a common goal
- Proven track record of customer service
- Excellent communication skills appropriate to students
- Willingness to be an active participant and user of Leader in Me principles and expectations
- Proficient using computer programs and databases

Lunch Supervisor

The lunch supervisor will report to the office manager and ensure a safe, orderly lunch period for the students.

- High school graduate (AA preferred) and / or related field or equivalent experience
- Proven track record of working with other people towards a common goal
- Proven track record of customer service
- Excellent communication skills appropriate to students

- Willingness to be an active participant and user of Leader in Me principles and expectations

Custodian

The custodian will report to the office manager and will ensure the facility is in top working order.

- Proven track record of meeting expectations for meeting guidelines and expectations in cleaning and maintaining facilities
- Attention to detail
- Ability to communicate with colleagues

B. Hiring Standards and Procedures

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

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

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

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

C. Professional Development: Retention and Development of Qualified Faculty

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

All teachers will collaborate between staff and with statewide charter organizations, county and state-sponsored opportunities, and local colleges and universities. All full and part-time employees will be evaluated at least annually. The faculty evaluation system focuses on student achievement and

personal growth of the employee and will include the professional development standards outlined in Section B (see more information below).

D. Employee Compensation and Benefits

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

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

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

E. Evaluation of Employees

Teachers

Teachers will be evaluated annually pursuant to an evaluation process that includes test score evaluations, observation, professional development, and a professional growth plan adopted by PCI. Teachers will be evaluated using a reflective process in which the teacher completes a self-evaluation, and the principal will evaluate the employee with a clearly defined rubric. Beginning in the 2021-2022 school year PCI implemented the PerformYard performance management system. Combining their individual responses, the teacher and the principal then reach agreement on performance goals across a variety of specific areas. Staff collaboratively develop this system using *Enhancing Professional Practice: A Framework For Teaching* (ASCD, 2008). The specific areas of review will include the following:

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

These criteria will anchor the process of the continual improvement that teachers are expected to demonstrate annually at New Pacific School.

New Pacific School Principal

The staff of New Pacific School develop a site plan aligned with the Pacific Charter Institute Strategic Plan (see more information above in Element A). The director will evaluate the principal based on the process and outcomes of the site plan as implemented. The site plan contains specific academic and organizational goals for the school.

New Pacific School Staff

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

Element F: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive of paragraph (2) of subdivision (a) of Section 33282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

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

In order to provide safety for all students and staff, New Pacific School will implement full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the New Pacific School’s student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. New Pacific School shall ensure that staff will be trained annually on the health and safety policies. A complete copy of these procedures will be available to RJUHSD upon request. See Appendix 8.

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

Procedures for Background Checks

Employees and contractors of New Pacific School will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must complete the LiveScan fingerprinting process with the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1. The New Pacific School Director monitors compliance with this policy. The Executive Director designee will monitor the fingerprinting and background clearance of all employees and report to the PCI Board of Directors on a regular basis. The PCI Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who come in contact with students without the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. New Pacific School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. (Vectorsolutions)

Tuberculosis Risk Assessment and Examination

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

Immunizations

New Pacific School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075. All incoming 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR/First Aid Training

Designated employees will be CPR/First Aid trained (Red Cross)

Medication in School

New Pacific School will adhere to Education Code 49423 regarding administration of medication in school. New Pacific School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

New Pacific School will adhere to Education Code 49450, *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

New Pacific School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Oral Health Examinations

New Pacific School will require its students to comply with all oral health examinations pursuant to Education Code 49452.8.

Suicide Prevention Policy

New Pacific School will follow the PCI policy on student suicide prevention in accordance with Education Code Section 215 and shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. (Vectorsolutions)

Prevention of Human Trafficking

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

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with two nutritionally adequate free or reduced-price meals, as defined in Education Code Section 49553(a), during each school day. The Charter School will comply with any new legal requirements related to student meals.

California Healthy Youth Act

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

School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including

appropriate “first responder” training or its equivalent.

Blood Borne Pathogens

New Pacific School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. PCI has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan includes the training of staff.

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

Drug Free/Alcohol Free/Smoke Free Environment

New Pacific School will maintain a drug, alcohol, and smoke-free environment.

Integrated Complaint and Investigation Procedure

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

Bullying Prevention

New Pacific School shall adopt procedures for preventing acts of bullying, including cyber bullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school-site employees and all other school-site employees who have regular interaction with children. The staff will be trained in the *Leader in Me* program by Franklin Covey, which emphasizes a bully free environment along with many other positive behavioral outcomes. (Vectorsolutions)

Facility Safety

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

Element G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

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

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

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

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

- Provision of Spanish language materials
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational materials that reach out to all the various racial and ethnic, special education, and English Learner groups represented in the territorial jurisdiction of Sacramento County
- All social media and information materials will highlight the individualized instruction ensuring parents with students requiring special education resources will see the school as a viable and appropriate option
- Press releases and other communications with local print and broadcast news media
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions
- As part of its outreach to Spanish Speakers, New Pacific School will translate into Spanish:
 - General information sheets and other key documents, including the school vision and mission statement
 - Information and announcements on the New Pacific School website
 - Communication with District personnel

Element H: ADMISSION POLICIES AND PROCEDURES

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

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

This policy, adopted by the Board of Directors of Pacific Charter Institute (“PCI”) (June 17, 2019), applies to all charter schools operated by Pacific Charter Institute. Each individual charter school is referred to in this Element as the “Charter School” or “PCI.”

A. Outreach Policies and Procedures

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

B. Application Policies and Procedures

The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to the Charter School, except in the case of a public random drawing (or “lottery”), shall not be determined by the place of residence of the pupil, or of the pupil’s parent or guardian, within the State, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities,

academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

Public Random Drawing

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

Following each application period, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission, with the exception of existing students, who are guaranteed admission in the following school year, provided they timely notify the Charter School of the same.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children of New Pacific School full-time employees²²
2. Siblings of students admitted to or attending New Pacific School
3. Students who reside within the District who qualify for Free or Reduced Price Meals²³
4. Students currently in foster care
5. Students who reside within the District
6. Students who reside outside the District who qualify for Free or Reduced Price Meals

²² The total number of students granted preference listed above shall be limited to no more than a total of 10% of New Pacific School enrollment.

²³ In order to be considered for this preference, families are given the option to self-identify on admission forms. The admission form shall be clear that neither this identification nor supporting documentation is required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

7. Students who are currently enrolled in, or reside in the attendance area of, the public elementary school where New Pacific School's school site is physically located
8. Students who reside outside the District

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

Following the initial application period each year, applications shall be counted to determine whether the number of applications exceeds the capacity. In the event that the number of students seeking admission to PCI exceeds the capacity, a lottery will be held.

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

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

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

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

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

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

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

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

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

C. Enrollment Policies and Procedures

After completion of the lottery, the Charter School will make best efforts to contact the parent/guardian of all applicants to notify them of their admission and/or waitlist status(es) within two weeks of the drawing. To confirm enrollment in the Charter School, the parents/guardians must submit all required enrollment documents to the staff member responsible for enrollment at the Charter School by the stated deadline. In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

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

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

Element I: ANNUAL FINANCIAL AUDITS

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

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

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

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

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. A review of each year’s audit occurs at a Board of Directors meeting. The Executive Director, along with the audit committee (if applicable), reviews any audit exceptions or deficiencies and then reports to the Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies are corrected by the time of the audit submission, along with supporting documentation. Additionally, the Charter School will inform the District of any outstanding exceptions or deficiencies at the time of audit submission and how they are resolved to the satisfaction of the District along with an anticipated timeline for the same. Typically, all audit exceptions or deficiencies will be addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Element N of this charter or, if applicable, referred to the Education Audit Appeals Panel process in compliance with Education Code Section 41344.

The independent fiscal audit of New Pacific School will be a public record and is provided to the public upon request.

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

For over the last fifteen years PCI has received positive fiscal and compliance audits from the highly qualified firms of Perry-Smith LLC, Gilbert and Associates, and James Marta & Associates. Please see Appendix 9 for a copy of the 2019-2020 financial audit for Pacific Charter Institute.

Element J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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

A. Suspension and Expulsion Policy and Procedures

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

distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment will not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and its Administrative Procedures are available upon request at the principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students

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

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

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily
17. injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
18. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - iv. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - v. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
23. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily

injury or serious bodily injury shall be subject to discipline.

24. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined above.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

New Pacific School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, (B) a weapon with a blade fitted primarily for stabbing, (C) a weapon with a blade longer than 3½ inches, (D) a folding knife with a blade that locks into place, or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

- Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).
- This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

- At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- Upon a recommendation of expulsion by the Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Director or designee upon either of the following conclusions: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

- In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the

affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

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

B. Authority to Expel

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks

enrollment.

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

New Pacific School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board of Directors, the administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing to present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The charter school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the charter school must present evidence that the witness' presence will both be desired by the witness and will be helpful to the charter school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom

during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Record of Hearing

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

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within

ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school.

The principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

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

C. Disciplinary Records

New Pacific School shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the chartering authority upon request.

D. No Right to Appeal

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

E. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

F. Rehabilitation Plans

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to New Pacific School for readmission.

G. Readmission or Admission of Previously Expelled Students

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

H. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

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

3. Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- c) If the charter school, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

If the charter school, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

1. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the charter school, the student shall remain in the interim alternative educational setting pending the decision of

the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the charter school agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

2. Special Circumstances

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

The principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

3. Interim Alternative Educational Setting

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

4. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the charter school had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student will have a disability if one of the following conditions exists:

- a) The parent/guardian will express concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to PCI supervisory or administrative personnel, or to one of the child's teachers, that the student will be in need of special education or related services.
- b) The parent/guardian will request an evaluation of the child.
- c) The child's teacher, or other school personnel, will express specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other charter school supervisory personnel.

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

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

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

Element K: EMPLOYEE RETIREMENT SYSTEMS

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

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

All full-time employees at New Pacific School participate in a qualified retirement plan including, but not limited to, State Teachers’ Retirement System (“STRS”) and/or the federal social security system, based on their eligibility to participate. PCI credentialed employees participate in STRS. Non-credentialed staff who qualify will have the opportunity to participate in a 401(k) plan and automatically participate in social security. All staff after meeting the criteria may participate in the 401(k) program. Staff will have access to other employer-sponsored retirement plans according to policies developed by the PCI Board. The Corporate Accountant is responsible for ensuring that appropriate arrangements for retirement coverage will be made for all employees.

Element L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

Element M: EMPLOYEE RETURN RIGHTS

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

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

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

Sick or vacation leave or years of service credits at RJUHSD or any other school district will be reviewed with the possibility of service credit on the salary schedule. Employment by PCI will provide no rights of employment at any other entity, including any rights in the case of closure of New Pacific School.

Element N: DISPUTE RESOLUTION

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

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

Intent

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

Public Comments

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

Disputes Arising from Within the School

Disputes arising from within New Pacific School, including all disputes among and between students, staff, parents, volunteers, advisory, partner organizations and the PCI Board, are resolved pursuant to policies and processes adopted by PCI.

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

New Pacific School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. New Pacific School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process.

Disputes Between New Pacific School and RJUHSD

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

New Pacific School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between New Pacific School and RJUHSD, New Pacific School staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent (or designee) and Executive Director (or designee) of New Pacific School. In the event that the RJUHSD Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, New Pacific School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director or designee and the RJUHSD designee will informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties will identify two board members from their respective boards who will jointly meet with RJUHSD designee and the Executive Director or designee and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

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

Element O: CLOSURE PROTOCOL

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

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

Closure of New Pacific School will be documented by official action of the PCI Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

New Pacific School will promptly notify parents and students of New Pacific School, the School District, the Sacramento County Office of Education, the school’s SELPA, the retirement systems in which the school’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

New Pacific School will also develop a list of pupils in each grade level and the courses they have completed, together with information on the pupils’ districts of residence, which they will provide to PCI. As applicable, New Pacific School will provide parents, students and the district with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA 20 U.S.C. § 1232g. New Pacific School will ask the District to store original records of New Pacific School students. All student records of New Pacific School shall be transferred to the District upon closure. If the RJUHSD will not or cannot store the records, New Pacific School shall work with the Sacramento County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by PCI, responsible for closure-related activities in accordance with applicable law. As soon as reasonably practicable, New Pacific School will prepare final financial records. New Pacific School will also have an independent audit completed within six months after closure. New Pacific School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

New Pacific School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of New Pacific School, all assets of New Pacific School, including but not limited to all personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, will remain the sole property of the New Pacific School and, upon the dissolution will remain the property of, the PCI non-profit public benefit corporation, PCI reserves the right to distribute these assets in accordance with the Articles of Incorporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon New Pacific School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, New Pacific School shall remain solely responsible for all liabilities arising from the operation of New Pacific School.

As New Pacific School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of New Pacific School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 10, New Pacific School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. District Oversight

New Pacific School will be a wholly separate and independent entity from RJUHSD.

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

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

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

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

B. Fiscal Strength and Support

PCI has significant financial strength. This strength includes strong financial reserves to ensure smooth cash flow and meet all obligations. New Pacific School demonstrates it has very strong financials. (See Appendix 10 for budget and cash flow documents.)

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

C. Internal Financial Controls

New Pacific School, with the support of PCI, uses internal financial controls as first established by PCI for New Pacific School. Over the last fifteen years, independent auditors including Gilbert and Associates, Perry Smith, LLC, and James Marta & Company all agree in their analysis that PCI and its schools successfully segregate duties to ensure financial controls are in place. All accounts payable for the school will be processed by the PCI technician in Schoolability. The Executive Director or Designee signs off on all requisitions. The Corporate Accountant and the business team will process all of the purchase orders and then provide the ledger for the signing off to the Executive Director or designee for final approval via initial for each purchase order previously signed off in Schoolability. The Business Manager signs the ledger of the requisitions prior to check mailing. Upon the ledger report being reviewed and approved by line item, the checks are mailed to vendors. No purchases will be approved by New Pacific School without the process described above. Umpqua Bank will successfully clear checks in real time making ledger reconciliation timely and accurate. The Executive Director will maintain full accountability of all purchases made by the school.

All payroll will be managed by the Executive Director and the Corporate Accountant with support from the business team once a month upon submission by all staff with signed payroll forms. The Business Manager will compile all payroll for the organization. The business manager and human resources manager will input all payroll for the month in Schoolability, and then print a draft of the ledger to be reviewed by the Corporate Accountant. Once this review is completed, the payroll will be submitted to Umpqua Bank for final dispatch of direct deposit into the employees' accounts.

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

Accounts receivables will arrive to the Business Manager who will endorse the checks with a 'for deposit only' stamp and deposits the checks directly to Umpqua Bank. The receipts will then be forwarded to the Corporate Accountant for posting. The bank account will be reconciled on a regular basis and the reconciliation will be signed off by the Business Manager.

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

D. Budgets and Cash Flow

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

- Education Code Section 47605(h)

See Appendix 10 for New Pacific School's three-year budget and cash flow, including financial projections and startup costs. These documents are based upon the Local Control Funding Formula and the best estimates of revenues and costs available to the charter school at this time.

E. Financial Reporting

New Pacific School will provide reports to RJUHSD and the County as follows, and will provide additional fiscal reports as requested by RJUHSD:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of New Pacific School's annual, independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final un-audited report for the full prior year. The report submitted to the District will include an annual statement of all New Pacific School's receipts and expenditures for the preceding fiscal year.

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

Reporting Requirements

The following reports will be submitted to RJUHSD:

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

F. Insurance

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

- Workers' compensation insurance in accordance with the provisions of the California Labor Code, adequate to protect New Pacific School from claims under Workers' Compensation Acts, which may arise from its operations;
- General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy will be endorsed to name RJUHSD as an additional insured.

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

PCI maintains adequate property and liability insurance for New Pacific School. Types and amounts are agreed upon in an operational agreement between RJUHSD and PCI. Proof of insurance will be provided to RJUHSD upon request.

G. Administrative Services

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

-Education Code Section 47605(h)

PCI conducts all administrative and business services on behalf of New Pacific School on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, and executive management from PCI at its office located at 1401 El Camino Ave., Ste. 510, Sacramento, CA 95815. Any additional contracts are vetted for conflict of interest as adopted by the PCI Board of Directors. New Pacific School and PCI provide their own academic support and special education services except for those agreed upon with the District as listed above.

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

H. Facilities

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

-Education Code Section 47605(h)

The facility will be located within the City of Roseville within Roseville Joint Union High School District.

The Charter School may apply for Proposition 39 facilities with the District.

The facility will contain classrooms designed for project-based learning and room for inquiry and collaboration. The school will include classrooms, student bathrooms, staff bathrooms, office space, open area for gatherings, outdoor space, and a kitchen prepared to distribute meals to students.

I. Potential Civil Liability Effects

“Potential civil liability effects, if any, upon the charter school and upon the school district.”

-Education Code Section 47605(h)

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

Pursuant to Education Code 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with the oversight responsibilities required by law. New Pacific School will work diligently to assist the School District in meeting any and all oversight obligations under the law, including meetings as requested, statutory fiscal reporting, or other requested protocols to ensure the District will not be liable for the operation of New Pacific School.

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

J. Transportation

New Pacific School will be accessible by pedestrians, bicycle, car, and public transportation, but will most likely be accessed by car or public transportation. Roseville has a number of bus lines that service the city. (See Figures 2-3 for current transit lines and bike routes). New Pacific School is committed to working with community partners to ensure that students have safe routes to and from school. This might include promoting the discounted youth transportation passes, engaging parents in safe pick-up and drop-off procedures, or working with local groups to support bike-friendly routes to school. New Pacific School will be a school of choice and therefore it will be the responsibility of the parents/guardians to provide transportation of students to and from the school, except as required by law for students with disabilities in accordance with a student's IEP.

K. District Visitation and Inspection

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

L. Response to Inquiries

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

Attachments (Appendices)

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

CONCLUSION

By approving this establishment charter petition, RJUHSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. New Pacific School is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, New Pacific School pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter petition. We request a charter for the period of five (5) years commencing July 1, 2022, through June 30, 2027.

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer
Name

Paul Keefer
Signature

9/28/2021
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Karamaqui Pa	<i>Keefer</i>	9/25/21	1852 Grazemont Roseville, CA 95661	Karizma quillpa@ yghood.com	916-303- 8736	4	
Melanie Taylor	<i>Melanie Taylor</i>	9/25/21	4768 Robin Ct. Rocklin, CA	Melaniejad @gmail.com	916-305- 9488	0	1
Jason Kilic	<i>JM</i>	9/25/21	666 Nahn Road Rockville	Kilicj@ gmail.com	650-954- 0897	2	2
Melanie Taylor	<i>Melanie Taylor</i>	9/25/21	4155 Antelope Rd #235 Antelope	MFarris @ymail.com	(650)544- 3357	2 1	

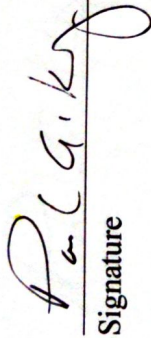
Signature Page for Parents

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By the Lead Petitioner:

Paul Keefer

Name




Signature

9/28/2021
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

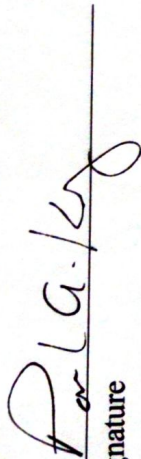
Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Tony C.		9/25				1	

Signature Page for Parents

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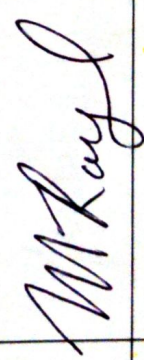

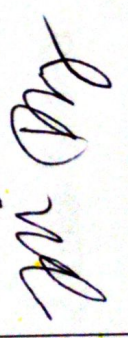
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Signature

9-28-2021
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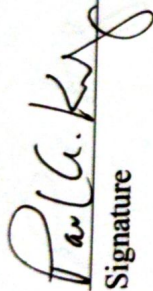
Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Teresa Alvord		9/25/21	Roseville, CA	teresalvords@comcast.net	(916) 699-2295	2	
Maceelena Rayl		9/25/21	1222 Turnberry Lane Roseville, CA 95747	Maceelena.Rayl@yahoo.com	916-735-6202	1	
Kathryn Stobber		9/25/21	1021 Azure Ct. Roseville 95678	krockstar84@yahoo.com	530 681 1373	2	
Jodi Pelz		9/25/21	Roseville, CA	jodi.pelz@yahoo.com	831-402-2810	2	1

Signature Page for Parents

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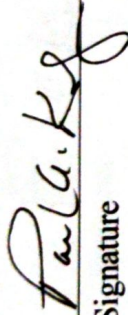
By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Carolyn Muller		9/25/21	4717 Abbey Hill Grande Bay, CA	caye16@aol.com hotmail.com		1	
	Julie	9/2/21	121 Gino Street				
Aime Sanchez	Aime Sanchez	9/25/21	142 Carmel St. Roseville	annevignola@gmail.com			
TERRA JONES	Lena Jones	9/25/21	221 Keekner Ave Roseville	terrajones@charter.com			

Signature Page for Parents


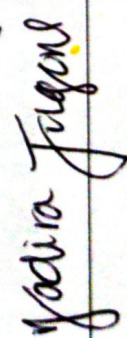


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By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Chelsea Grattan		9/25	3845 TINTOFA 3558 Santos Circle Shingle Springs CA 95782	Crgrattan@gmail.com	(805) 451-9863	1	
Yadira Fulgoni		9/25			408-403-9444	1	
Melanie Catanio		9/25	2300 Ironb. Rd. Folsom, CA		530-350-1084	1	
TRIPARAZI		9/25	952 Portside Cir		831-502-4800	1	

Signature Page for Parents



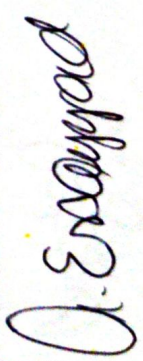
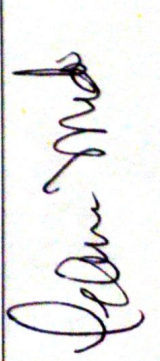
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By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Anna Yu		9/25	2137 Somers St. Roseville, CA	annayuyu@gmail.com	949 923 5078	1	2
Kristin Theberge		9/25	6445 Anuro way Elucan, CA	knikeal12@gmail	930368 1926	1	0
Amal Essayyad		9/25	454 Anacapa Dr Roseville	ajesayad@yahoo	708 717-1200	1	0
Heena Medina		9/25	8632 Valley Pkwy Roseville	medina.heena@gmail.com	415 612 5301	1	0

Signature Page for Parents

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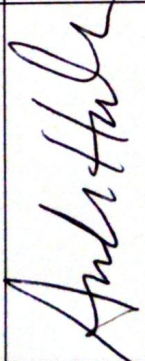
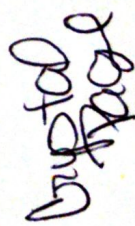
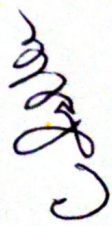
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By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Ashley Archer		9/25/21	1404 Springfield Dr. Roseville	ashleyarcher@ymail.com	707-301-2134	1	2
Amber Harlan		9/25/21	4338 Midas Ave Rocklin	Prettymagid707 85@Yahoo.com	548 6589		1
Crystal Page		9/25/21	1100 Whitney Randy Ruby #1021 Rocklin	dupree@notrail.com	916 213 4314	1	1
Crystal Page		9/25/21	100 ICE HOUSE ROCKLIN	Crystal@notrail.com	916 213 4314	1	0

Signature Page for Parents

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Paul Keefer

Name

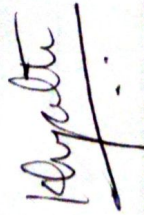

Signature

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By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
KHYATH #1			3097 Overton Way Roseville	Khyath.torradi@gmail.com		1	1

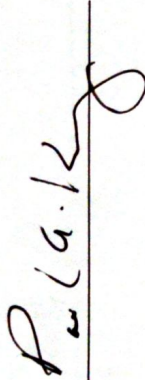
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Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-5 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Paul Keefer		9/28/21	222 High Street Roseville		9166996767	3	

Signature Page for Parents

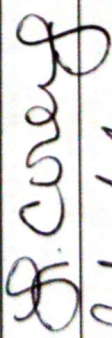





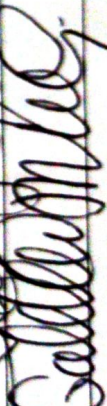
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By the Lead Petitioner:

Paul Keefer  7/15/2021
 Name Signature Date

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Lisa Corey		8/6/21	1600 Jordan Dr #15 ROSEVILLE	(707) 540-1404	2	2
Rebekah Glass		8/6/21	505 Jangwi Ct. Roseville, CA 95747	509 280-3675	2	2
Raquel Hall		8/6/21	109 Deanna Ct. Lincoln, CA 95643	916 256-8795	1	1
Cassius Sangro		8/8/21	5785 Terrace Dr. Rocklin CA 95765	925 4052624	15-1	1
Kevin Haad		8/8/21	1476 Jasmine Way Lincoln CA 95648	916 616-3225	5	5
Barbara Porecchia		8/8/21	4377 Sdaine Dr. Roseville, CA 95747	919 4545535	2	1
Gabriela Luna		8/8/21	1880 Tommy Way Roseville CA 95747	(916) 781-4918	8	2

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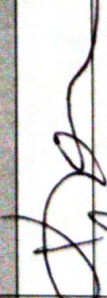

By the Lead Petitioner:

Paul Keefer _____
 Name Signature

 Date 9/15/2021

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Kami Eschbach		8/8/21	1624 Debenhams St. Roseville	650-802-2919	2	0
Lindsay Agalst		8/8/21	510 Cathurst Ter. Auburn	—	1	2

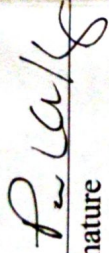
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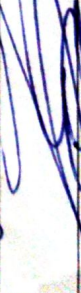
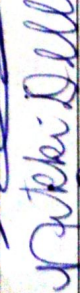


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Signature

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Joy Bull		8-3-21	1829 Paseo Penasco, 95747	916-884-7837	2	0
Kimber Carothers		8/6/21	335 Avenida Alvarado, 95747	925 998 2018	3	0
Kyle Mitchell		8/6/21	1333 Avenida Alvarado, 95747	916 305 5619	3	0
Nikki Dellinger		8/6/21	6921 Hazel Ave. 95662	336-302-6455	3	0
Diana Lutsik		8/6/21	5607 Redwood Burl Way, 95843	916-300-4972	3	0
Lauren Abbishev		8/7/21	1826 Paseo Penasco, 95747	219-321 2822	2	1

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Paul Keefer
Name


Signature

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Date

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Jay Ball		8-3-21	1829 Barro Venasco	910-384-7837	2	0
Kimberlaethers		8/6/21	335 Avenida Alvarado	925 998 2018	3	0
Kyle Mitchell		8/6/21	1333 Avenida Alvarado	916 303 5619	3	0
Nikki Dellinger		8/6/21	6921 Hazel Ave.	350-302-6455	3	0
Diana Lutsik		8/6/21	5607 Redwood Burl Way	95843 916-300-4972	3	0
Lauren Abbeyev		8/7/21	1826 Paseo Paraiso	219-321 2-822	2	1

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By the Petitioners:

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Krista Benson		8-1-21	1242 Highland Cir.	489-2180	3	3
Jean Parker IV		8-1-21	Jean Parker 1985 @ Yucca St 2752	916-757-9865	1	1
Rodolfo Ferraz		8-1-21	Cermont way #5	916-267-7806	4	3
Graciela Martina		8-1-21	2432 Beaumont St. Sacramento CA	916-612-0274	2	2
Candy Lima		8-1-21	370 Arcade Blvd. 7244	916-397-4181	3	3
Brittany Andre		8-1-21	Cobalt way	916-903-6147	2	2
Alexandra Ruiz		8-1-21	10450 Bulwary Plaza Cir Rancho Cordova CA	916-370-1506	1	1

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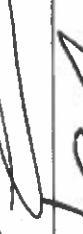




Signature

8/23/2021

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Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Noemi Hernandez		8-1-21	6529 Greenback Ln #72 Citrus Heights CA 95601	916 700 7046		1
Renato Torres		8-1-21	3403 Biogo Rd. #A Elverta CA 95626	916 308-0433	2	
Neruda Castillo		8/1/21	3415 Bonus Ave W. Sacramento	916-562- 5550	1	
Efren Carrasco		8/1/21	7492 Versalles Way	916 6671873	4	4
Alicia Craven		8/1/21	6456 Friday Creek Way	916 514800	2	0
Guillermo Munguia		8/1/21	4124 Parker Way N.H. CA 95666	916 95666	9	3
Ariana Cervantes		8/1/21	6913 Stanford Oaks Dr. SACRAMENTO, CA.	916-944- 780-	1	

95842
835
3202

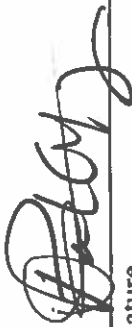
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Name






Signature

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Brenda Lumley		8/1/21	LINDA S2D 1355 Underwood Ln, GA 348013		1	2
Anny Lopez		8/1/21	3560 Fomoyak Marilyn 510 Carmelito	23447	2	2
Marisa Ann		8/1/21	6852 Trouite way L 923 286 Mey 16 1785		2	3

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:


Paul Keefer
Name


Signature

8/23/2021
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Stephanie Galvez		8/1/21	4749 Careo Dr. Petaluma 95413	9167105 9782	2	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer Paul G. Keefer 8/23/2021
 Name Signature Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Taryn Sealy	Taryn Sealy	8-6-21	1601 Vineyard Dr #521 Roseville CA	DTG	21	1

Signature Page for Parents

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By the Lead Petitioner:








Paul Keefer
Name


Signature

8/23/2021
Date

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Lisa Corey		8/6/21	1600 Jordan Dr #15 Roseville	(707) 540-1409	2	2
Rebekah Glass		8/6/21	505 Jungwi Ct. Roseville, CA 95747	909 280-3675	2	2
Raquel Hall		8/6/21	109 Deanna Ct. Lincoln, CA 95648	916 286-8798	1	1
Cassius Sangro		8/8/21	5785 Terrace Dr. Rocklin, CA 95765	925 405-2424	K	
Kavin Havel		8/8/21	1476 Jasmine Way Lincoln, CA 95648	916 616-3036	5	5
Barbara Porezgin		8/8/21	4377 Solaine Dr. Roseville, CA 95747	919 454-5535	2	1
Gabriela Medina		8/8/21	1188 Fanning Way Roseville, CA 95747	(909) 781-4510	2	2

Signature Page for Parents

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By the Lead Petitioner:



Paul Keefer
Name


Signature

8/23/2021
Date

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Kamni Espinoza		8/8/21	1624 Debernham St. Roseville	650.562.2919	2	0
Lindsay Agaloff		8/9/21	516 Cathurst Ter. Auburn	—	1	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:


Paul Keefer
Name


Signature

8/23/2021
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2022-23	Number of children entering grade K-12 after 2022-23
Emilee Adams	DocuSigned by:  26B7FE58E9647D	7/31/2021	5604 Adobe Road Rocklin, CA	707.391.7169	1	1

Signature Page for Parents


We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer _____ 8/23/2021
 Name Signature Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2022-23	Number of children entering grade K-12 after 2022-23
Suzanne Marczak	DocuSigned by:  0875C4910AE64F8	7/25/2021	5133 Fredericksburg Way Sacramento, CA 95835	916.390.0640	2	4

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:


Paul Keefer
Name


Signature

8/23/2021
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address, City, ST	Email	Phone #	# of children entering TK-12 IN 2022-23	# of children entering TK-12 AFTER 2022-23
Tatianne Simpson	 <small>DocuSigned by: Tatianne Simpson B891B503-33CE-4C32-91C0-546B97D2DC82</small>	8/5/2021	1807 signet Ct Rocklin	tatiannesimpson@gmail.com	9163704050	2	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer

Name




Signature

8/23/2021

Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2022-23	Number of children entering grade K-12 after 2022-23
Tyna Begley	DocuSigned by:  31A4553CB8C8DA	7/23/2021	1810A Cirby Way Roseville, CA 95661	916.477.0402	3	1

Signature Page for Parents


We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer  8/27/2021
 Name Signature Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2022-23	Number of children entering grade K-12 after 2022-23
Alana Masters	 <small>DocuSigned by: 001114646514603</small>	7/27/2021	1048 Caswell Drive Roseville 95747	916.990.6473	2	0

Signature Page for Parents








We the undersigned believe that the attached Charter for the creation of the New Pacific School – Roseville (“Charter School”) merits consideration and hereby petition the governing board of the Roseville Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Paul Keefer  8/23/2021
 Name Signature Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

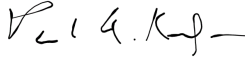
Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-12 in 2022-23	Number of children entering grade TK-12 after 2022-23
Megan DeLaRosa		7/31/21	2501 LIA	702-481-9040	1	1
Megan Martinez		7/31/21	255 WALES DR #3 EOLSUN CA 95830	916-883-1044	2	2
Cheyenne Deary		7/31/21	1995 Inglis Way Roseville, CA	916-272-6077	4	4
Jessica Warren		7/31/21	1401 Eury St Roseville CA 95661	916-440-0107	1	1
Lucy Cervantes		8-1-21	1697 W. Tr. R. Ave. #10 Olivehurst CA 95761	530-813-2522	2	1
Pragmeeta Jankar		8/1/21	1500 W. 1st St Roseville CA 95678	916-440-1957	2	2
Jessica Warren		8/1/21	114 Circuit Dr Roseville CA 95678	916-289-5619	2	0

Signature Page for Teachers

We the undersigned believe that the attached charter for the creation of New Pacific School – Roseville (the “Charter School”) merits consideration and hereby petition the governing board of the Folsom Cordova Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Paul Keefer

DocuSigned by:

 9CB4AB14CB6B49C...

9/30/2021

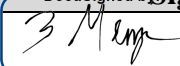

Name

Signature

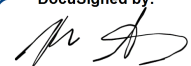
Date

The petitioners recognize Paul Keefer as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Roseville Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Zachary Menzer	DocuSigned by:  5CD735EEAA2B0480...	9/30/2021	Single subject	8183888620
Joy Ball	DocuSigned by:  980301EBCE4D4AD	9/30/2021	Multiple subject	9163847837

Molly Gunn

DocuSigned by:

 ADDF27D219484FB...

10/1/2021

multiple subject

5303684605



2022-2023 Student Calendar

JULY

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	H					
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Month 0 Year 0

AUGUST

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Month 17 Year 17

SEPTEMBER

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	H					
18	19	20	21	22	23	24
25	26	27	28	29	30	

Month 21 Year 38

OCTOBER

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Month 21 Year 59

NOVEMBER

SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Month 16 Year 75

DECEMBER

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Month 17 Year 92

JANUARY

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	H					
15	16	17	18	19	20	21
22	H					
29	30	31				

Month 16 Year 108

FEBRUARY

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H					

Month 18 Year 126

MARCH

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Month 23 Year 149

APRIL

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Month 14 Year 163

MAY

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H					

Month 20 Year 183

JUNE

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Month 0 Year 183

LEGEND

First & Last Day of School
 August 8, 2022 - First Day of School
 May 26, 2023 - Last Day of School

Teacher Work Day
 August 2 - 8, 2022

H School Not in Session (Holiday Observed)
 July 1 - August 12, 2022
 July 4, 2022 - Independence Day
 September 5, 2022 - Labor Day
 November 11, 2022 - Veteran's Day
 November 21 - 25, 2022 Thanksgiving Break
 December 26, 2022 - January 6, 2023 - Winter Break
 January 16, 2023 - Martin Luther King, Jr. Day
 February 17, 2023 Lincoln's Birthday Observed
 February 20, 2023 Presidents' Day
 April 10 - April 17, 2023 Spring Break
 May 29, 2023 - Memorial Day
 May 30 - June 30, 2023

Student Instructional Days (183 Days)
 August 9, 2022 - May 26, 2023

Teacher Work Year (188 Days)
 August 2, 2022 - May 26, 2023

Semester End Dates
 Fall December 23, 2022 (19 weeks)
 Spring May 26, 2023 (19 weeks)



2022-2023 Admin Calendar

JULY

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	H					
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Month 0 Year 0

AUGUST

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Month 17 Year 17

SEPTEMBER

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	H					
18	19	20	21	22	23	24
25	26	27	28	29	30	

Month 21 Year 38

OCTOBER

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Month 21 Year 59

NOVEMBER

SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Month 16 Year 75

DECEMBER

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Month 17 Year 92

JANUARY

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	H					
15	16	17	18	19	20	21
22	H					
29	30	31				

Month 16 Year 108

FEBRUARY

SU	M	T	W	TH	F	SA
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Month 18 Year 126

MARCH

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Month 23 Year 149

APRIL

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Month 14 Year 163

MAY

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Month 20 Year 183

JUNE

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Month 0 Year 183

LEGEND

First & Last Day of School

H Holidays Observed

School Not in Session

Teacher Work Day/Training

Semester End Dates

Fall December 23, 2022 (18 weeks)

Spring May 26, 2023 (20 weeks)

Grade 1 August September October November December January February March April May

Math	August	September	October	November	December	January	February	March	April	May
Content	<p>OA1-1 Counting and Comparing OA1-2 Match by counting OA1-3 Zero OA1-4 Writing Numbers OA1-5 Counting On OA1-6 Counting Using a Chart OA1-7 More and Fewer</p>	<p>NBT1-1 Counting to 20 NBT1-2 Using a Chart to Count to 20 NBT1-3 Tens and Ones Blocks NBT1-4 More Tens and Ones Blocks NBT1-5 Greater Than with Charts NBT1-6 Greater Than with Charts (Tens and Ones) NBT1-7 Greater Than NBT1-8 Less Than NBT1-9 Greater Than and Less Than NBT1-10 Ordering Numbers Up to 20 OA1-12 Adding OA1-13 More Adding OA1-14 Addition and Order OA1-15 Adding Using a Chart OA1-16 Counting On to Add 1 or 2 OA1-17 Counting On to Add OA1-18 Counting on from Both Numbers OA1-19 Using Number Lines to Add OA1-20 Adding 5</p>	<p>OA1-21 Adding 10 OA1-22 Pairs that Add to 5 or 10 OA1-23 Patterns in Adding OA1-24 Adding 3 Numbers NBT1-1 Length NBT1-2 Width OA1-25 Height OA1-26 Using Doubles to Add OA1-27 Doubling OA1-28 Using Doubling to Add OA1-29 Choosing Strategies OA1-30 Adding Word Problems OA1-31 Subtracting OA1-32 Subtracting 1 or 2 OA1-33 Using Number Lines to Subtract OA1-34 Using Number Lines to Subtract (Advanced) OA1-35 Counting Back OA1-36 Counting Back to Subtract OA1-37 Addition and Subtraction OA1-38 More Strategies for Subtraction OA1-39 Subtract to get 10</p>	<p>OA1-40 Subtracting from the Tens Using 10 OA1-41 Subtraction Word Problems OA1-42 Pairs that Add to 5 or 10 OA1-43 More Pictures and Number Sentences OA1-44 More Pictures and Number Sentences MD1-1 Length MD1-2 Width MD1-3 Height MD1-4 Comparing Lengths MD1-5 More Comparing Lengths MD1-6 Comparing to a Meter Stick MD1-7 Length (Advanced) MD1-8 Measuring Length MD1-9 Measuring Distance MD1-10 Units of Measurement MD1-11 Measuring Using a Ruler OA1-42 Making 10 to Add OA1-43 Addition Greater Than 10 OA1-44 More Addition Greater Than 10 OA1-45 Comparing to 5 OA1-46 Comparing to 5 and 10</p>	<p>OA1-47 One More, One Less OA1-48 Pictures and Number Sentences OA1-49 More Pictures and Number Sentences NBT1-11 Counting to 100 NBT1-12 Numbers Before and After NBT1-13 Tens NBT1-14 Counting Groups of 10 NBT1-15 Tens and Ones Digits NBT1-16 Tens and Ones (Advanced) NBT1-17 Comparing Numbers Up to 50 NBT1-18 Comparing Numbers Up to 100 NBT1-19 The Hundreds Chart NBT1-20 Ordering Numbers Up to 100 NBT1-21 Comparing Numbers Using > NBT1-22 Comparing Numbers Using < NBT1-23 Comparing Numbers Using > and < NBT1-24 Greater Than, Less Than, and Equal NBT1-25 Counting to 109 NBT1-26 Counting to 120 NBT1-27 Review – Comparing and Ordering NBT1-28 Adding Tens to Tens NBT1-29 Subtracting Tens from Tens NBT1-30 Adding 10 NBT1-31 Subtracting 10 NBT1-32 More Adding and Subtracting 10</p>	<p>NBT1-33 Ten More or Ten Less OA1-61 Drawing Pictures to Find Parts and Totals OA1-62 Parts and Totals NBT1-35 Counting On by Tens to Add NBT1-36 Hundreds Chart NBT1-37 Adding Tens and Ones NBT1-38 Adding a 1-Digit Number to a 2-Digit Number NBT1-39 Adding by Counting by Tens Then Ones NBT1-40 Regrouping 10 to Add NBT1-41 Using Tens and Ones to Add NBT1-42 Regrouping (Advanced) NBT1-43 Review OA1-54 Number Sentences (1) OA1-55 Number Sentences (2)</p>	<p>OA1-61 Drawing Pictures to Find Parts and Totals OA1-62 Parts and Totals OA1-63 Parts, Totals, and Number Sentences OA1-64 Word Problems with Parts and Totals OA1-65 More Number Sentences (Advanced) OA1-66 Subtracting and How Many More OA1-67 More Than with Pictures OA1-68 Comparing Using Subtraction OA1-69 Choosing to Add or Subtract OA1-70 Solving Number Sentences (Advanced) OA1-71 Coins OA1-72 How Much Money? OA1-73 Review</p>	<p>G1-3 Squares and Rectangles G1-4 Square Corners G1-5 Triangles G1-6 Creating Smaller Shapes G1-7 Pattern Blocks G1-8 Circles G1-9 Half G1-10 Quarter G1-11 Fractions G1-12 Composing Shapes</p>	<p>MD1-19 Sorting MD1-20 Sorting into Many Groups MD1-21 Sorting and Graphing MD1-22 Picture Graphs MD1-23 Tally Charts MD1-24 More Charts and Picture Graphs</p>	
Assessment	Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 and 5 Assessment	Unit 6 Assessment	Part 2, Unit 1 Assessment	Part 2, Unit 2 Assessment	Part 2, Unit 3 Assessment	Part 2, Unit 5 Assessment	Part 2, Unit 6 Assessment

ELA

ELA	August	September	October	November	December	January	February	March	April	May
Content	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Make text-to-self connections; Identify first letter in their names; Learn and practice procedure for choral reading; Learn, sing, and chorally read a song; Practice rhyming classmates names with nonsense words; Identify first letter in their names; Read and sort individual student name cards HANDWRITING: Hand-strengthening finger games and songs; Stretches, posture activities, and gross motor movements WRITING: Hear and discuss good writing; Visualize to get ideas for writing; Explore illustrations in a story; Practice basic conventions of writing (writing left to right and putting spaces between words); Capitalize the first letters of sentences and use periods at the ends; Build Stamina for writing independently (10-15 mins)</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Make text-to-self connections; Learn and practice procedure for choral reading; Chorally read story; Count words in a line; Rebuild a line from the story; Listen to and discuss a poem; Echo and chorally read the poem; Rebuild the poem; Act out the poem; Listen to and discuss a book; Concept of rhyme; Identify and match rhyming words; Chorally read a book; Act out the book; Listen to and chorally read a rhyming poem; Clap on and count syllables in words and names; Name games; Sort names by number of syllables HANDWRITING: Learn and practice pencil grip; Review hand exercises and pencil grip; Learn and practice procedures for using the wipeoff boards; Review hand exercises and pencil; Form lowercase letters: c, o, s COMPREHENSION, PHONICS, FLUENCY, DECODING: Assess students for small-group reading placement; Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Hear and discuss good writing; Contribute to shared stories; Tell ideas orally before writing; Explore illustrations in a story; Discuss sounds and characters' appearance in stories; Use a word wall to spell high-frequency words; Approximate spelling using letter-sound relationships; Practice writing complete sentences, using singular and plural nouns, using verbs, and using nouns and verbs in sentences. Build stamina for writing independently (15-20 mins)</p>	<p>READING: Blending/Segmenting; EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss a story; Identify and discuss the pattern in the story; Chorally read story; Chorally read sentences in the pocket chart; Discuss and read new versions of the sentences; Discuss purpose of punctuation; Read with attention to punctuation; Share ideas for and read new sentences for the story; Read a familiar poem (alliteration and rhyming words); Chorally read familiar poems; Read poems in poetry readers as a class and in pairs; Review and reread a familiar book; Identify and match rhyming words; Chorally read and echo read familiar stories; Clap and count syllables in words HANDWRITING: Form lowercase letters: t, l, u, v, w, a, d, g; Review and practice lowercase letters: c, o, s; Practice word spacing COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Hear and discuss good writing; Contribute to shared stories; Reread their stories and add details to tell more; Visualize and use their imaginations to generate story ideas; Explore how an author tells more; Write on assigned and self-selected topics; Capitalize proper nouns; Approximate spelling using letter-sound relationships; Practice writing declarative and interrogative sentences, using common and proper nouns, using present, past and future-tense verbs; Build Stamina for writing independently (20-25 mins)</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss a poem; Echo read and chorally read the poem (onomatopoeia); Use hand motions to act out poem; Learn to use a table of contents; Listen to and discuss a story; Identify and discuss the pattern in stories; Chorally read and echo read the story (figurative language); Identify and generate rhyming words; Sort words by spelling pattern; Multiple spellings for the sound /o/ HANDWRITING: Review and practice writing the lowercase letters: r, n, m; Review and practice writing previously learned letters and punctuation marks COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Informally explore the writing process; Explore features of book covers; Explore feelings in a story; Explore temporal words; Practice writing explanatory sentences; Practice writing imperative sentences; Practice using possessive nouns and adjectives; Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss a book; Discuss facts and learning and sort information from the book; Make text-to-self connections; Echo and Chorally read a book; Read words up, down, and around and find them in the book; Discuss typography in the book; Sort foods by how they grow HANDWRITING: Form the lowercase letters: r, n, m; Review and practice writing previously learned letters and punctuation marks COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Hear, discuss, explore, and write nonfiction texts; Generate and list facts about different topics; Interview and collect facts about partners; Write opening and closing sentences; Contribute to a shared writing piece; Review capitalization and punctuation; Use question marks; Proofread for punctuation and spelling; Reread to check that their writing makes sense; Practice using articles a, an, and the; Practice using prepositions and pronouns (I/Me and We/Us); Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss a poem; Visualize while listening to the poem; Learn and used hand motions for poem; Clap on and count the syllables in the words of the poem; Compound words; Echo and Chorally read a poem as a class and in pairs; Rebuild poem; Listen to and discuss a story; Discuss how text and illustrations tell the story; Story's message; Make text-to-self connections; Echo read and chorally read a story; Read with attention to punctuation and italics HANDWRITING: Form the lowercase letters: h, b, p, j, y, x, z COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Hear, discuss, explore, and write nonfiction texts; Generate and list facts about different topics; Interview and collect facts about partners; Write opening and closing sentences; Contribute to a shared writing piece; Review capitalization and punctuation; Use question marks; Proofread for punctuation and spelling; Reread to check that their writing makes sense; Practice using articles a, an, and the; Practice using prepositions and pronouns (I/Me and We/Us); Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Read two familiar poems (rhymic); Clap on and count syllables in the poems; Echo read and chorally read familiar poems; Review, echo read, and chorally read familiar books with attention to punctuation and italics; Make text-to-text connections; Listen to and discuss a book; Echo read and chorally read a book; Echo read with attention to punctuation; Discuss describing words in the book and generate new ones COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Write opinion pieces about personal preferences; Learn what an opinion is; Hear and discuss an author's opinion; Generate opinions about different topics; Write closing sentences; Proofread for punctuation and spelling; Reread to make sure their writing makes sense; Use Anyone/Everyone or Anything/Everything; Use commas and capital letters in a series; Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss a poem; Echo read and chorally read the poem; Make text-to-text connections; Chorally read two poems as a class, in pairs, and in groups; Listen to and discuss a book; Echo read and chorally read a book (descriptive language); Listen to and discuss a story; Make predictions about story; Discuss the beginning, middle, and end of story; Retell story using sentence strips; Chorally read a story; Read parts of the story in groups COMPREHENSION, PHONICS, FLUENCY, DECODING: Phonological awareness, Spelling sounds, High Frequency Words, Guided Spelling, Comprehension taught in small group sets WRITING: Write opinion pieces about school activities; Make book covers; Generate opinions about various topics, and write more opinion pieces; Write opening opinion sentences; Provide reasons in support; Write closing sentences; Use ending punctuation, approximate spelling, and the word wall; Commas in a series; Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Listen to and discuss books; Chorally read books; Explore the picture glossary; Discuss details in text and the illustrations of the books; Discuss pattern and contractions in the book; Clap on and count syllables in words; Sort words by number of syllables; Listen to and discuss a story; Read with attention to punctuation; Chorally read parts of the story in groups; Read and act out parts of a story in group COMPREHENSION, PHONICS, FLUENCY, DECODING: Fluency, Word Analysis, High Frequency Words, Guided Spelling, and Comprehension taught in small group sets WRITING: Write opinion pieces about personal preferences; Learn what an opinion is; Hear and discuss an author's opinion; Generate opinions about various topics, and write more opinion pieces; Write opening opinion sentences; Provide reasons in support; Write closing sentences; Use ending punctuation, approximate spelling, and the word wall; Commas in a series; Write independently for 20-25 minutes</p>	<p>EARLY READING FOUNDATIONS AND ORAL FLUENCY: Chorally read three familiar poems; Discuss what they liked about reading poems in Shared Reading; Read poems in poetry readers in pairs; Discuss favorite poems; Chose poems and read them aloud; Discuss what they liked about reading books in Shared Reading this year; Read and discuss familiar books in pairs; Discuss ways they have grown as readers in Shared Reading; Discuss favorite Shared Reading books; Read familiar books aloud or chorally COMPREHENSION, PHONICS, FLUENCY, DECODING: Fluency, Word Analysis, High Frequency Words, Guided Spelling, and Comprehension taught in small group sets WRITING: Reflect on growth as writer; Share favorite pieces of writing; Plan summer writing; Practice using conjunctions and commas in compound sentences; Write independently for 20-25 minutes</p>
Assessment	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery	Foundational Skills Assessment: Entry Point and Mastery; Group Progress Assessment ; Individual Reading Observation	Foundational Skills Assessment: Entry Point and Mastery; Group Progress Assessment ; Individual Reading Observation	Group Progress Assessment ; Individual Reading Observation

Science

Science	Physical Science	Physical Science	Physical Science	Physical Science	Earth Science	Earth Science	Earth Science	Life Science	Life Science	
Content	<p>Lesson 1: Light and Sound Waves- Identify patterns between vibrations and waves, explore what causes vibrations, waves and sounds, observe and compare light sources NGSS - PE 1-PS4-2, DCI-PS4.A, PS4.B, SEP-Constructing Explanations and Designing Solutions, CC - Cause and Effect</p>	<p>Lesson 2: Sound Off and Lesson 3: Traveling Sound- Apply knowledge to investigate relationship between vibration speed and pitch, construct a simple instrument and investigate how sound travels through different materials. NGSS PE 1-PS4-1, DCI PS4.A, SEP Planning and Carrying Out Investigations, Analyzing and Interpreting Data, CC Patterns, Cause & Effect</p>	<p>Lesson 4 and 5: Traveling Light- Students investigate how light illuminates objects. Then student plan investigations to observe the effects of placing different objects in the path of light. NGSS PE 1-PS4-2 & 3, DCI PS4.B, SEP Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions, CC Cause and Effect</p>	<p>Lesson 6: Communicating with Light and Sound- Engineering Design Challenge to build a device that uses light or sound to communicate. Showcase device to peers NGSS PE 1-PS4-1, K-2ETS1-1-2 DCI PS4.A,B,C, ETS1.A,B SEP Developing and Using Models, Constructing Explanations and Designing Solutions, CC Patterns, Cause and Effect</p>	<p>Lesson 1: Objects in the Sky- Students observe shadows. Then students track objects in the sky at night. NGSS PE 1-ESS1-1, DCI ESS1.A, SEP Analyzing and Interpreting Data, CC Patterns, Scale, Proportion, and Quantity</p>	<p>Lesson 2 and 3: Day and Night, Sunrise, Sunset, and Seasons- Students use models to investigate more about Earth's rotation and how it relates to patterns of daytime and nighttime. Students compare the amount of daylight at different times of the year to learn about seasons. NGSS PE 1-ESS1-1&2, DCI ESS1.A-B, SEP Planning and Carrying Out Investigations, Analyzing and Interpreting Data, CC Patterns</p>	<p>Lesson 4 and 5: The Moon and Its Patterns- Our Place in Space- Students investigate the patterns of the Moon. Then Students apply what they learned to create a model that describes the relationship between the Sun, the Moon, and Earth. NGSS PE 1-ESS1-1&2, DCI ESS1.A,B, SEP Analyzing and Interpreting Data, Obtaining, Evaluating, and Communicating Information CC Patterns, Scale, Proportion and Quantity</p>	<p>Lesson 1 & 2: Needs for Survival, Structures and Functions of Survival- Students make predictions about the growth of bean seeds and observe their growth. Students identify structures supporting survival for plants and animals and comparing them to their own. NGSS PE 1-LS1-1, DCI LSI1.A, B, D, SEP Constructing Explanations and Designing Solutions, Engaging in Argument from Evidence, Developing and Using Models, CC Patterns, Structure and Function</p>	<p>Lesson 3 & 4: Raising Young & Comparing Parents & Their Young - Students consider adaptations of babies organisms, student research how parent organisms care for their young then compare their appearance as they grow. NGSS PE 1-LS1-2, 1-LS3-1, DCI LSI1.A,B, D, SEP Obtaining, Evaluating and Communicating Information, Engaging in Argument from Evidence, CC Patterns, Structure and Function</p>	<p>Lesson 5: Solving Human Problems with Organisms- Structures- Students are tasked with designing equipment, clothing or tool that solves a human problem using inspiration from an animal or plant. NGSS PE 1-LS1-1, DCI LSI1.A,B, D, SEP Obtaining, Evaluating and Communicating Information, Engaging in Argument from Evidence CC Patterns, Structure and Function</p>
Assessment	Pre-Assessment	Observational Assessment	Observational Assessment	Summative Assessment, Digital Scenario Based Assessment, Performance Assessment Rubric	Pre-Assessment, Observational Assessment	Observational Assessment	Summative Assessment, Digital Scenario Based Assessment, Performance Assessment Rubric	Pre-Assessment, Observational Assessment	Observational Assessment	Summative Assessment, Digital Scenario Based Assessment, Performance Assessment Rubric

Grade 7

	August	September	October	November	December	January	February	March	April	May
Math	7.NS.1, 7.NS.1c, 7.NS.3: Adding Integers with the Same Sign. Adding Integers with Different Signs. Subtracting Integers. Applying Addition and Subtraction of Integers	7.NS.2, 7.NS.3, 7.NS.2d, 7.NS.1d, 7.NS.1c: Multiplying Integers. Dividing Integers. Applying Integer Operations. Rational Numbers and Decimals. Adding Rational Numbers. Subtracting Rational Numbers. Multiplying Rational Numbers	7.NS.2, 7.EE.3, 7.RP.1, 7.RP.2a, 7.RP.33.5: Dividing Rational Numbers. Applying Rational Number Operations. Rates. Constant Rates of Change. Proportional Relationships and Graphs. Percent increase and decrease. Rewriting percent expressions. Applications of Percent.	7.EE.2, 7.EE.1, 7.EE.4, 7.EE.4, 7.EE.4a: Algebraic Expressions. One-Step Equations with Rational Coefficients. Writing Two-Step Equations. Solving Two-Step Equations	7.EE.4b, 7.EE.4: Writing and Solving One-Step Inequalities. Writing Two-Step Inequalities. Solving Two-Step Inequalities	7.G.1, 7.G.2, 7.G.3, 7.G.5, 7.G.4: Similar Shapes and Scale Drawings. Geometric Drawings. Cross Sections. Angle Relationships. Circumference. Area of Circles	7.G.6, 7.SP.1, 7.SP.2: Area of Composite Figures. Solving Surface Area Problems. Solving Volume Problems. Populations and Samples. Making Inferences from a Random Sample	7.SP.2, 7.SP.4, 7.SP.3, 7.SP.5, 7.SP.6: Generating Random Samples. Comparing Data Displayed in Dot Plots. Comparing Data Displayed in Box Plots. Using Statistical Measures to Compare Populations. Probability. Experimental Probability of Simple Events	7.SP.6, 7.SP.7a, 7.SP.8: Review for SBAC. Experimental Probability of Compound Events. Making Predictions with Experimental Probability. Theoretical Probability of Simple Events. Theoretical Probability of Compound Events	7.SP.6, 7.SP.8c: Making Predictions with Theoretical Probability. Using Technology to Conduct a Simulation
Assessment	Module 1 Test	Module 2 Test	Module 4 Test	Module 5 and 6 Test	Midterm on Modules 4-7	Module 8 Test	Module 9 Test	Module 10 Test Benchmark on Modules 8-11	Performance Task on Unit 4: Geometry or Unit 5: Statistics	Unit 6 Test and Semester Final

ELA

Content	<p>READING Units of Study: Investigating Characterization: Author Studies --First French Kiss and Other Traumas, by Adam Bagdasaria. --Book Club library -- Varied mentor texts Students will develop themes and interpret central ideas within various fictional mediums as they read a common book with their book club members and independently</p> <p>CCSS: RL7.1, 7.2, 7.3, 7.4, 7.7, 7.10</p> <p>WRITING ThinkCerca Writing Module: Acts of Kindness Write arguments, analyze text, build claims with evidence and reasoning CCSS: RL7.1, 7.2, 7.4, 7.6; W7.1, 7.2, 7.4, 7.5</p> <p>Beginning of Year Baseline Assessment: Argument Writing</p>	<p>READING Units of Study: Investigating Characterization: Author Studies. --The Scholarship Jacket by Martha Salinas. --Short Stories for Middle School. --Book Club library --Varied mentor texts Students will use multiple lenses while reading in order to analyze structure, craft, literary devices, etc. within the literary pieces</p> <p>CCSS: RL7.1, 7.2, 7.3, 7.4, 7.7, 7.10</p> <p>WRITING ThinkCerca Writing Module: Cultural Memoirs Write Informative/Explanatory Texts CCSS: RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6 W7.2, 7.4, 7.9 ThinkCerca Writing Module: Growing Up Write Personal Narratives</p> <p>Formative Assessment: Practice Performance Task; One-on-one conferences; Reader's Notebook entries</p>	<p>READING Units of Study: Investigating Characterization: Author Studies. --Book Club Library Interpret author's purpose incorporating specific elements in relation to revealing themes. Collaborate to compare and contrast interpretations in order to uncover deeper meaning across the different texts. Analyze multiple mediums in order to uncover and interpret the author's main message and theme</p> <p>CCSS: RL7.1, 7.2, 7.3, 7.4, 7.7, 7.10</p> <p>WRITING ThinkCerca Writing Module: Social Responsibility Write Argumentative Texts CCSS: RI7.2, 7.3, 7.9 L7.4 W7.1, 7.4, 7.5 ThinkCerca Writing Module: The Best Laid Plans Write Narratives CCSS: W7.33, RL7.3</p> <p>Formative Assessments: One-on-one conferences; Reader's Notebook entries. Performance Based Assessments</p>	<p>READING Units of Study: Essential Research Skills for Teens. --Short and longer digital and printed texts Analyze and synthesize the ideas and evidence presented by authors of informational texts; Categorize topics to prepare and focus research; Read to build new vocabulary and terms on topics</p> <p>CCSS: RL7.1, 7.2, 7.3, 7.4, 7.7, 7.10</p> <p>WRITING ThinkCerca Writing Module: Group Decision Making Write Arguments Write Informative/Explanatory Texts CCSS: RI7.5 W7.1, 7.2</p> <p>Formative Assessments: One-on-one conferences; Reader's Notebook entries. Performance Based Assessments</p>	<p>READING Units of Study: Essential Research Skills for Teens. --Short and longer digital and printed texts Read for background information, to draw inferences, and to distinguish between explicit and implicit information; Read to identify bias</p> <p>CCSS: RI7.1, 7.2, 7.4, 7.5, 7.7 W7.6, 7.7, 7.8</p> <p>WRITING ThinkCerca Writing Module: Money and Decisions Write Arguments Write Informative/Explanatory Texts CCSS: RL7.2 W7.2</p> <p>Summative: Performance Task End of Semester Progress Monitoring: Reading and Language Standards</p>	<p>READING Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research; Focus on Author's Purpose; Synthesize information for meaningful multi-media presentations</p> <p>CCSS: RI7.1, 7.2, 7.4, 7.5, 7.7 W7.6, 7.7, 7.8</p> <p>WRITING ThinkCerca Writing Module: Bullying Write Arguments Write Informative/Explanatory Texts CCSS: RI7.6 W7.1, 7.2</p> <p>Mid-Year Benchmark Assessment: Argument Writing. Formative Assessments: One-on-one conferences; Reader's Notebook entries. Performance Based Assessments</p>	<p>READING Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research to create and support a clear claim and teach readers about a topic.</p> <p>CCSS: RI7.1, 7.2, 7.4, 7.5, 7.7 W7.6, 7.8, 7.9</p> <p>WRITING ThinkCerca Writing Module: Image and Impact Write Arguments CCSS: RI7.6 W7.1, 7.3 ThinkCerca Writing Module: Perseverance Write Informative/Explanatory Texts CCSS: RI7.2, W7.2, 7.4, 7.5</p> <p>Formative Assessments: One-on-one conferences; Reader's Notebook entries. Performance Based Assessments</p>	<p>READING Units of Study: Historical Fiction Book Clubs Overview: Analyze and evaluate why and how authors use historical facts and events into their writing Essential Questions: What impact do themes have on our lives? How does analyzing historical representation help us to interpret the author's intent and build our knowledge?</p> <p>CCSS: RL7.1, 7.3, 7.6, 7.9; RI 7.2, 7.7</p> <p>WRITING ThinkCerca Writing Module: Overcoming Obstacles Write Narratives CCSS: W7.3, 7.4, 7.5</p> <p>Formative Assessments: One-on-one conferences; Reader's Notebook entries. Performance Based Assessments</p>	<p>READING Units of Study: Historical Fiction Book Clubs Overview: Analyze and evaluate why and how authors use historical facts and events into their writing Focus: Determine important moments in opening scenes; consider underlying historical timelines; Identify and interpret mood and unheard voices</p> <p>CCSS: RL7.1, 7.3, 7.6, 7.9; RI 7.2, 7.7</p> <p>WRITING ThinkCerca Writing Module: Comparing Traditional Tales Write Informative/Explanatory Texts CCSS: W7.2, 7.4, 7.5</p> <p>Summative: Performance Task</p>	<p>READING Units of Study: Historical Fiction Book Clubs Overview: Analyze and evaluate why and how authors use historical facts and events into their writing Essential Questions: What impact do themes have on our lives? How does analyzing historical representation help us to interpret the author's intent and build our knowledge?</p> <p>CCSS: RL7.1, 7.3, 7.6, 7.9; RI 7.2, 7.7</p> <p>WRITING ThinkCerca Writing Module: Social Responsibility Write Arguments CCSS: W7.1, 7.4, 7.5</p> <p>End of Year Benchmark Assessment: Argument Writing; Self Reflection and Goal Setting</p>
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Science

Physical Science	Physical Science	Physical Science	Earth Science	Earth Science	Earth Science	Earth Science	Life Science	Life Science	Life Science
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Content- All Science and Engineering Practices and Crosscutting Concepts will be addressed and developed.

<p>Lesson 1: Student describe preconceptions of energy, forces and motion while recording their observation during a series of short investigations. Students are expected to construct and analyze graphs, ask testable questions, model energy changes taking place in a system, and determine criteria for a design project to test and improve. NGSS Various PE MS-PS2, MS-PS3,MS-ETS, DCI PS2, PS3, ETS1, Lesson 2: Force, Velocity, and Acceleration - Students begin to ask questions about motion and design and run investigations to find answers. NGSS PE MS-PS2-2, MS-PS3-5 Lesson 3: Magnetic Forces- Student do a series of investigation to explore magnetic fields and apply concepts about the strength of magnetic forces to new situations. NGSS PE MS-PS2-3, MS=PS2-5, DCI PS2B</p>	<p>Lesson 4: Newtons First and Second Laws - Students use Newtons 1st and 2nd Law to predict, Apply Newtons laws to plan investigations, and construct explanations using evidence gathered from investigations. NGSS PE MS-PS2-2 DCI PS2A, PS3C Lesson 5: Kinetic and Potential Energy- Students differentiate between potential and kinetic energy through a series of investigations. Students construct graphs to describe the relationship. Students use experimental evidence to support claims and apply what they learned to solve a real-world problem. NGSS PE MS-PS3-1, MS-PS3-2, MS-PS3-2, MS-PS3-5 DCI PS3A, PS3B, PS3C Lesson 6: Newtons Third Law - Students observe force pairs and apply force pairs to move an object. This is done through the construction of a battery powered fan car. NGSS PE MS-PS2-2, MS-PS2-2, MSETS1-3 DCI PS2A, ETS1.A, ETS1.B</p>	<p>Lesson 7: Collisions - Students plan and perform investigations to explore collisions of cars with the same mass, different masses. Students develop an argument based on evidence regarding proposed legislation to restrict the speed limit on some vehicles. NGSS PE MS-PS2-1, MS-PS2-2, MS-PS3-5 DCI PS2A, PS3C Lesson 8: Transforming Energy - Students build a basic roller coaster and construct investigations using it. Students define and investigate scientific principles inherent in the design. Students work on optimizing their design solution. NGSS PE MS-PS3-5, MS-ETS1-1 thru4, DCI PS3.A,B,C ETS1A,B,C Lesson 9: Assessment Energy Forces and Motion- Student Complete Performance Assessment Task using knowledge of energy, forces and motion, create a plan for transporting produce without it fall off the vehicle. Students are required to create models to explain and support their design to their peers.</p>	<p>Lesson 1: Pre-Assessment Weather and Climate Systems - Students examine what they know and discuss naturally occurring events. Student create a concept map, and use models. Lesson 2: Warming Earth's Surface - Students investigate rates of warming and cooling of water and soil. Student collect, analyze and relate their findings to the heating and cooling of Earth's surfaces. NGSS PE MS-ESS2-6,MS-PS3-4, DCI ESS2.D, PS3.B Lesson 3: The Water Cycle, Cloud Formation and the Weather Cycle - Student investigations observe evaporation and condensation. Students model the water cycle of the earth and investigate the effect of surface temperature on the temperature of the air above the surface. Students reflect on the role that the Sun and force of gravity play on the water cycle. Student classify different types of air masses. NGSS PE MS-ESS2-4, MS-EE2-5, DCI ESS2.C,ESS2.D</p>	<p>Lesson 4: Wind and Air Pressure- Students Investigate the effects of colliding air masses, model the effects of air pressure on cloud formation, create a barometer, and investigate air pressure and weather. Students apply what they learn to questions about real-world situations. NGSS PE MS-ESS2-5, MS-ESS2-6, DCI ESS2.D Lesson 5: Ocean Currents - Students investigate the effect of temperature on currents, explore the effects of salinity on ocean currents, and investigate surface currents. Students then construct a scientific explanation about how variations in temperature and salinity affect the movement of ocean currents. NGSS PE MS-ESS2-6, DCI ESS2.C, ESS2.D</p>	<p>Lesson 6: Storms - students model a vortex and relate the investigation to hurricane and tornado formation. NGSS PE MS-ESS2-5, MS-ESS2-6, MS-ESS3-2, DCI ESS2.D, ESS3.B Lesson 7: Predicting Weather- Students notice patterns and relationships in weather data, read weather maps, and analyze weather data. Student construct an explanation about using current weather conditions to make predictions. NGSS PE MS-ESS2-5, MS-ESS2-6, MS-ESS3-2, DCI ESS2.C, ESS3.D Lesson 8: Tracking Severe Storms - Students simulate conditions of a storm surge, plot the path of a hurricane, and research the basic components of storm resistant buildings. NGSS PE MS-ESS2-5, MS-ESS3-2, MS-ETS1-1, MS-ETS1-2, DCI ESS2.C, ESS3.B</p>	<p>Lesson 9: Introduction to Climate - Student analyze data to determine climate zones predicting what factors are important. NGSS PE MS-ESS2-6 DCI ESS2.D Lesson 10: Climate Change Research - Student groups research climate phenomena and present finding to their peers. NGSS PE MS-ESS3-5, DCI ESS2.D Lesson 11: Impact of Climate Change - Students develop policy proposals to mitigate climate change in California, Students investigate the impact of climate change on wetlands. NGSS PE MS-ESS3-4 DCI ESS3.C, ESS3.D Lesson 12: Assessment: Weather and Climate Change - Performance Task predicting weather using various sources of data, Summative Assessment</p>	<p>Lesson 1: Pre-Assessment: Ecosystems and Their Interactions - Students begin to construct a model of a pond ecosystem for classroom observation. Lesson 2: Ecosystem Organization - Students discuss function of habitats, research and present findings on a particular organisms relationship with its ecosystem, and its choice as a zoo exhibit, while continuing observation of pond ecosystem. NGSS PE MS-LS2-1, MS-ETS1-1 DCI LS2.A, ETS1.A Lesson 3: Resources - Student investigate resources and use a model to understand the impact of limited resources on populations. NGSS PE MS-LS1-5, MS-LS2-3 DCI LS1.B, LS1.B, LS2.B, PS3.D4: Lesson 4: Matter Cycles - Students model the flow of water, carry out investigations that model the movement of carbon and nitrogen between living things and their environment, NGSS PE MS-LS1-6, MS-LS2-1 DCI LS1.B, LS2.B, PS3.D</p>	<p>Lesson 5: Energy Flow - Students design an african savanna food web, students observe a demonstration that shows energy transfer and model the transfer of energy. NGSS PE MS-LS1-6, MS-LS2-3 DCI LS1.C, LS2.B Lesson 6: Organisms Interactions - Students investigate organism interactions, predation, competition, and interactions within an ecosystem. NGSS PE MS-LS2-1, MS-LS 2-2, DCI LS2.A Lesson 7: Population Changes - Students investigate changes to their pond ecosystem, explore primary and secondary succession, and invasive species. NGSS PE MS-LS2-4, DCI LS2.C Lesson 8: Natural Selection - Students investigate variation, feeding strategies, coloration, using digital simulation and their pond ecosystem. NGSS PE MS-LS4-4, MS-LS4-6, DCI LS4.B, LS</p>	<p>Lesson 9: Biodiversity - Students model four ways to measure biodiversity, engineer a reintroduction, and observe and measure biodiversity in the pond ecosystem. NGSS PE MS-LS2-5, MS-ETS1-1,DCI LS2.C, LS4.D, ETS1.A Lesson 10: Human Impact - Students plan and carry out investigations about human impact on plants, conduct research, NGSS PE MS-LS1-5, MS-LS2-5, MS-ESS3-3, DCI LS1.B, LS4.D, ESS3.C Lesson 11: Assessment: Ecosystems and Their Interactions -Students complete performance task through research and analysis.</p>	<p>Pre-Assessment, Self-Assessment</p>	<p>Pre-Assessment, Formative Assessment, Self-Assessment</p>	<p>Summative Assessment - Rubric-Performance Task, Self-Assessment.</p>	<p>Pre-Assessment, Self-Assessment, Formative</p>	<p>Formative Assessment</p>	<p>Formative Assessment, Self-Assessment</p>	<p>Self-Assessment, Formative, Summative Performance Task</p>	<p>Pre-Assessment, Self-Assessment, Formative</p>	<p>Pre-Assessment, Self-Assessment, Formative</p>	<p>Self-Assessment, Formative, Summative Assessment, Performance Task</p>
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Grade 9

	August	September	October	November	December	January	February	March	April	May
Math										
Content	A-REI.1, MP.7, N-Q.2, MP.2, N-Q.3, MP.5, A-SSE.1a, MP.6, A-CED.1, MP.5: Mod. 1.1 – Solving Equations Mod. 1.2 – Modeling Quantities Mod 1.3 – Reporting with Precision and Accuracy Mod 2.1 – Modeling with Expressions Mod 2.2 – Creating and Solving Equations	A-CED.4, MP.8, A-CED.3, MP.4 A-CED.1, MP.28, F-IF.4, MP.4, F-IF.1, MP.6, F-IF.2, MP.4, F-IF.1, MP.6, F-IF.1, MP.6, F-LE.1b, MP.2, F-IF.7.1, MP.4, F-IF.6, F-IF.7a, MP.6, A-REI.10, MP.2: Mod 2.3 – Solving for a Variable Mod 2.4 – Creating and Solving Inequalities Mod 2.5 – Creating and Solving Compound Inequalities Review/Unit 1 Exam Mod 3.1 – Graphing Relationships Mod 3.2 – Understanding Relations and Functions Mod 3.3 – Modeling with Functions Mod 3.4 – Graphing Functions Mod 5.1 Understanding Linear Functions Mod 5.2 – Using Intercepts Mod 5.3 – Interpreting Rate of Change and Slope Mod 6.1 – Slope-Intercept Form Mod 6.2 – Point-Slope Form	A-CED.2, MP.2 F-BF.3, F-IF.9, MP.4, A-CED.3, MP.4, A-REI.11, MP.4, A-REI.12, MP.6, S-ID.5, MP.7, S-ID.5, A-REI.6, MP.6, A-REI.6, MP.2, A-REI.5, MP.2, A-CED.3, MP.2, A-REI.12, MP.4: Mod 6.3 – Standard Form Mod 6.4 – Transforming Linear Functions Mod 6.5 – Comparing Properties of Linear Functions Mod 7.1 – Modeling Linear Relationships Mod 7.2 – Using Functions to Solve One-Variable Equations Mod 7.3 – Linear Inequalities in Two Variables Mod 8.1 – Two-Way Frequency Tables Mod 8.2 – Relative Frequency Mod 9.1 – Measures of Center and Spread	S-ID.1, MP.2, S-ID.2, MP.7, S-ID.2, MP.7 S-ID.6c, MP.2, S-ID.6b, MP.5, A-REI.6, MP.5, A-REI.6, MP.6, A-REI.6, MP.2, A-REI.5, MP.2, A-CED.3, MP.2, A-REI.12, MP.4: Mod 9.2 – Data Distributions and Outliers Mod 9.3 – Histograms and Box Plots Mod 9.4 – Normal Distributions Mod 10.1 – Scatter Plots and Trend Lines Mod 10.2 – Fitting a Linear Model to Data Mod 11.1 – Solving Linear Systems by Graphing Mod 11.2 – Solving Linear Systems by Substitution Mod 11.3 – Solving Linear Systems by Adding or Subtracting Mod 11.4 – Solving Linear Systems by Multiplying First Mod 12.1 – Creating Systems of Linear Equations Mod 12.2 – Graphing Systems of Linear Inequalities	A-CED.3, MP.4, F-IF.7b, MP.6, F-IF.7b, MP.8, A-REI.3.1, MP.6, A-REI.3.1, MP.4: Mod 12.3 – Modeling with Linear Systems Mod 13.1 – Understanding Piecewise-Defined Functions Mod 13.2 – Absolute Value Functions and Transformations Mod 13.3 – Solving Absolute Value Equations Mod 13.4 – Solving Absolute Value Inequalities	G-CO.1, MP.5, G-CO.2, MP.6, G-CO.9, MP.8, G-CO.4, MP.7, G-CO.4, MP.5, G-CO.3, MP.7, G-CO.5, MP.5, G-CO.6, MP.3, G-CO.7, MP.2: Mod 16.1 – Segment Length and Midpoints Mod 16.2 – Angle Measures and Angle Bisectors Mod 16.3 – Representing and Describing Transformations Mod 16.4 – Reasoning and Proof Mod 17.1 – Translations Mod 17.2 – Reflections Mod 17.3 – Rotations Mod 17.4 – Investigating Symmetry Mod 18.1 – Sequences of Transformations Mod 18.2 – Proving Figures Are Congruent Using Rigid Motions Mod 18.3 – Corresponding Parts of Congruent Figures Are Congruent	G-CO.9, MP.3, G-CO.9, MP.5, G-GPE.5, MP.2, G-CO.7, MP.2, G-CO.8, MP.4, G-CO.8, MP.3, G-CO.8, MP.7: Unit 7 Review and Exam Mod 19.1 – Angles Formed by Intersecting Lines Mod 19.2 – Transversals and Parallel Lines Mod 19.3 – Proving Lines are Parallel Mod 19.4 – Perpendicular Lines Mod 19.5 – Equations of Parallel and Perpendicular Lines Mod 20.1 – Exploring What Makes Triangles Congruent Mod 20.2 – ASA Triangle Congruence Mod 20.3 – SAS Triangle Congruence Mod 20.4 – SSS Triangle Congruence	G-CO.12, MP.3, G-SRT.5, MP.3, G-SRT.5, MP.7, G-CO.10, MP.8, G-CO.10, MP.3, G-GMD.6, MP.5, G-C.3, MP.6, G-C.3, MP.3, G-CO.10, MP.5, G-CO.10, MP.5, G-CO.10, MP.5: Mod 21.1 – Justifying Constructions Mod 21.2 – AAS Triangle Congruence Mod 21.3 – HL Triangle Congruence Mod 22.1 – Interior and Exterior Angles Mod 22.2 – Isosceles and Equilateral Triangles Mod 22.3 – Triangle Inequalities Mod 23.1 – Perpendicular Bisectors of Triangles Mod 23.2 – Angle Bisectors of Triangles Mod 23.3 – Medians and Altitudes of Triangles Mod 23.4 – Midsegments of Triangles	G-CO.11, MP.6, G-CO.11, MP.7, G-SRT.5, MP.6, G-GPE.5, MP.7, G-GPE.5, MP.7, G-GPE.4, MP.6, G-CO.11, MP.6, G-GPE.7, MP.1: Mod 24.3 – Properties of Rectangles, Rhombuses, and Squares Mod 24.4 – Conditions for Rectangles, Rhombuses, and Squares Mod 24.5 – Properties and Conditions for Kites and Trapezoids Mod 25.1 – Slope and Parallel Lines Mod 25.2 – Slope and Perpendicular Lines Mod 25.3 – Coordinate Proof Using Distance with Segments and Triangles Mod 25.4 – Coordinate Proof Using Distance with Quadrilaterals Mod 25.5 – Perimeter and Area on the Coordinate Plane	F-IF.3, MP.7, F-LE.2, MP.4, F-BF.1a: Mod 4.1 – Identifying and Graphing Sequences Mod 4.2 – Constructing Arithmetic Sequences Mod 4.3 – Modeling with Arithmetic Sequences
Assessment	Mod 1 Ready To Go On Quiz Mod 2 Pre-Test as warm-up	Mod 2 Ready To Go On Quiz or HW graded Unit 1 Exam Mod 3 Pre-Test as warm-up Mod 3 Ready To Go On Quiz or HW graded Mod 5 Pre-Test as warm-up Mod 5 Ready To Go On Quiz or HW graded Mod 6 Pre-Test as warmup	Performance Task – Zip Line Mod 6 Ready To Go On Quiz or graded HW Mod 7 Pre-Test as warm-up Mod 7 Ready To Go On Quiz or graded HW Mod 8 Pre-Test as warm-up Mod 9 Pre-Test as warm-up	Mod 9 Performance Task, pg 428 Unit 4 Exam Mod 11 Pre-Test as warm-up Mod 11 Ready To Go On Quiz or HW graded Mod 12 Pre-Test as warm-up	Mod 12 Ready To Go On Quiz or HW graded Mod 13 Pre-Test as warm-up Mod 13 Ready To Go On Quiz or HW graded Final Exam/Unit 5	Mod 16 Pre-Test as warm-up Mod 16 Ready To Go On Quiz or HW graded Mod 17 Pre-Test as warm-up Mod 17 Ready To Go On Quiz or HW graded Mod 18 Pre-Test as warm-up Performance Task 18.2 from text Mod 18 Ready To Go On Quiz or HW graded	Unit 7 Exam Mod 19 Pre-Test as warm-up Mod 19 Ready To Go On Quiz or HW graded Mod 20 Ready To Go On Quiz or HW graded	Mod 21 Pre-Test as warm-up Mod 22 Pre-Test as warm-up Performance Task 22.1 Mod 22 Ready To Go On Quiz or HW graded Mod 23 Pre-Test as warm-up Mod 23 Ready To Go On Quiz or HW graded	Mod 24 Ready To Go On Quiz or HW graded Mod 25 Pre-Test as warm-up Mod 25 Ready To Go On Quiz or HW graded	Unit 9 Exam Mod 4 Pre-Test as warm-up Mod 4 Ready To Go On Quiz or HW graded Mod 4 Exam

ELA

	Units of Study in Reading: Critical Literacy: Unlocking Contemporary Criticism; ThinkCerca Writing Module: Role of Machines Skill Focus: Claims in Arguments	Units of Study in Reading: Critical Literacy: Unlocking Contemporary Criticism; ThinkCerca Writing Module: Sports and Society Skill Focus: Integrating Evidence; Supporting Claims with Evidence	Units of Study in Reading: Critical Literacy: Unlocking Contemporary Criticism; ThinkCerca Writing Module: Government Role in Healthy Eating Skill Focus: Reasoning	Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research WRITING ThinkCerca Writing Module: School Policy Informative/Explanatory Texts Skill Focus: Summarizing	Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research WRITING ThinkCerca Writing Module: Social Media Skill Focus: Counterargument	Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research WRITING ThinkCerca Writing Module: Distracted Driving Skill Focus: Audience	Units of Study: Essential Research Skills for Teens Draw information from literary and informational texts to support analysis, reflection, and research WRITING ThinkCerca Writing Module: Personal Identity Skill Focus: Organizing Your Argument	Units of Study in Reading: A Book Club Unit of Choice; ThinkCerca Writing Module: Nonverbal Communication Skill Focus: Informational and Explanatory Writing	Units of Study in Reading: A Book Club Unit of Choice; ThinkCerca Writing Module: Image and Impact Skill Focus: Text Features	
Content										
	Formative Assessment: Practice Performance Task; One-on-one conferences; Reader's Notebook entries	Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Summative: Performance Task End of Semester Progress Monitoring: Reading and Language Standards	Mid-Year Benchmark Assessment: Argument Writing. Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Formative Assessments: One-on-one conferences; Reader's Notebook entires. Performance Based Assessments	Summative: Peformance Task	End of Year Benchmark Assessment: Argument Writing; Self Reflection and Goal Setting
Assessment										
Physical Science	Science and Engineering Practices	Conceptual Physics	Conceptual Physics	Conceptual Physics	Conceptual Physics	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
Content	Physical Science NGSS Unit 1: Science Practices	Unit 5: Forces and Motion, Labs Speed, Velocity, Acceleration, Gizmo Simulation -Fan Cart Physics, Egg-Drop Problem Solving Lab NGSS PE HS-PS2-4, HS-PS2-3, HS-PS2-1,	Unit 7 Energy-Includes work and simple machines, levers lab, Energy Expo Research Project NGSS PE HS-ETS1-2, HS-PS3-1, HS-PS3-2	Unit 8: Conservation of Energy and Energy Transfer- Performance Task Rube Godberg NGSS PE HS-ETS1-2, HS-PS3-1, HS-PS3-2	Continue with Energy Transfer - Including Wave properties, Musical Instrument Lab NGSS PE HS-ETS1-2, HS-PS4-1, HS-PS4-5,	The Universe and It's Stars ESS1.A Includes discussion of Big Bang Theory, Doppler Effect, Investigating Light and Color, Hertzsprung-Russell Diagram NGSS PE ESS1-2, ESS1-3, ESS2-1	Earth and the Solar System- Includes Keplers Laws, Gravity and Gravitational Constant, Tides and Eclipses	The History of the Planet Earth - continental crust, oceanic crust, radiometric dating , habitable zone NGSS PE HS-ESS1-5, HS-ESS2-3	Earth Materials and Systems - Seismic waves, lithosphere, asthenosphere, modeling ice sheet melting, El Nino Effect, glaciation NGSS HS-ESS3-1, HS-ESS2-4, HS-ESS2-5	Continue with Earth Materials and Systems with lead into Climate Change NGSS HS-ESS2-4
Assessment	Unit Test Science Practices	Unit 5 Test, Performance Task	Unit 7 Summative, Performance Task	Unit 8 Summative, Performance Task	Final Assessment, Performance Task.	Unit Exam	Unit Exam, Performance Task	Unit Exam	Unit Exam	Final Summative Exam, Performance Task

ROSETTA STONE® FOUNDATIONS CONTENTS

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Rosetta Stone® Foundations

Level 1 Content

Unit 1: Language Basics

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Basic Sentences	People and common activities Third-person pronouns and plurals Definite and indefinite articles Singular, plural and gendered nouns Subject-verb agreement	Forming plurals Greetings and farewells
Everyday Items	Common foods Animals Everyday items Direct objects Negation Direct mixed-gendered "they" Question word: "what" Yes/no questions	Present progressive Negation
Colors and Sizes	Adjectives Colors and sizes Professions First- and second-person pronouns Nouns	Personal pronouns Adjectives
Clothing and Quantities	Numbers 1-6 Many household object and clothing words Question words: "who" and "how many"	Direct objects Quantity comparisons
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 2: Greeting and Introductions

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Family Relationships	Family relationships Possessive pronouns Numbers 7-12 People's ages Question words	Compound subjects Family relationships
Around the House	Household words Rooms in the house Common appliances Prepositions Family relationships	Nouns Articles Prepositions Syllables
Making Acquaintances	Talk about self Identifying your country of origin Names of several cities and countries Words for city landmarks Greetings Question words	Personal pronouns Titles and addresses
Clothing	Colors Articles of clothing Adjectives to describe self Greetings Personal physical states	Descriptive Predicate adjectives
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 3: Work and School

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Locations and Times of Day	Workplaces Times of day and time-of-day greetings Question words: "when" and "where" Time- and place-related prepositions Numbers 13-20	Inside and outside Numbers
Senses and Body Parts	Calendar time Days of the week Polite language Preposition: "with" Visiting a friend Parts of the body Sensory words	Demonstrative adjectives Days of week
Languages	Languages user speaks/does not speak Numbers 21-69 Names of languages	Simple present Punctuation
Daily Routine	Reflexive verbs Morning washing routine Bedroom and bathroom objects New adjectives	Subject and verb agreement Because
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 4: Shopping

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Landmarks and Directions	Shopping Names of several stores Things commonly bought Verbs about places and objects	Compound sentences Need and want
Currency, Cost and Preferences	Express likes and dislikes Compare things Things to do around town Sports Cost of items Common currencies	Possessive pronouns Forming questions
Materials and Merchandise	Common shopping phrases Different forms of payment Describing objects one shops for Comparatives	The stative passive Comparison
Comparing and Contrasting	Quantity Comparison words Shopping	Category Aspect Sameness Difference
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Rosetta Stone® Foundations

Level 2 Content

Unit 5: Travel

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Destinations	Types of buildings Types of stores Asking for directions Following directions	Prepositions Pronoun contractions
Directions and Location	Public transportation Directional language Vehicles Verbs used with modes of transportation Various kinds of transportation stations	The imperative Ordinal numbers
Time, Arrivals and Departures	Travel itineraries Specific time words Additional modes of transportation Numbers 70-99 Useful vocabulary for airports and train stations	Telling time Clock times
Weather Today and Tomorrow	Travel destinations Weather language Temperature Kinds of precipitation Talking about the weather in the future	Future tense Indefinite subject pronoun
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 6: Past and Future

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Correspondence	Past tense Indirect objects Correspondence Future tense	Verb tenses Periods of time
Meaning and Understanding	Indirect objects Asking for clarification School subjects	Indirect object pronouns Asking for repetition
Careers	Imperfect tense Different levels of school and students Jobs and workplaces	The continuous past Punctuation
Formal and Informal Situations	Contrast between past tense and imperfect tense Polite ways to make requests	Present and past tenses Polite phrases
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 7: Friends and Social Life

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Giving and Following Instructions	Social life Leisure-time activities Activity planning Formal imperative Months of the year	Direct/indirect objects Calendar terms
Planning	Planning an event Methods of communicating How to write and say dates Informal imperative Numbers 100 through 1,000	Prepositional phrases Numbers
Celebrations and Culture	Types of parties Possession Phone etiquette Demonstrative words: "this," "that," "these" and "those" Adverbs of place: "here" and "there"	Demonstrative adjectives Courtesies
Invitations and Apologies	Party language Comparisons Accepting/declining an invitation	Expressing politeness Preferences
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 8: Dining and Vacation

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Dining In and Dining Out	New form of the future Food and restaurant language	Adverb of degree Preposition use
Landmarks and the Arts	Landmarks Architectural features Musical instruments Art media	Negation Types of things
Emotions	Religious buildings Emotions Sight-seeing verbs Sequencing words	Expressing emotions Sequencing events
Vacation Activities	Common vacation activities Places to go on vacation Things to see on vacation Vacation-themed clothing Weather	Possession Modal verbs
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Rosetta Stone® Foundations

Level 3 Content

Unit 9: Home and Health

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Spatial Relations	Backyard Related verbs and nouns Comparison words	Verb tenses Imperative form
Household Chores	Kitchen Bathroom Living room Chore-related verbs	Compound sentences Inquiries and requests
Sports and Exercise	Sports Exercise Time-related adverbs: "always," "never" and "sometimes"	Punctuation Opposites
Injuries and Health	Body parts Minor injuries First aid	Expressing health needs Body language
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 10: Life and World

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Needs and Possibilities	Subjunctive mood Pronouns and adverbs: "everyone," "everything," "probably" and "nothing"	Relative pronouns Compound words
Life Events	Geography Birth Marriage Death Present perfect Present perfect continuous	Present perfect continuous tense Social conventions
Geography and Climate	Cardinal directions New countries Oceans Types of trees Climatic regions Possessive pronouns	Direct and indirect speech Conjunctions
Description and Possession	Animals New adjectives Possessive pronouns	Infinitive phrases Look
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 11: Everyday Things

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Belief and Opinion	Present perfect Adjectives and nouns formed with verbs Contrast words: "correct," "appropriate" and "if... not" phrases	Conditional situations Gerunds
Taking Things Along	Shopping Containers "Only" and "never"	The subjunctive mood Syllables Stress
Measurement and Fractions	Food Shapes Fractions Units of measure	An interrogative adverb Shapes Close approximation
In the Kitchen	Tools Craft supplies Cooking and cooking terms	Household and food items Units of measuring accurately
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 12: Places and Events

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Politics and Media	Politics Nationalities Heads of state News sources Political terms	Future tense Geographic names
Languages and Business	Passive voice Business vocabulary	Passive voice Quantifiers
Learning and Memory	Memory Learning Adjectival forms of the cardinal directions "Too much/too many," "since," "okay," "ever/never" and "again"	Adverbs Degree Quantity
Celebrating Holidays	Celebrations Festivals Religious holidays	Modal auxiliary verbs Frequency
Milestones	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Rosetta Stone® Foundations

Level 4 Content

Unit 13: Tourism and Recreation

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Cultural Tourism	Tourist destinations Guidebook information Negotiating admission	Review of interrogatives
Outdoor Recreation	Outdoor activities Giving and getting directions Quiet and loud	Activity nouns from gerunds Expressing degrees of interest
At an Art Museum	Art: media and verbs Gift shop items Favorites	Indicating alternative actions with "instead"
Fine Dining	Interactions at a formal restaurant Menu items Dining in and taking out	Prepositions: "with" and "without"
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 14: Professions and Hobbies

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Jobs and Hobbies	Sports and competition Job and hobby Sensory verbs Discussing ideas	Adverbs: "together" and "alone"
Office Communication	Office location Appointments and dates Recurring events Designing and presenting Leaving a message	Passive voice
Exploration and Research	Geographical terms Exploration tools Dark and light	Phrasal verbs
Sending and Receiving	Leaving and returning Shipping terms Sending and receiving a package	Direct and indirect objects
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 15: At Home and Around Town

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Moving House	Verbs for moving and arranging Features of the home	Expanded practice of common verb tenses Terms of appraisal: "mean" and "nice"
Household Repairs	Home utilities Repair and damage terms Expressing relative time: "since" and "until"	Imperfect and past progressive Intransitive verbs
Children and Play	Toys Negotiating use Emotional states: "surprised," "worried" and "embarrassed"	Recent past and future: "just" and "about to"
Cars and Driving	Auto- and street-related terms Driving directions	Formal and informal imperative Prepositions to clarify movement: "through" and "toward"
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 16: Style and Personal Wellness

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Clothing Care	Laundry terms Clothing damage and repair Outerwear Making choices with clothing	Simultaneous actions Conjunctions: "either" and "neither"
Getting Ready	Jewelry and personal appearance terms Fabrics and precious metals Describing hair qualities Discussing product origins	Plural first-person imperative
Health and Healing	Describing symptoms Treatment terms States of health and healing Health-related conversation: "Get well soon" and "Bless you"	Continuing and completed states Present perfect progressive
Groceries and Cooking	Food preparation verbs Shopping and food terms	Past perfect Conjunction: "both"
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Rosetta Stone® Foundations

Level 5 Content

Unit 17: Business and Industry

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Industry and Energy	Industries and industrial materials Verbs of production and manufacture	Adjectival clauses and the subjunctive
Retail	Store details Prices and availability Increase and decrease Clothing sizes	Dependent clauses and the subjunctive
Agriculture	Agricultural terms Solar time: "midnight," "noon," "sunrise" and "sunset"	Impersonal expressions
Services and Information	Customer service terms Making and canceling plans Borrowing, lending and recommending	Nominalization Nouns with common roots
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 18: Arts and Academics

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Literature and Film	Discussing options Songs and stories Genres and their characteristics	Emotive adjectives
Law, Government and Citizenship	Government and citizenship Culture and tradition Legality and illegality	The conditional
Science and Discovery	Branches of science Mathematical terms Experimentation: "to find out" and "an answer"	Conditional perfect
Learning and Development	Expressing possibility Managing tasks Discussing success	Describing transformation: "to become"
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 19: Emergency Situations

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Getting Help	Emergency situations Reporting emergencies	Counterfactual situations: Pluperfect subjunctive with conditional Related adjectives and adverbs
The Emergency Room	Emergency room terms Treatment and sensations: "to treat" and "to feel"	Relative importance: "serious" and "minor"
Dealing with Disasters	Weather phenomena Emergency services Community responses: "to volunteer" and "to donate" Describing frequency: "normal" and "unusual"	Imperfect subjunctive
Solving Travel Problems	In-country resources: "embassy," "translator" and "customs" Theft and ownership Recounting experiences: direct and indirect discourse Expressing empathy	Direct and indirect discourse
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Unit 20: Family and Community

<i>Lesson</i>	<i>Core Concepts</i>	<i>Grammar and Usage</i>
Extended Family	Extended family terms Expressing reality: "to imagine," "to tell the truth" and "to tell a lie"	Adverbs: "yet" and "anymore"
Explanations and Solutions	Describing and solving problems Simple and complex Providing examples and explaining connections Emotions: "nervous," "excited" and "confused"	Introductory phrases
Spending Time	Spending time with friends Expressing preferred activities Relative frequency: "rarely" and "often"	Constructions with "however"
Around the Neighborhood	Neighborhood geography Identifying parts of objects Expressing interest Pollution and recycling	Adjectives: "front," "back" and "side"
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations.	

Find out how Rosetta Stone can help your organization or education institution reach its language-learning goals.

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About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.



September 23, 2021

Paul Keefer
Executive Director
Pacific Charter Institute
1401 El Camino Ave. Ste. 510
Sacramento, CA 95815
pkeefe@pacificcharters.org

Re: Pacific Charter Institute

Dear Mr. Keefer,

Pacific Charter Institute, which includes Sutter Peak Charter Academy and Valley View Charter Prep, has been a member of the El Dorado Charter SELPA since July 2014. Pacific Charter Institute are members in good standing and have demonstrated the commitment and capacity to function as LEAs for special education services.

Accordingly, based on the organization's status, New Pacific School-Roseville will be approved for membership within the El Dorado Charter SELPA, as of the 2022-23 school year, pending approval of their charter petition.

Please contact me if you have any questions.

Sincerely,



Ginese Quann
Executive Director

GQ:nt



SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 24 2004



Kevin Shelley
Secretary of State

JUN 24 2004

KEVIN SHELLEY
Secretary of State

ARTICLES OF INCORPORATION
OF
Pacific Charter Institute
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be Pacific Charter Institute.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Pacific Charter Institute.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Sonja Cameron
1951 Green Spring Court
Elverta, CA 95626

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for

services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: June 24-04

Sonja Cameron
Sonja Cameron
Incorporator



State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2006

BRUCE McPHERSON
Secretary of State

A0639795

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

FEB - 2 2006

The undersigned certifies that:

1. They are the President and the Secretary of the Pacific Charter Institute, a California nonprofit public benefit corporation.
2. Page one (1), Article II, Paragraph one (1) of the Articles of Incorporation of this corporation is amended to read as follows:

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

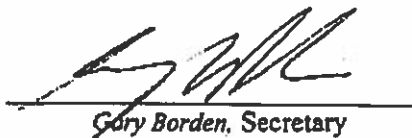
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 1-27-06


Sonja Cameron, President

DATE: 1-27-06


Gary Borden, Secretary



PACIFIC CHARTER INSTITUTE CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the Pacific Charter Institute. **(PCI)**

Individuals holding designated positions shall file statements of economic interests with the **PCI**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **PCI**.

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board and Alternates	1, 2
Corporate Officers (e.g. President, Secretary, Treasurer, etc.)	1, 2
Executive Director of Pacific Charter Institute	1, 2
Director(s)	2
Manager(s)	2
Administrator(s)	3
Program Coordinator(s)	3
Corporate Accountant	2
Program Specialist(s)	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The PCI Executive Director or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The PCI Executive Director or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a PCI charter school, or
 - of any facility utilized by PCI's charter school, or
 - of a proposed site for a PCI facility.

- b) Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by PCI.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



Pacific Charter Institute

Comprehensive School Safety Plan 2021 – 2022

Pacific Charter Institute's Family of Schools;
Heritage Peak Charter School
Rio Valley Charter School
Valley View Charter Prep
Sutter Peak Charter Academy

Pacific Charter Institute
1401 El Camino Avenue, Suite 510
Sacramento, CA 95815
916-473-4757
www.pacificcharters.org

This document is available for public inspection during regular business hours at 1401 El Camino Ave #510, Sacramento, CA 95815

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Pacific Charter Institute's Family of Schools
Comprehensive School Safety Plan - Signature Page
2021 - 2022**

The undersigned members of the Pacific Charter Institute's Safety Committee certify that the applicable requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

_____ Leanna Comer, Designee	_____ Date
_____ To Be Determined, Parent	_____ Date
_____ Susan Moore, Classified Employee	_____ Date
_____ Vanessa Stone, Classified Employee	_____ Date
_____ Leslie Leedy, Certificated Employee	_____ Date
_____ Sylvia Enriquez, Certificated Employee	_____ Date
_____ Sargent Emily Kelly, Law Enforcement Agency	_____ Date

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* For security reasons, Sections J and K are confidential and will not be shared publicly.

A. Mission Statement and School Description

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

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

Pacific Charter Institute serves homeschool and independent study students using a hybrid model. Our independent study program offers a range of models as a choice for students desiring a change from traditional campus attendance. We offer community-based (off-site) independent study and six resource center (on-site) independent study options. Our homeschooling program provides families the freedom to explore and individualize curriculum based on different learning styles.

B. Child Abuse Reporting Procedures

PCI recognizes that child abuse has severe consequences and that PCI has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

PCI will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE				TELEPHONE ()				
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IN FOSTER CARE?			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIMS							
	1. _____		NAME		BIRTHDATE		SEX ETHNICITY	
	2. _____		3. _____		4. _____			
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()	
	OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

C. Disaster Response Procedures

Pacific Charter Institute will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in this Plan. The Crisis Response Team at each resource center consists of the site leader, a teacher, the counselor and a site assistant.

Pacific Charter Institute has adopted disaster procedures, routine and emergency, including adaptations for pupils with disabilities, school building disaster plans, a drop procedure, protective measures to be taken before, during, and following an earthquake, and earthquake emergency procedure training. PCI's disaster procedures are included in Sections J and K. Each resource center's complete Site Specific Procedures and Emergency Guide is included in Section K. For security reasons, Sections J and K are confidential and will not be shared publicly.

To the extent feasible, PCI will allow a public agency, including the American Red Cross, to use PCI school facilities and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

D. Suspension & Expulsion Policies

PCI complies with applicable state laws regarding suspension and expulsion. The PCI Suspension and Expulsion policy is printed in the PCI Parent-Student Handbook which is provided during the registration process and each year and must be acknowledged before enrollment is complete.

BP 5144.1 Pupil Suspension and Expulsion

E. Procedures for Notifying Teachers of Dangerous Pupils

PCI notifies teachers of the reason(s) a student has been suspended consistent with Education Code section 49079. PCI shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 of the Education Code that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. PCI shall provide the information to the teacher based upon any records that PCI maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s).

F. Discrimination & Harassment Policy

Pacific Charter Institute is committed to equal opportunity for all individuals in education. PCI is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination and retaliation. PCI's discrimination and harassment policies are found in both the employee and student handbooks.

Any student who engages in harassment and or discrimination of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

Any student who feels that he/she is being harassed should immediately contact the site leader, designee or Director in order to obtain PCI policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

G. School-Wide Dress Code Prohibiting Gang Attire

Pacific Charter Institute believes that appropriate dress and grooming contribute to a productive learning environment. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the education process.

Pacific Charter Institute's dress code as stated in the PCI Parent-Student Handbook is as follows:

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

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

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

H. Safe and Orderly Environment

Pacific Charter Institute wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students should be able to approach their learning with confidence and with the assurance that this school is their home. Each resource center has a designated counselor onsite to help with educational, social and emotional needs. PCI welcomes the direct involvement of parents and community members. Copies of PCI's Suicide Prevention Policy and anti-bullying policies are available at the PCI office. PCI's procedures for safe ingress and egress of parents, students and staff to and from the school are included in Section K as well as PCI's Volunteer, Visitation and Removal Policy.

I. Rules and Procedures on School Discipline

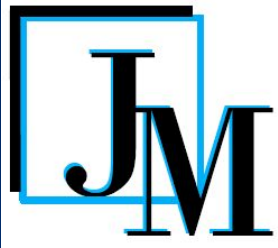
School discipline is summarized in the PCI Parent-Student Handbook, which is provided during the registration process and each year. Parents and students are both required to sign the handbook acknowledgement before the enrollment process can be completed. A copy of the PCI Parent-Student Handbook is available at the PCI corporate office or can be accessed online.

J. Emergency Response Guide

For Security reasons, Sections J and K are confidential and will not be shared publicly.

K. Site Specific Procedures and Emergency Guide

For Security reasons, Sections J and K are confidential and will not be shared publicly.



**PACIFIC CHARTER INSTITUTE
DBA HERITAGE PEAK CHARTER SCHOOL
RIO VALLEY CHARTER SCHOOL
VALLEY VIEW CHARTER PREP AND
SUTTER PEAK CHARTER ACADEMY
(A CALIFORNIA NON-PROFIT PUBLIC
BENEFIT CORPORATION)**

**COUNTY OF SACRAMENTO
SACRAMENTO, CALIFORNIA**

**FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT**

**FOR THE YEAR ENDED
JUNE 30, 2020**

JAMES MARTA & CO. LLP

**701 HOWE AVENUE, E3
SACRAMENTO, CA**

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PACIFIC CHARTER INSTITUTE
(A California Non-Profit Public Benefit Corporation)

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PACIFIC CHARTER INSTITUTE
(A California Non-Profit Public Benefit Corporation)

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James Marta & Company LLP

Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Pacific Charter Institute
Sacramento, California

Report on the Financial Statements

We have audited the accompanying financial statements of Pacific Charter Institute (a California Non-Profit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2020, the related statements of activities, functional expenses, and cash flows for the years then ended and the related notes to the financial statements.

Managements Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Pacific Charter Institute as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

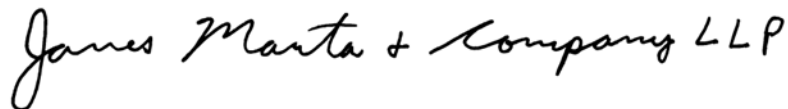
Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed in the table of contents, as required by the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2020 on our consideration of Pacific Charter Institute's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters.

The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pacific Charter Institute's internal control over financial reporting and compliance.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 26, 2020

FINANCIAL STATEMENTS

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT BENEFIT CORPORATION)**

**STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020**

ASSETS

Current assets

Cash and cash equivalents	\$ 3,000,498
Accounts receivable	6,475,791
Prepaid expenses	<u>210,042</u>
Total current assets	9,686,331

Noncurrent assets

Fixed assets, net	<u>518,407</u>
-------------------	----------------

Total assets	<u><u>\$ 10,204,738</u></u>
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**LIABILITIES AND
NET ASSETS**

Liabilities

Accounts payable and accrued expenses	<u>\$ 1,032,587</u>
--	---------------------

Total liabilities	1,032,587
-------------------	-----------

Net assets

Without restrictions	<u>9,172,151</u>
----------------------	------------------

Total liabilities and net assets	<u><u>\$ 10,204,738</u></u>
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**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

NET ASSETS WITHOUT RESTRICTIONS

Revenues	
State revenue	
State aid portion of general purpose funding	\$ 25,403,675
State lottery revenue	492,569
Mandated cost reimbursements	79,552
All other	7,472
Local revenue	
Cash in-lieu of property taxes	3,581,415
All other	13,188
Net assets released from restrictions	<u>3,875,482</u>
Total revenues	<u>33,453,353</u>
Expenses	
Instruction	23,894,842
Instruction related services	7,125,014
Pupil services	10,403
Plant services	1,296,844
Other outgo	<u>641,540</u>
Total expenses	32,968,643

Change in Net Assets without restrictions 484,710

NET ASSETS WITH RESTRICTIONS

Federal revenue	685,272
State lottery revenue	178,903
Other state revenue	1,347,909
All other local revenue	1,478,597
Net assets released from restrictions	<u>(3,875,482)</u>

Change in Net Assets with restrictions (184,801)

Change in Net Assets 299,909

Net Assets, Beginning of Period 8,872,242

Net Assets, End of Period \$ 9,172,151

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

	Instruction	Instruction related services	Pupil Services	Plant services	Other outgo	Totals
Expenses						
Certificated salaries	\$ 11,699,400	\$ 1,313,909	\$ -	\$ -	\$ -	\$ 13,013,309
Classified salaries	84,715	2,235,435	-	17,340	-	2,337,490
Employee benefits	4,871,868	1,564,749	-	1,796	-	6,438,413
Books and supplies	2,707,165	396,720	7,403	9,282	-	3,120,570
Services and other operating expenditures	4,531,694	1,614,201	3,000	1,151,209	-	7,300,104
Other outgo	-	-	-	-	641,540	641,540
Depreciation	-	-	-	117,217	-	117,217
Total expenses	\$ 23,894,842	\$ 7,125,014	\$ 10,403	\$ 1,296,844	\$ 641,540	\$ 32,968,643

The accompanying notes are an integral part of these financial statements.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF CASH FLOWS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

Net Cash Flows Provided (Used) by Operating Activities	
Change in net assets	\$ 299,909
Reconciliation to net cash provided by operating activities:	
Depreciation	117,217
Changes in:	
Accounts receivable	(1,278,398)
Prepaid expense	79,545
Accounts payable	244,029
Net cash provided (used) by operating activities	<u>(537,698)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(761,647)
Cash and Cash Equivalents, Beginning of Year	<u>3,762,145</u>
Cash and Cash Equivalents, End of Year	<u><u>\$ 3,000,498</u></u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. REPORTING ENTITY

Pacific Charter Institute (the “Charter School”) is organized as a 501(c)(3) corporation. Pacific Charter Institute manages four individual charter schools: Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. In 2005, 2010, 2014, and 2015, the State Board of Education granted charter school status to Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy respectively, through the authority established in Education Code Section 47605 (Senate Bill 1448, Statutes of 1992, Chapter 781). The State Board of Education can revoke the Charter School's charter if Twin Rivers Unified School District, Lodi Unified School District, New Jerusalem Elementary School District or Nuestro School District, the Charter School's sponsoring Districts, determines that the Charter School did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter petition.
- Failed to meet or pursue any of the pupil outcomes identified in the charter petition.
- Failed to meet generally accepted accounting standards of fiscal management.
- Violated any provision of law.

The Board of Directors is the level of government which has governance responsibilities over all activities related to public elementary school education in the Charter School. The Board is not included in any governmental “reporting entity” as defined by the Governmental Accounting Standards Board, since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. BASIS OF ACCOUNTING AND FINANCIAL STATEMENT PRESENTATION

The financial statements of the Charter School have been prepared in accordance with U.S. generally accepted accounting principles ("US GAAP"), which require the Organization to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without restrictions: Net assets that are not subject to restrictions by an outside entity and may be expended for any purpose in performing the primary objectives of the Charter School. These net assets may be used at the discretion of the Charter School's management and the board of directors.

Net assets with restrictions: Net assets subject to stipulations imposed by outside funders. Some restrictions are temporary in nature; those restrictions will be met by actions of the Charter or by the passage of time. Other restrictions are perpetual in nature, where by the outside party has stipulated the funds be maintained in perpetuity.

Restricted income is reported as increases in net assets with restrictions. When a restriction expires, net assets are reclassified from net assets with restrictions to net assets without restrictions in the statements of activities.

The Charter School had no net assets with restrictions or endowments at June 30, 2020.

C. REVENUE RECOGNITION

Contributions and grants are recognized in full when received or unconditionally promised. All contributions are considered available for unrestricted use unless specifically restricted by donors for future periods or specific purposes. Donor-restricted amounts are reported as increases in temporarily or permanently restricted net assets. Temporarily restricted net assets become unrestricted, and are reported in the statement of activities as net assets released from restrictions, when time restrictions expire or the contributions are used for the restricted purpose. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met. Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Charter School would otherwise need to purchase.

D. CASH AND CASH EQUIVALENTS

The Charter School considers investments with maturity at purchase of three months or less to be cash equivalents.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ACCOUNTS RECEIVABLE

Management provides for uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. It is estimated that all of the accounts receivable will be collected; accordingly, no allowance for doubtful accounts has been established.

F. PREPAID EXPENSES

Certain expenses are treated as prepaid at June 30, 2020. This is to reflect a proper matching of expenses for the year-end financial statements

G. UNEARNED REVENUE

Revenues from federal, state, and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned. There was no unearned revenue at June 30, 2020.

H. CAPITAL ASSETS

Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 4 - 30 years depending on asset types.

I. COMPENSATED ABSENCES

At June 30, 2020, the Charter School had no liability for accumulated unpaid employee vacation benefits.

J. ACCUMULATED SICK LEAVE

At June 30, 2020, the Charter School had no liability for accumulated sick leave benefits. The Charter School's policy is to record sick leave as an operating expenditure in the period taken, since benefits do not vest.

K. INCOME TAXES

The organization is organized pursuant to General Nonprofit Law of the State of California and is exempt from State and Federal income taxes under I.R.C. Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision for income taxes has been made in the accompanying financial statements.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. FUNCTIONAL ALLOCATION OF EXPENSES

Expenses have been summarized on a functional basis in the statements of activities and of functional expenses. Accordingly, certain costs have been allocated between the functional areas based on management estimates of employees' time incurred and on resource usage.

M. ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

N. SUBSEQUENT EVENTS

The Charter School's management has reviewed its financial statements and evaluated subsequent events for the period of time from its year ended June 30, 2020 through October 26, 2020, the date the financial statements were issued. Management is not aware of any subsequent events, other than those described above, that would require recognition or disclosure in the accompanying financial statements.

2. CASH AND CASH EQUIVALENTS

Cash and cash equivalents consisted of the following at June 30, 2020:

Per bank	\$ 3,875,016
Checks outstanding	<u>(874,518)</u>
Total cash and cash equivalents	<u>\$ 3,000,498</u>

Cash balances held in banks are insured by the Federal Depository Insurance Corporation (FDIC) up to \$250,000. Amounts held in banks in excess of FDIC as of June 30, 2020 were \$3,625,016.

Interest Rate Risk. Pacific Charter Institute does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2020, the Charter School had no significant interest rate risk related to cash held.

Credit Risk. Pacific Charter Institute does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk. The Charter School does not place limits on the amount it may invest in any one issuer. At June 30, 2020, the Charter School held all of its cash in Wells Fargo Bank.

PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020

3. LIQUIDITY

The following represents the Charter School's financial assets at June 30, 2020:

	2020
Financial assets at year end:	
Cash and cash equivalents	\$ 3,000,498
Accounts receivable	6,475,791
Total Financial Assets	9,476,289
Less assets with restrictions	-
Financial assets available to meet general expenditures over the next twelve months from June 30.	
	\$ 9,476,289

The Charter School's goal is generally to maintain financial assets to meet 60 days of operating expenses (approximately \$5,500,000).

4. PROPERTY AND EQUIPMENT

Property and equipment activity for the year ended June 30, 2020, was as follows:

	Balance July 1, 2019	Additions and Transfers	Deductions and Transfers	Balance June 30, 2020
Depreciable assets:				
Sites and improvements	\$ 798,804	\$ 49,434	\$ -	\$ 848,238
Furniture and equipment	237,325	174,515	-	411,840
Total depreciable assets	1,036,129	223,949	-	1,260,078
Accumulated depreciation:				
Sites and improvements	(462,457)	(95,783)	-	(558,240)
Furniture and equipment	(161,997)	(21,434)	-	(183,431)
Total accumulated depreciation	(624,454)	(117,217)	-	(741,671)
Capital assets, net	\$ 411,675	\$ 106,732	\$ -	\$ 518,407

Depreciation expense was \$117,217 for the year ended June 30, 2020.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

5. COMMITMENTS AND CONTINGENCIES

Pacific Charter Institute has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

6. EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

California State Teachers' Retirement System (CalSTRS):

Plan Description

Pacific Charter Institute contributes to the California State Teachers' Retirement Systems (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirements, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and Pacific Charter Institute is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for the fiscal year 2019-2020 was 17.10% of annual payroll. Pacific Charter Institute's contributions to CalSTRS for the fiscal years ended June 30, 2020, 2019 and 2018 were \$3,463,425, \$3,206,114 and \$2,036,946, respectively, and equal 100% of the required contributions for each year.

California Public Employees' Retirement System (CalPERS):

Plan Description

Pacific Charter Institute contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020

6. EMPLOYEE RETIREMENT PLANS (CONTINUED)

Funding Policy

Active plan members are required to contribute 7% of their salary (7% of monthly salary over \$133.33 if the member participates in Social Security), and Pacific Charter Institute is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the fiscal year 2019-2020 was 19.721% of annual payroll. The Charter School's contributions to CalPERS for the fiscal years ended June 30, 2020, 2019 and 2018 were \$313,414, \$335,754 and \$218,946, respectively, and equal 100% of the required contributions for each year.

401(k) Plan

The Charter School offers its employees a salary deferral 401(k) Plan. The Plan is available to all employees meeting certain age and length of service requirements. Under the Plan, employees can defer a selected portion of their annual compensation and the Charter School offers a match of 25% of contributions up to 4% of the annual compensation. The Charter School's contributions for the years ended June 30, 2020, 2019 and 2018 were \$108,671, \$116,939, and \$108,319 respectively.

7. OPERATING LEASES

The Charter School has entered into equipment and facility operating leases with lease terms in excess of one year. The following is a schedule of future minimum lease payments as of June 30, 2020:

Year Ended	
June 30,	Payments
2021	\$ 921,997
2022	692,299
2023	334,564
2024	<u>195,793</u>
Total	<u>\$ 2,144,653</u>

Rent expense for all operating leases totaled \$864,119 for the year ended June 30, 2020.

8. RELATED PARTY TRANSACTIONS

Pacific Charter Institute, a California non-profit 501(c)(3) public benefit corporation, oversees Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. Heritage Peak Charter School provided administrative services to Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy, which were charged at cost. The amounts charged by Heritage Peak Charter School to Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy were \$1,086,762, \$808,384 and \$765,061, respectively. At June 30, 2020, there are no amounts due from Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy to Heritage Peak Charter School.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2020**

9. SCHOLARSHIP FUND

The Charter School acts as trustee of funds held for the purpose of awarding scholarships to Charter School graduates. The scholarship fund is not property of the Charter School and is not included in the statement of financial position. The balance of the scholarship fund was \$53,602 at June 30, 2020.

SUPPLEMENTARY INFORMATION

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**HERITAGE PEAK CHARTER SCHOOL
GENERAL FUND**

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	<u>Budget</u>		<u>Actual</u>	<u>Variance with Final Budget Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
REVENUES				
Local control funding formula sources	\$ 10,208,165	\$ 10,130,075	\$ 10,095,256	\$ (34,819)
Federal revenue	257,788	261,023	343,289	82,266
Other state revenues	244,706	262,248	906,691	644,443
Other local revenues	<u>622,300</u>	<u>518,823</u>	<u>416,482</u>	<u>(102,341)</u>
Total Revenues	<u>11,332,959</u>	<u>11,172,169</u>	<u>11,761,718</u>	<u>589,549</u>
EXPENDITURES				
Certificated salaries	6,231,232	6,741,037	6,789,352	(48,315)
Classified salaries	373,750	1,761,746	1,818,738	(56,992)
Employee benefits	2,223,715	2,961,061	3,497,063	(536,002)
Books and supplies	1,440,388	1,253,623	1,259,176	(5,553)
Services and other operating expenditures	1,440,491	3,107,646	3,227,643	(119,997)
Capital outlay	-	116,492	116,492	-
Other outgo	<u>(447,387)</u>	<u>(4,410,797)</u>	<u>(4,800,150)</u>	<u>389,353</u>
Total Expenditures	<u>11,262,189</u>	<u>11,530,808</u>	<u>11,908,314</u>	<u>(377,506)</u>
Net change in fund balances	70,770	(358,639)	(146,596)	212,043
Fund balances, July 1, 2019	<u>4,359,133</u>	<u>4,359,133</u>	<u>4,359,133</u>	<u>-</u>
Fund balances, June 30, 2020	<u>\$ 4,429,903</u>	<u>\$ 4,000,494</u>	<u>\$ 4,212,537</u>	<u>\$ 212,043</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**RIO VALLEY CHARTER SCHOOL
GENERAL FUND**

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	<u>Budget</u>		<u>Actual</u>	<u>Variance with Final Budget Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
REVENUES				
Local control funding formula sources	\$ 8,441,925	\$ 8,180,847	\$ 8,202,198	\$ 21,351
Federal revenue	159,384	177,846	192,660	14,814
Other state revenues	190,242	208,152	548,772	340,620
Other local revenues	364,484	411,541	438,373	26,832
Total Revenues	<u>9,156,035</u>	<u>8,978,386</u>	<u>9,382,003</u>	<u>403,617</u>
EXPENDITURES				
Certificated salaries	2,909,249	2,942,896	2,956,720	(13,824)
Classified salaries	186,566	182,554	203,032	(20,478)
Employee benefits	1,108,414	1,167,199	1,464,461	(297,262)
Books and supplies	1,312,884	764,846	860,510	(95,664)
Services and other operating expenditures	1,329,530	1,302,030	1,409,836	(107,806)
Capital outlay	-	56,000	49,434	6,566
Other outgo	2,119,377	2,246,627	2,391,625	(144,998)
Total Expenditures	<u>8,966,020</u>	<u>8,662,152</u>	<u>9,335,618</u>	<u>(673,466)</u>
Net change in fund balances	190,015	316,234	46,385	(269,849)
Fund balances, July 1, 2019	<u>2,566,079</u>	<u>2,566,079</u>	<u>2,566,079</u>	<u>-</u>
Fund balances, June 30, 2020	<u>\$ 2,756,094</u>	<u>\$ 2,882,313</u>	<u>\$ 2,612,464</u>	<u>\$ (269,849)</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**VALLEY VIEW CHARTER PREP
GENERAL FUND**

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	<u>Budget</u>		<u>Actual</u>	<u>Variance with Final Budget Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
REVENUES				
Local control funding formula sources	\$ 5,338,496	\$ 5,382,558	\$ 5,377,943	\$ (4,615)
Federal revenue	65,902	76,875	74,395	(2,480)
Other state revenues	134,001	147,465	342,504	195,039
Other local revenues	271,014	333,945	335,572	1,627
Total Revenues	<u>5,809,413</u>	<u>5,940,843</u>	<u>6,130,414</u>	<u>189,571</u>
EXPENDITURES				
Certificated salaries	1,629,216	1,622,449	1,641,855	(19,406)
Classified salaries	201,240	207,455	219,865	(12,410)
Employee benefits	631,026	629,141	836,298	(207,157)
Books and supplies	809,250	423,250	392,722	30,528
Services and other operating expenditures	1,095,250	1,440,750	1,523,156	(82,406)
Capital outlay	-	60,000	58,023	1,977
Other outgo	1,217,516	1,364,465	1,466,391	(101,926)
Total Expenditures	<u>5,583,498</u>	<u>5,747,510</u>	<u>6,138,310</u>	<u>(390,800)</u>
Net change in fund balances	225,915	193,333	(7,896)	(201,229)
Fund balances, July 1, 2019	<u>446,591</u>	<u>446,591</u>	<u>446,591</u>	<u>-</u>
Fund balances, June 30, 2020	<u>\$ 672,506</u>	<u>\$ 639,924</u>	<u>\$ 438,695</u>	<u>\$ (201,229)</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

**SUTTER PEAK CHARTER ACADEMY
GENERAL FUND**

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	<u>Budget</u>		<u>Actual</u>	Variance with Final Budget Favorable (Unfavorable)
	<u>Original</u>	<u>Final</u>		
REVENUES				
Local control funding formula sources	\$ 5,477,223	\$ 5,297,505	\$ 5,309,693	\$ 12,188
Federal revenue	58,142	73,750	74,928	1,178
Other state revenues	131,644	143,576	308,438	164,862
Other local revenues	231,092	320,370	301,358	(19,012)
Total Revenues	<u>5,898,101</u>	<u>5,835,201</u>	<u>5,994,417</u>	<u>159,216</u>
EXPENDITURES				
Certificated salaries	1,550,843	1,633,969	1,625,382	8,587
Classified salaries	97,511	105,215	95,855	9,360
Employee benefits	488,142	526,340	640,591	(114,251)
Books and supplies	1,010,000	629,500	608,162	21,338
Services and other operating expenditures	974,142	1,110,988	1,139,469	(28,481)
Capital outlay	-	-	-	-
Other outgo	1,387,728	1,451,905	1,583,674	(131,769)
Total Expenditures	<u>5,508,366</u>	<u>5,457,917</u>	<u>5,693,133</u>	<u>(235,216)</u>
Net change in fund balances	<u>389,735</u>	<u>377,284</u>	<u>301,284</u>	<u>(76,000)</u>
Fund balances, July 1, 2019	<u>1,088,762</u>	<u>1,088,762</u>	<u>1,088,762</u>	<u>-</u>
Fund balances, June 30, 2020	<u>\$ 1,478,497</u>	<u>\$ 1,466,046</u>	<u>\$ 1,390,046</u>	<u>\$ (76,000)</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

Pacific Charter Institute, a California non-profit 501(c)(3) public benefit corporation, oversees Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy were established in 2005, 2010, 2014 and 2015, respectively, through authority established in Education Code Section 47605. Each charter school offers K-12 non site-based instruction. Heritage Peak Charter School is sponsored by Twin Rivers Unified School District, Rio Valley Charter School is sponsored by Lodi Unified School District, Valley View Charter Prep is sponsored by New Jerusalem Elementary School District and Sutter Peak Charter Academy is sponsored by Nuestro School District.

BOARD OF DIRECTORS

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Beth Kay	President	2021
Rex Fortune	Vice President	2020
Judy Miller	Secretary	2020
Jean-Paul Prentice	Treasurer	2021
Gary Borden	Member	2020
Kevin Smith-Fagan	Member	2021
Joshua Modlin	Member	2022

ADMINISTRATION

Paul Keefer, Ed. D.
Executive Director

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

Heritage Peak Charter School

Average Daily Attendance

Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten / Kindergarten	69	69
Grades 1 through 3	228	228
Grades 4 through 6	196	196
Grades 7 through 8	176	176
Total elementary grades	668	668
High School		
Grades 9 through 12	387	387
Total all grades	1,055	1,055

Rio Valley Charter School

Average Daily Attendance

Generated Through Non-Classroom-Based Instruction

	Second Period Report	Annual Report
Elementary:		
Kindergarten	48	48
Grades 1 through 3	139	139
Grades 4 through 6	144	144
Grades 7 through 8	126	126
Total elementary grades	457	457
High School		
Grades 9 through 12	364	364
Total all grades	821	821

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

Valley View Charter Prep

Average Daily Attendance

Generated Through Non-Classroom-Based Instruction

	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary:		
Kindergarten	58	58
Grades 1 through 3	176	176
Grades 4 through 6	184	184
Grades 7 through 8	100	100
Total elementary grades	518	518
High School		
Grades 9 through 12	92	92
Total all grades	611	611

Sutter Peak Charter Academy

Average Daily Attendance

Generated Through Non-Classroom-Based Instruction

	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary:		
Kindergarten	62	62
Grades 1 through 3	167	167
Grades 4 through 6	137	137
Grades 7 through 8	97	97
Total elementary grades	463	463
High School		
Grades 9 through 12	115	115
Total all grades	578	578

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2020**

<u>Grade Level</u>	<u>Minimum Instructional Minutes</u>	<u>Reduced Minutes Requirement</u>	<u>2019-20 Actual Minutes</u>	<u>Instructional Days</u>	<u>Status</u>
Kindergarten					Not Applicable
Grade 1					Not Applicable
Grade 2					Not Applicable
Grade 3					Not Applicable
Grade 4					Not Applicable
Grade 5					Not Applicable
Grade 6					Not Applicable
Grade 7					Not Applicable
Grade 8					Not Applicable
Grade 9					Not Applicable
Grade 10					Not Applicable
Grade 11					Not Applicable
Grade 12					Not Applicable

This schedule is not applicable to Pacific Charter Institute since they do not have any classroom based instruction.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

	<u>Adopted Budget 2020-21</u>	<u>Actuals 2019-20</u>	<u>Actuals 2018/19</u>	<u>Actuals 2017/18</u>
<u>General Fund</u>				
Revenues and Other Financial Sources	\$ 31,428,547	\$ 33,268,552	\$ 32,982,030	\$ 26,231,956
Expenditures	<u>31,507,539</u>	<u>33,075,375</u>	<u>29,893,208</u>	<u>24,824,542</u>
Change in Fund Balance	<u>(78,992)</u>	<u>193,177</u>	<u>3,088,822</u>	<u>1,407,414</u>
Ending Fund Balance	<u>\$ 8,574,752</u>	<u>\$ 8,653,744</u>	<u>\$ 8,460,567</u>	<u>\$ 5,371,745</u>
Available Reserves	<u>\$ 8,574,751</u>	<u>\$ 8,443,701</u>	<u>\$ 7,986,181</u>	<u>\$ 4,867,700</u>
Reserve for Economic Uncertainties	<u>\$ 1,575,377</u>	<u>\$ 1,653,770</u>	<u>\$ 1,441,172</u>	<u>\$ 1,187,741</u>
Unappropriated Fund Balance	<u>\$ 6,999,374</u>	<u>\$ 6,789,931</u>	<u>\$ 6,545,009</u>	<u>\$ 3,679,959</u>
Available Reserves as a Percentage of Total Outgo	27.2%	25.5%	26.7%	19.6%
<u>All Funds</u>				
Total Long-Term Debt	\$ -	\$ -	\$ -	\$ -
Actual Daily Attendance at P-2	3,285	3,065	2,988	2,599

The general fund balance has increased by \$4,689,413 over the past three years. The Charter School budget projects a decrease of \$78,992 for the fiscal year ending June 30, 2021. The State of California has not established reserve requirements for Charter Schools. However, the Board of Directors believes that an available reserve of 5 percent is prudent for the Charter School in this instance.

The District has incurred an operating surplus in each of the past three years and anticipates incurring an operating deficit during the fiscal year 2020/21.

The Charter School had no long-term liabilities over the past three years.

Average Daily Attendance (ADA) has increased by 466 over the past two years. The District anticipates an increase of 220 ADA for the fiscal year 2020/21.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

No audit adjustments were made to any funds of the Charter School.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF CHARTER SCHOOLS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

<u>Charter Schools Chartered by the Charter School</u>	<u>Included in the Charter School Financial Statements or</u>	<u>Separate Report Charter School Number</u>
Pacific Charter Institute does not sponsor any charter schools	Not applicable	Not applicable

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

Federal Catalog Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education</u>			
<i>Passed through California Department of Education</i>			
84.010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	14329	\$ 460,525
84.027	Special Education: IDEA Basic Local Assistance Entitlement	13379	<u>224,747</u>
	Total U.S. Department of Education		<u>685,272</u>
	Total Federal Programs		<u>\$ 685,272</u>

PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020

	<u>Heritage Peak Charter School</u>	<u>Rio Valley Charter School</u>	<u>Valley View Charter Prep</u>	<u>Sutter Peak Charter School</u>	<u>Totals</u>
ASSETS					
Current assets					
Cash and cash equivalents	\$ 2,541,209	\$ 806,586	\$ (713,008)	\$ 365,711	\$ 3,000,498
Accounts receivable	2,058,892	2,018,320	1,259,093	1,139,486	6,475,791
Prepaid expenses	103,797	71,385	12,840	22,020	210,042
Total current assets	<u>4,703,898</u>	<u>2,896,291</u>	<u>558,925</u>	<u>1,527,217</u>	<u>9,686,331</u>
Noncurrent assets					
Fixed assets, net	<u>365,370</u>	<u>55,986</u>	<u>56,089</u>	<u>40,962</u>	<u>518,407</u>
Total assets	<u>\$ 5,069,268</u>	<u>\$ 2,952,277</u>	<u>\$ 615,014</u>	<u>\$ 1,568,179</u>	<u>\$ 10,204,738</u>
LIABILITIES AND NET ASSETS					
Liabilities					
Accounts payable and accrued expenses	<u>\$ 491,361</u>	<u>\$ 283,826</u>	<u>\$ 120,230</u>	<u>\$ 137,170</u>	<u>\$ 1,032,587</u>
Total liabilities	<u>491,361</u>	<u>283,826</u>	<u>120,230</u>	<u>137,170</u>	<u>1,032,587</u>
Net assets					
Without restrictions	<u>4,577,907</u>	<u>2,668,451</u>	<u>494,784</u>	<u>1,431,009</u>	<u>9,172,151</u>
Total liabilities and net assets	<u>\$ 5,069,268</u>	<u>\$ 2,952,277</u>	<u>\$ 615,014</u>	<u>\$ 1,568,179</u>	<u>\$ 10,204,738</u>

PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

COMBINING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020

	<u>Heritage Peak Charter School</u>	<u>Rio Valley Charter School</u>	<u>Valley View Charter Prep</u>	<u>Sutter Peak Charter School</u>	<u>Totals</u>
NET ASSETS WITHOUT RESTRICTIONS					
Revenues					
State revenue					
State aid portion of general purpose funding	\$ 8,384,501	\$ 6,623,806	\$ 5,302,641	\$ 5,092,727	\$ 25,403,675
State lottery revenue	169,604	132,457	97,777	92,731	492,569
Mandated cost reimbursements	29,108	25,839	11,756	12,849	79,552
All other	3,422	2,780	1,182	88	7,472
Local revenue					
Cash in-lieu of property taxes	1,710,755	1,578,392	75,302	216,966	3,581,415
All other	553	8,236	4,399	-	13,188
Net assets released from restrictions	<u>1,518,161</u>	<u>1,010,493</u>	<u>668,749</u>	<u>678,079</u>	<u>3,875,482</u>
Total revenues	<u>11,816,104</u>	<u>9,382,003</u>	<u>6,161,806</u>	<u>6,093,440</u>	<u>33,453,353</u>
Expenses					
Instruction	9,986,322	5,800,878	4,180,517	3,927,125	23,894,842
Instruction related services	6,092,359	469,850	394,037	168,768	7,125,014
Pupil services	6,374	4,029	-	-	10,403
Plant services	586,094	643,848	42,650	24,252	1,296,844
Other outgo	<u>(4,800,150)</u>	<u>2,391,625</u>	<u>1,466,391</u>	<u>1,583,674</u>	<u>641,540</u>
Total expenses	<u>11,870,999</u>	<u>9,310,230</u>	<u>6,083,595</u>	<u>5,703,819</u>	<u>32,968,643</u>
Change in Net Assets without restrictions	(54,895)	71,773	78,211	389,621	484,710
NET ASSETS WITH RESTRICTIONS					
Federal revenue	343,289	192,660	74,395	74,928	685,272
State lottery revenue	62,083	48,040	35,129	33,651	178,903
Other state revenue	642,474	339,656	196,660	169,119	1,347,909
All other local revenue	415,929	430,137	331,173	301,358	1,478,597
Net assets released from restrictions	<u>(1,518,161)</u>	<u>(1,010,493)</u>	<u>(668,749)</u>	<u>(678,079)</u>	<u>(3,875,482)</u>
Change in Net Assets with restrictions	<u>(54,386)</u>	<u>-</u>	<u>(31,392)</u>	<u>(99,023)</u>	<u>(184,801)</u>
Change in Net Assets	(109,281)	71,773	46,819	290,598	299,909
Net Assets, Beginning of Period	<u>4,687,188</u>	<u>2,596,678</u>	<u>447,965</u>	<u>1,140,411</u>	<u>8,872,242</u>
Net Assets, End of Period	<u>\$ 4,577,907</u>	<u>\$ 2,668,451</u>	<u>\$ 494,784</u>	<u>\$ 1,431,009</u>	<u>\$ 9,172,151</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**BALANCE SHEET – FUND BASIS
JUNE 30, 2020**

ASSETS

Cash and cash equivalents	\$ 3,000,498
Accounts receivable	6,475,791
Prepaid expenses	<u>210,042</u>
Total Assets	<u>\$ 9,686,331</u>

LIABILITIES AND FUND BALANCE

Liabilities:	
Accounts payable	<u>\$ 1,032,587</u>
Total Liabilities	1,032,587
Fund balance	<u>8,653,744</u>
Total Liabilities and Fund Balance	<u>\$ 9,686,331</u>

**RECONCILIATION OF THE FUND BASIS BALANCE SHEET
TO THE STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020**

Total Fund Balance - Fund Basis	\$ 8,653,744
Amounts reported for fund basis activities in the statement of financial position are difference because:	
Capital assets, net of depreciation, used for fund basis activities are not financial resources and, therefore, are not reported as assets in the fund basis statements.	<u>518,407</u>
Total Net Assets - GAAP Basis	<u>\$ 9,172,151</u>

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE
FUND BASIS
FOR THE YEAR ENDED JUNE 30, 2020**

Revenues:

LCFF sources	\$28,985,090
Federal revenue	685,272
Other state revenue	2,106,405
Other local revenue	1,491,785
Total revenues	33,268,552

Expenditures:

Certificated salaries	13,013,309
Classified salaries	2,337,490
Employee benefits	6,438,413
Books and supplies	3,120,570
Contract services and operating expenditures	7,300,104
Capital outlay	223,949
Other outgo	641,540
Total expenditures	33,075,375

Change in fund balance	193,177
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Fund balance July 1, 2019	8,460,567
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Fund balance June 30, 2020	\$ 8,653,744
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**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE
IN FUND BALANCE - FUND BASIS - TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020**

Net change in fund balance - Total Fund Basis	\$ 193,177
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Amounts reported for fund basis activities in the statement of activities are difference because:

Depreciation of capital assets is an expense that is not recorded in the fund basis statements	(117,217)
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Purchase of fixed assets is recorded as an expenditure in the fund basis financial statements, but increases the fixed assets in the statement of financial position	223,949
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Change in net assets - GAAP basis	\$ 299,909
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**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

1. PURPOSE OF STATEMENTS AND SCHEDULES

A. Statements of Revenues, Expenditures and Changes in Fund Balance – Budget (Non-GAAP) and Actual

This schedule provides the original budget, final budget and any variance between the final budget and the actual revenues and expenditures of the general fund, as reported in the Annual Financial and Budget Report.

B. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the Charter School. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Instructional Time

School Districts may receive incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of Education Code Sections 46200 through 46206. This section does not apply to non-classroom based charter schools.

D. Schedule of Financial Trends and Analysis

This schedule discloses the Charter School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the Charter School's ability to continue as a going concern for a reasonable period of time.

E. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds, as reported in the Annual Financial and Budget Report to the audited financial statements.

F. Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

**PACIFIC CHARTER INSTITUTE
(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)**

**NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2020**

G. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes federal grant activity of the District and is presented under the modified accrual basis of accounting. The August 2020 Edition of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with the Uniform Guidance and state requirements. Therefore, some amounts presented in this schedule may differ from amounts used in the preparation of the general purpose financial statements. The District has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

H. Combing Statement of Financial Position and Combing Statement of Activities

The accompanying combining financial statements are presented to assist users in evaluating the financial performance of each of Pacific Charter Institute's individual charter schools.

I. Reconciliations of State Reporting to GAAP Reporting

The accompanying reconciliations of the fund basis balance sheet and fund basis statement of revenues, expenditures and changes in fund balance to the GAAP reporting is presented to assist users in identifying differences between the GAAP reporting and fund balances as reported in the Annual Financial and Budget Report.

2. EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosures in the financial statements of School Districts that adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. This section does not apply to charter schools.

OTHER INDEPENDENT AUDITOR'S REPORTS



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
WITH STATE LAWS AND REGULATIONS**

Board of Directors
Pacific Charter Institute
Sacramento, California

Report on Compliance for Each State Program

We have audited the compliance of Pacific Charter Institute with the types of compliance requirements described in the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2020.

Management's Responsibility

Compliance with the applicable compliance requirements is the responsibility of Pacific Charter Institute's management.

Auditor's Responsibility

Our responsibility is to express an opinion on Pacific Charter Institute's compliance with the applicable compliance requirements based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed below occurred. An audit includes examining, on a test basis, evidence about Pacific Charter Institute's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Attendance	Not applicable
Teacher Certification and Misassignments	Not applicable
Kindergarten Continuance	Not applicable
Independent Study	Not applicable
Continuation Education	Not applicable
Instructional Time for School Districts	Not applicable
Instructional Materials	
General Requirements	Not applicable
Ratio of Administrative Employees to Teachers	Not applicable
Classroom Teacher Salaries	Not applicable
Early Retirement Incentive Program	Not applicable
Gann Limit Calculation	Not applicable
School Accountability Report Card	Not applicable
Juvenile Court Schools	Not applicable
Middle or Early College High Schools	Not applicable
K-3 Grade Span Adjustment	Not applicable
Transportation Maintenance of Effort	Not applicable
Apprenticeship: Related and Supplemental Instruction	Not applicable
Comprehensive School Safety Plan	Not applicable
District of Choice	Not applicable

School Districts, County Offices of Education and Charter Schools

Description	Procedures Performed
California Clean Energy Jobs Act	No, see below
After/Before Schools Education and Safety Program	
General requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Fund	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No, see below

Charter Schools	
Description	Procedures Performed
Attendance	Yes
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes - Classroom Based	No, see below
Charter School Facility Grant Program	No, see below

We did not perform any procedures relating to Local Education Agencies Other Than Charter Schools, because these sections do not apply to Charter Schools.

We did not perform any procedures related to the Charter School Facility Grant Program or California Clean Energy Jobs Act because the Charter School did not have any expenditures under these programs.

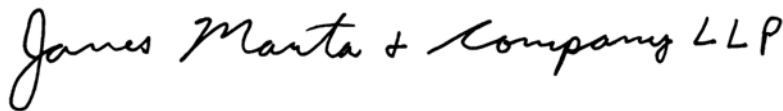
We did not perform any procedures related to the After School Education and Safety Program because the Charter School did not offer this program.

We did not perform any testing of Independent Study-Course Based because it was not material to the audit.

The Charter School does not have any classroom based instruction; therefore, we did not perform any procedures related to Mode of Instruction or Annual Instructional Minutes - Classroom Based.

Opinion

In our opinion, Pacific Charter Institute complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2020.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 26, 2020



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Pacific Charter Institute
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements Pacific Charter Institute, which comprise the statement of financial position as of June 30, 2020 and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 26, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Pacific Charter Institute's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Pacific Charter Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of Pacific Charter Institute's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

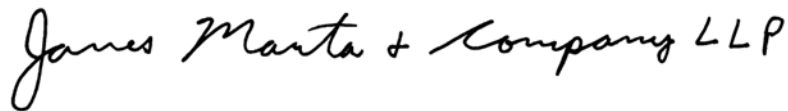
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Pacific Charter Institute’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 26, 2020

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

PACIFIC CHARTER INSTITUTE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section I – Summary of Audit Results

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? _____ Yes X No
Significant deficiency(ies) identified not
considered to be material weakness(es)? _____ Yes X None reported

Noncompliance material to financial statements
noted? _____ Yes X No

Federal Awards

The District expended less than \$750,000 in federal awards in 2019-20 and was not subject to a Single Audit.

State Awards

Internal control over state programs:
Material weakness(es) identified? _____ Yes X No
Significant deficiency(ies) identified not
considered to be material weaknesses? _____ Yes X None reported

Type of auditor’s report issued on compliance
for state programs: Unmodified

PACIFIC CHARTER INSTITUTE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section II – Financial Statement Findings

No matters were reported

Section III – Federal Award Findings and Questioned Costs

The Charter expended less than \$750,000 in federal awards in the 2019-20 fiscal year and was not subject to a Single Audit.

Section IV – State Award Findings and Questioned Costs

No matters were reported

PACIFIC CHARTER INSTITUTE
PRIOR YEAR FINDINGS AND RECOMMENDATIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

<u>Findings and Recommendation</u>	<u>Current Status</u>	<u>Explanation If Not Implemented</u>
<p>2019-01 Unduplicated Local Control Funding Formula Pupil Counts (40000)</p> <p>One student at Heritage Peak Charter Academy was reported as “FRPM” or “EL” status on the CALPADS 1.18 who should not have been classified as such.</p> <p>Pacific Charter Institute should have processes in place to verify that the total population of EL students are properly classified, and compare to data contained in the CALPADS reports to ensure completeness.</p>	Implemented	

**New Pacific Schools – Roseville
Budget Assumptions
2022-23 through 2024-25**

Revenues:

- LCFF revenues have been based on the FCMAT LCFF calculator.
- Lottery revenue is budgeted at \$200 per ADA.
- Special Education revenues budgeted at \$500 per ADA for 2022-23 and \$625 per ADA for subsequent years.
- Other financing sources reflect a grant from Pacific Charter Institute.

Enrollment Projections:

- 2022-23 – 90 (TK-5)
- 2023-24 – 177 (TK-8)
- 2024-25 – 202 (TK-9)

Attendance percentage estimated at 97%.

Staffing Projections:

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Principal	1 FTE	1 FTE	1 FTE
Teacher	3 FTE	6 FTE	7 FTE
Teacher Assistant	3 FTE	3 FTE	3 FTE
Office Manager	1 FTE	1 FTE	1 FTE
Office Assistant	1 PT	1 PT	1 PT
Lunch Supervisor	1 PT	1 PT	1 PT
Custodian	1 PT	1 FTE	1 FTE

Expenditures:

- Step increases are reflected in the budget.
- Instructional supplies are budgeted at \$500 per student plus \$1,500 for initial costs incurred in the first year of enrollment.
- District Oversight Fee – 1 percent of LCFF Funding.
- Facility costs are based on an average of potential sites.
- PCI administrative costs have been allocated to the schools based on projected ADA.
- Certain instructional and special education costs incurred by Heritage Peak have been allocated to the schools. Instructional costs have been allocated based on ADA. Special education costs have been allocated based on student count.

New Pacific Schools - Roseville
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget

	2022-23	2023-24	2024-25
<u>Revenues:</u>			
LCFF Sources	\$840,164	\$1,677,495	\$2,025,175
Federal	30,215	81,197	92,563
State	19,050	38,966	45,689
Local	43,650	85,845	97,970
Other Financing Sources	420,000	60,000	0
	1,353,079	1,943,503	2,261,398
<u>Expenditures:</u>			
Certificated Salaries	255,520	422,261	492,041
Classified Salaries	189,900	190,890	229,235
Employee Benefits	207,481	285,375	340,726
Books & Supplies	221,805	292,880	221,154
Services	224,618	326,728	344,271
Capital Outlay	0	0	0
Other Outgo	8,402	16,775	20,252
PCI Cost Allocation:			
Administrative	118,825	235,410	273,989
Instructional	33,202	65,848	76,723
Special Education	88,220	105,456	123,490
	1,347,973	1,941,622	2,121,880
Excess	5,106	1,881	139,518
Fund Balance, Beginning	0	5,106	6,987
Fund Balance, Ending	\$5,106	\$6,987	\$146,505
<u>Components of Ending Fund Balance:</u>			
Designated Amounts:			
Reserve for Economic Uncertainty			
Funding Reserve			
SB740 Reserve			
Restricted			
Unappropriated	\$5,106	\$6,987	\$146,505
	\$5,106	\$6,987	\$146,505

**New Pacific Schools - Roseville
Revenue Detail
Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$285,460
EPA	8012	1400	17,460
In-Lieu Property Taxes	8096	0000	537,244
Total Revenue Limit			<u>840,164</u>
<u>Federal:</u>			
Child Nutrition	8220	5310	30,215
			<u>30,215</u>
<u>State:</u>			
Lottery	8560	1100	17,460
Child Nutrition	8520	5310	1,590
Total State Revenue			<u>19,050</u>
<u>Local:</u>			
Special Education	8792	6500	43,650
Total Local Revenue			<u>43,650</u>
<u>Other Financing Sources:</u>			
PCI Grant	8979	0000	420,000
			<u>420,000</u>
			<u>\$1,353,079</u>

**New Pacific Schools - Roseville
Revenue Detail
Budget
2023-24**

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$586,577
EPA	8012	1400	34,338
In-Lieu Property Taxes	8096	0000	1,056,580
Total Revenue Limit			<u>1,677,495</u>
 <u>Federal:</u>			
Special Education	8181	3310	21,461
Child Nutrition	8520	5310	59,736
			<u>81,197</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	1,484
Lottery	8560	1100	34,338
Child Nutrition	8520	5310	3,144
Total State Revenue			<u>38,966</u>
 <u>Local:</u>			
Special Education	8792	6500	85,845
Total Local Revenue			<u>85,845</u>
 <u>Other Financing Sources:</u>			
PCI Grant	8979	0000	60,000
			<u>60,000</u>
			<u>\$1,943,503</u>

Per LCFF Calculator @ 171.69 ada

**New Pacific Schools - Roseville
Revenue Detail
Budget
2024-25**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$780,172
EPA	8012	1400	39,188
In-Lieu Property Taxes	8096	0000	1,205,815
Total Revenue Limit			<u>2,025,175</u>
<u>Federal:</u>			
Special Education	8181	3310	24,493
Child Nutrition	8520	5310	68,071
			<u>92,563</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	2,919
Lottery	8560	1100	39,188
Child Nutrition	8520	5310	3,583
Total State Revenue			<u>45,689</u>
<u>Local:</u>			
Special Education	8792	6500	97,970
Total Local Revenue			<u>97,970</u>
			<u><u>\$2,261,398</u></u>

Pacific Charter Institute
Cashflow Worksheet

2022-23

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$6,094,621	\$8,450,341	\$7,001,381	\$7,798,747	\$7,358,637	\$7,045,346	\$7,693,949	\$7,557,389	\$7,350,035	\$8,630,471	\$8,716,542	\$8,562,063		
Receipts:														
LCFF Sources:														
LCFF	1,133,589	1,133,589	2,040,461	2,040,461	2,040,461	2,040,461	2,040,461	2,275,611	2,275,611	2,275,611	2,275,611	0	2,275,611	23,847,538
EPA	0	0	1,088,714	0	0	1,088,714	0	0	1,088,714	0	0	0	1,106,174	4,372,315
In-Lieu Property Taxes	0	219,995	439,989	293,326	293,326	293,326	293,326	293,326	692,402	346,201	346,201	346,201	346,201	4,203,822
Federal	0	0	2,100	0	0	149,000	0	0	0	86,000	0	0	381,685	618,785
State	0	0	0	0	126,820	0	154,550	0	0	154,550	0	0	279,792	715,712
Local	35,807	35,807	64,453	64,453	64,453	64,453	64,453	62,060	62,060	62,060	62,060	62,060	934,298	1,638,479
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>1,169,397</u>	<u>1,389,391</u>	<u>3,635,717</u>	<u>2,398,240</u>	<u>2,525,060</u>	<u>3,486,954</u>	<u>2,701,790</u>	<u>2,630,997</u>	<u>4,118,787</u>	<u>2,924,422</u>	<u>2,683,872</u>	<u>408,261</u>	<u>5,323,761</u>	<u>35,396,651</u>
Disbursements:														
Certificated Salaries	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	1,193,299	0	14,319,584
Classified Salaries	219,161	219,161	219,161	219,161	219,161	219,161	219,161	219,161	219,161	219,161	219,161	219,161	0	2,629,930
Employee Benefits	482,049	482,049	482,049	482,049	482,049	482,049	482,049	482,049	482,049	482,049	482,049	482,049	0	5,784,591
Books, Supplies & Services	883,500	883,500	883,500	883,500	883,500	883,500	883,500	883,500	883,500	883,500	883,500	883,500	0	10,602,000
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	60,342	60,342	60,342	60,342	60,342	60,342	60,342	60,342	60,342	60,342	60,342	60,342	0	724,106
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>2,838,351</u>	<u>0</u>	<u>34,060,212</u>
Prior-Year Transactions:														
Accounts Receivable	4,451,266	0	0	0	0	0	0	0	0	0	0	0	0	4,451,266
Accounts Payable	426,592	0	0	0	0	0	0	0	0	0	0	0	0	426,592
	<u>4,024,674</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,024,674</u>
Net Increase (Decrease)	2,355,720	(1,448,960)	797,366	(440,111)	(313,291)	648,603	(136,561)	(207,354)	1,280,436	86,071	(154,479)	(2,430,090)	<u>5,323,761</u>	
Ending Cash	<u>\$8,450,341</u>	<u>\$7,001,381</u>	<u>\$7,798,747</u>	<u>\$7,358,637</u>	<u>\$7,045,346</u>	<u>\$7,693,949</u>	<u>\$7,557,389</u>	<u>\$7,350,035</u>	<u>\$8,630,471</u>	<u>\$8,716,542</u>	<u>\$8,562,063</u>	<u>\$6,131,973</u>		
Ending Cash plus Accruals														<u>\$11,455,734</u>

**Pacific Charter Institute
Cashflow Worksheet**

2023-24

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Accruals</u>	<u>Total</u>
Beginning Cash	\$6,131,973	\$9,732,901	\$8,264,406	\$9,123,279	\$8,718,820	\$8,442,665	\$9,290,184	\$9,034,725	\$8,894,186	\$10,430,966	\$10,420,944	\$10,324,922		
Receipts:														
LCFF Sources:														
LCFF	1,192,377	1,192,377	2,146,278	2,146,278	2,146,278	2,146,278	2,146,278	2,402,181	2,402,181	2,402,181	2,402,181	0	2,402,181	25,127,050
EPA	0	0	1,093,079	0	0	1,093,079	0	0	1,093,079	0	0	1,109,957	0	4,389,193
In-Lieu Property Taxes	0	252,229	504,459	336,306	336,306	336,306	336,306	336,306	761,647	380,824	380,824	380,824	380,824	4,723,158
Federal	0	0	2,100	0	0	0	149,000	0	0	86,000	0	0	432,667	669,767
State	0	0	0	0	128,304	158,900	0	0	158,900	0	0	0	289,524	735,628
Local	35,209	37,319	63,376	63,376	63,376	63,376	63,376	71,393	71,393	71,393	71,393	71,393	934,298	1,680,674
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>1,227,586</u>	<u>1,481,925</u>	<u>3,809,292</u>	<u>2,545,960</u>	<u>2,674,265</u>	<u>3,797,939</u>	<u>2,694,960</u>	<u>2,809,880</u>	<u>4,487,200</u>	<u>2,940,398</u>	<u>2,854,398</u>	<u>1,562,174</u>	<u>4,439,494</u>	<u>37,325,470</u>
Disbursements:														
Certificated Salaries	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	1,254,377	0	15,052,524
Classified Salaries	229,410	229,410	229,410	229,410	229,410	229,410	229,410	229,410	229,410	229,410	229,410	229,410	0	2,752,922
Employee Benefits	503,645	503,645	503,645	503,645	503,645	503,645	503,645	503,645	503,645	503,645	503,645	503,645	0	6,043,741
Books, Supplies & Services	897,932	897,932	897,932	897,932	897,932	897,932	897,932	897,932	897,932	897,932	897,932	897,932	0	10,775,185
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	65,055	65,055	65,055	65,055	65,055	65,055	65,055	65,055	65,055	65,055	65,055	65,055	0	780,664
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>2,950,420</u>	<u>0</u>	<u>35,405,035</u>
Prior-Year Transactions:														
Accounts Receivable	5,323,761	0	0	0	0	0	0	0	0	0	0	0	0	5,323,761
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>5,323,761</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5,323,761</u>
Net Increase (Decrease)	3,600,928	(1,468,495)	858,873	(404,459)	(276,155)	847,520	(255,459)	(140,540)	1,536,780	(10,022)	(96,022)	(1,388,246)	<u>4,439,494</u>	
Ending Cash	<u>\$9,732,901</u>	<u>\$8,264,406</u>	<u>\$9,123,279</u>	<u>\$8,718,820</u>	<u>\$8,442,665</u>	<u>\$9,290,184</u>	<u>\$9,034,725</u>	<u>\$8,894,186</u>	<u>\$10,430,966</u>	<u>\$10,420,944</u>	<u>\$10,324,922</u>	<u>\$8,936,676</u>		
Ending Cash plus Accruals														<u>\$13,376,170</u>

**Pacific Charter Institute
Cashflow Worksheet**

2024-25

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Accruals</u>	<u>Total</u>
Beginning Cash	\$8,936,676	\$11,636,435	\$10,180,090	\$11,141,469	\$10,814,524	\$10,617,318	\$11,550,821	\$11,372,876	\$11,616,892	\$13,617,188	\$14,006,194	\$14,309,199		
Receipts:														
LCFF Sources:														
LCFF	1,256,353	1,256,353	2,261,435	2,261,435	2,261,435	2,261,435	2,261,435	2,829,971	2,829,971	2,829,971	2,829,971	0	2,829,971	27,969,730
EPA	0	0	1,097,298	0	0	1,097,298	0	0	1,097,298	0	0	(882,339)	0	2,409,556
In-Lieu Property Taxes	0	283,389	566,779	377,853	377,853	377,853	377,853	377,853	873,685	436,842	436,842	436,842	436,842	5,360,486
Federal	0	0	2,100	0	0	0	149,000	0	0	86,000	0	0	444,033	681,133
State	0	0	0	0	129,739	163,150	0	0	163,150	0	0	0	286,313	742,351
Local	37,319	37,319	67,174	67,174	67,174	67,174	67,174	69,599	69,599	69,599	69,599	69,599	934,298	1,692,799
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>1,293,671</u>	<u>1,577,061</u>	<u>3,994,786</u>	<u>2,706,461</u>	<u>2,836,200</u>	<u>3,966,909</u>	<u>2,855,461</u>	<u>3,277,422</u>	<u>5,033,702</u>	<u>3,422,412</u>	<u>3,336,412</u>	<u>(375,898)</u>	<u>4,931,457</u>	<u>38,856,056</u>
Disbursements:														
Certificated Salaries	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	1,309,278	0	15,711,333
Classified Salaries	243,281	243,281	243,281	243,281	243,281	243,281	243,281	243,281	243,281	243,281	243,281	243,281	0	2,919,368
Employee Benefits	522,654	522,654	522,654	522,654	522,654	522,654	522,654	522,654	522,654	522,654	522,654	522,654	0	6,271,843
Books, Supplies & Services	891,667	891,667	891,667	891,667	891,667	891,667	891,667	891,667	891,667	891,667	891,667	891,667	0	10,700,001
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	66,527	66,527	66,527	66,527	66,527	66,527	66,527	66,527	66,527	66,527	66,527	66,527	0	798,328
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>3,033,406</u>	<u>0</u>	<u>36,400,874</u>
Prior-Year Transactions:														
Accounts Receivable	4,439,494	0	0	0	0	0	0	0	0	0	0	0	0	4,439,494
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>4,439,494</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,439,494</u>
Net Increase (Decrease)	2,699,759	(1,456,345)	961,379	(326,945)	(197,206)	933,503	(177,945)	244,016	2,000,296	389,006	303,006	(3,409,304)	<u>4,931,457</u>	
Ending Cash	<u>\$11,636,435</u>	<u>\$10,180,090</u>	<u>\$11,141,469</u>	<u>\$10,814,524</u>	<u>\$10,617,318</u>	<u>\$11,550,821</u>	<u>\$11,372,876</u>	<u>\$11,616,892</u>	<u>\$13,617,188</u>	<u>\$14,006,194</u>	<u>\$14,309,199</u>	<u>\$10,899,896</u>		
Ending Cash plus Accruals														<u>\$15,831,353</u>

Account Number	Description	Year #1		Year #2		Year #3	
01-0000-1100-001-1110-1000-000-0	Unrestricted,Cert Salary,(Default)	238,060	238,060	387,923	387,923	452,853	452,853
01-0000-2200-001-0000-8100-000-0	Unrestricted,Class Support,(Default)	22,500		47,250		49,613	
01-0000-2200-001-0000-3700-000-0	Unrestricted,Class Support,(Default)	100,800		79,380		112,149	
01-0000-2400-001-0000-2700-000-0	Unrestricted,Clerical Office,(Default)	66,600	189,900	64,260	190,890	67,473	229,235
01-0000-3101-001-1110-1000-000-0	Unrestricted,STRS Certificat,(Default)	46,249		76,429		91,195	
01-0000-3202-001-0000-2700-000-0	Unrestricted,PERS - Classifi,(Default)	17,383		17,414		18,757	
01-0000-3202-001-0000-3700-000-0	Unrestricted,PERS - Classifi,(Default)	22,550		18,439		31,177	
01-0000-3202-001-0000-8100-000-0	Unrestricted,PERS - Classifi,(Default)	5,918		12,805		13,792	
01-0000-3302-001-0000-2700-000-0	Unrestricted,OASDI - Classif,(Default)	4,129		3,984		4,183	
01-0000-3302-001-0000-3700-000-0	Unrestricted,OASDI - Classif,(Default)	6,250		4,922		6,953	
01-0000-3302-001-0000-8100-000-0	Unrestricted,OASDI - Classif,(Default)	1,395		2,930		3,076	
01-0000-3331-001-1110-1000-000-0	Unrestricted,Medicare - Cert,(Default)	3,705		6,123		7,135	
01-0000-3332-001-0000-2700-000-0	Unrestricted,Medicare - Clas,(Default)	966		932		978	
01-0000-3332-001-0000-3700-000-0	Unrestricted,Medicare - Clas,(Default)	1,462		1,151		1,626	
01-0000-3332-001-0000-8100-000-0	Unrestricted,Medicare - Clas,(Default)	326		685		719	
01-0000-3401-001-1110-1000-000-0	Unrestricted,H & W - Certifi,(Default)	40,000		70,000		80,000	
01-0000-3402-001-1110-1000-000-0	Unrestricted,H & W - Classif,(Default)	30,000		30,000		40,000	
01-0000-3402-001-0000-2700-000-0	Unrestricted,H & W - Classif,(Default)	20,000		20,000		20,000	
01-0000-3402-001-0000-2700-000-0	Unrestricted,H & W - Classif,(Default)	0		10,000		10,000	
01-0000-3501-001-1110-1000-000-0	Unrestricted,SUI - Certifica,(Default)	980		1,715		1,960	
01-0000-3502-001-0000-2700-000-0	Unrestricted,SUI - Classifie,(Default)	490		490		490	
01-0000-3502-001-0000-3700-000-0	Unrestricted,SUI - Classifie,(Default)	980		980		1,225	
01-0000-3502-001-0000-8100-000-0	Unrestricted,SUI - Classifie,(Default)	245		245		245	
01-0000-3901-001-1110-1000-000-0	Unrestricted,Other Benefits,(Default)	2,555		4,223		4,920	
01-0000-3902-001-0000-2700-000-0	Unrestricted,Other Benefits,(Default)	666		643		675	
01-0000-3902-001-0000-3700-000-0	Unrestricted,Other Benefits,(Default)	1,008		794		1,121	
01-0000-3902-001-0000-8100-000-0	Unrestricted,Other Benefits,(Default)	225	207,481	473	285,375	496	340,726
01-0000-4300-001-0000-2700-000-0	Unrestricted,Supplies,(Default)	10,000		10,000		10,000	
01-0000-4300-001-0000-8100-000-0	Unrestricted,Supplies,(Default)	5,000		5,000		5,000	
01-0000-4300-001-1110-1000-000-0	Unrestricted,Supplies,(Default)	156,540	171,540	178,662	193,662	93,312	108,312
01-0000-5210-001-1110-1000-000-0	Unrestricted,Conference,(Default)	6,000		6,000		6,000	
01-0000-5300-001-0000-2700-000-0	Unrestricted,Dues & Membersh,(Default)	1,000		1,000		1,000	
01-0000-5500-001-0000-8100-000-0	Unrestricted,Oper. and House,(Default)	8,000		9,000		9,000	
01-0000-5600-001-0000-2700-000-0	Unrestricted,Rentals, Leases,(Default)	8,000		8,000		8,000	
01-0000-5600-001-0000-8100-000-0	Unrestricted,Rentals, Leases,(Default)	166,618		256,267		265,778	
01-0000-5800-001-0000-2700-000-0	Unrestricted,Professional Se,(Default)	5,000		8,000		10,000	
01-0000-5800-001-1110-1000-000-0	Unrestricted,Professional Se,(Default)	10,000	204,618	12,000	300,267	15,000	314,778
01-0000-7141-001-0000-9200-000-0	Unrestricted,Other Tuition To S,(Default)	8,402	8,402	16,775	16,775	20,252	20,252
01-0000-7141-001-0000-9200-400-0	Unrestricted,Other Tuition To S,District Oversi	118,825	118,825	235,410	235,410	273,989	273,989
01-0000-7141-001-0000-9200-500-0	Unrestricted,Other Tuition To S,District Oversi	33,202	33,202	65,848	65,848	76,723	76,723
01-0000-8015-001-0000-0000-000-0	Unrestricted,Charter Schools,(Default)	(285,460)	(285,460)	(586,577)	(586,577)	(780,172)	(780,172)
01-0000-8096-001-0000-0000-000-0	Unrestricted,Funding In Lieu,(Default)	(537,244)	(537,244)	(1,056,580)	(1,056,580)	(1,205,815)	(1,205,815)
01-0000-8550-001-0000-0000-000-0	Unrestricted,Mandated Costs,(Default)	0	0	(1,484)	(1,484)	(2,919)	(2,919)
01-0000-8980-001-0000-0000-000-0	Unrestricted,ContriFrmUnrest,(Default)	65,570		26,611		32,520	
01-1100-4300-001-1110-1000-000-0	State Lottery,Supplies,(Default)	17,460	17,460	34,338	34,338	39,188	39,188
01-1100-8560-001-0000-0000-000-0	State Lottery,State Lottery,(Default)	(17,460)	(17,460)	(34,338)	(34,338)	(39,188)	(39,188)
01-1400-1100-001-1110-1000-000-0	EPA,Cert Salary,(Default)	17,460	17,460	34,338	34,338	39,188	39,188
01-1400-8012-001-0000-0000-000-0	EPA,EPA,(Default)	(17,460)	(17,460)	(34,338)	(34,338)	(39,188)	(39,188)
01-3310-5800-001-5760-1190-000-0	Special Educati,Professional Se,(Default)	0	0	21,461	21,461	24,493	24,493
01-3310-8181-001-5001-0000-000-0	Special Educati,Sp Ed PI94-142,(Default)	0	0	(21,461)	(21,461)	(24,493)	(24,493)
01-5310-8220-001-0000-000-000-0	NSL - Federal	(30,215)	(30,215)	(59,736)	(59,736)	(68,071)	
01-5310-8520-001-0000-000-000-0	NSL - State	(1,590)	(1,590)	(3,144)	(3,144)	(3,583)	
01-5310-4300-001-3700-000-000-0	Supplies - Food	31,805	31,805	62,880	62,880	71,654	71,654
01-6500-4300-001-5760-1190-000-0	Special Educati,Supplies,(Default)	1,000	1,000	2,000	2,000	2,000	2,000
01-6500-5800-001-5760-1190-000-0	Special Educati,Professional Se,(Default)	20,000	20,000	5,000	5,000	5,000	5,000
01-6500-7141-001-5001-9200-000-0	Unrestricted,Other Tuition To S,District Oversi	88,220	88,220	105,456	105,456	123,490	123,490
01-6500-8792-001-5001-0000-000-0	Special Educati,TrfApportFrCoun,(Default)	(43,650)	(43,650)	(85,845)	(85,845)	(97,970)	(97,970)
01-6500-8980-001-5001-0000-000-0	Special Educati,ContriFrmUnrest,(Default)	(65,570)		(26,611)		(32,520)	
		414,894	414,894	58,119	58,119	(139,518)	(67,864)
		(5,106)		(1,881)		(139,518)	
		420,000		60,000		(0)	

New Pacific Schools - Roseville
Salaries and Benefits

2022-23	Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
Certificated									
Principal	100,000	18,100	0	0	1,450	245	10,000	1,000	130,795
Teacher	51,840	9,383	0	0	752	245	10,000	518	72,738
Teacher	51,840	9,383	0	0	752	245	10,000	518	72,738
Teacher	51,840	9,383	0	0	752	245	10,000	518	72,738
	<u>255,520</u>	<u>46,249</u>	<u>0</u>	<u>0</u>	<u>3,705</u>	<u>980</u>	<u>40,000</u>	<u>2,555</u>	<u>349,009</u>
Classified - Admin									
Office Manager	45,000	0	11,745	2,790	653	245	10,000	450	70,883
Office Assistant	21,600	0	5,638	1,339	313	245	10,000	216	39,351
	<u>66,600</u>	<u>0</u>	<u>17,383</u>	<u>4,129</u>	<u>966</u>	<u>490</u>	<u>20,000</u>	<u>666</u>	<u>110,234</u>
Lunch Supervision									
Lunch Supervisor	14,400	0	0	893	209	245	0	144	15,891
Teacher Assistant	28,800	0	7,517	1,786	418	245	10,000	288	49,053
Teacher Assistant	28,800	0	7,517	1,786	418	245	10,000	288	49,053
Teacher Assistant	28,800	0	7,517	1,786	418	245	10,000	288	49,053
	<u>100,800</u>	<u>0</u>	<u>22,550</u>	<u>6,250</u>	<u>1,462</u>	<u>980</u>	<u>30,000</u>	<u>1,008</u>	<u>163,050</u>
Classified - Custodial									
Custodian	22,500	0	5,918	1,395	326	245	0	225	30,609
	<u>22,500</u>	<u>0</u>	<u>5,918</u>	<u>1,395</u>	<u>326</u>	<u>245</u>	<u>0</u>	<u>225</u>	<u>30,609</u>
2023-24									
2023-24	Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
Certificated									
Principal	105,000	19,005	0	0	1,523	245	10,000	1,050	136,823
Teacher	53,914	9,758	0	0	782	245	10,000	539	75,238
Teacher	53,914	9,758	0	0	782	245	10,000	539	75,238
Teacher	53,914	9,758	0	0	782	245	10,000	539	75,238
Teacher - Math	51,840	9,383	0	0	752	245	10,000	518	72,738
Teacher - Science	51,840	9,383	0	0	752	245	10,000	518	72,738
Teacher - English	51,840	9,383	0	0	752	245	10,000	518	72,738
	<u>422,261</u>	<u>76,429</u>	<u>0</u>	<u>0</u>	<u>6,123</u>	<u>1,715</u>	<u>70,000</u>	<u>4,223</u>	<u>580,750</u>
Classified - Admin									
Office Manager	47,250	0	12,805	2,930	685	245	10,000	473	74,387
Office Assistant	17,010	0	4,610	1,055	247	245	10,000	170	33,336
	<u>64,260</u>	<u>0</u>	<u>17,414</u>	<u>3,984</u>	<u>932</u>	<u>490</u>	<u>20,000</u>	<u>643</u>	<u>107,723</u>
Lunch Supervision									
Lunch Supervisor	11,340	0	0	703	164	245	0	113	12,566
Teacher Assistant	22,680	0	6,146	1,406	329	245	10,000	227	41,033
Teacher Assistant	22,680	0	6,146	1,406	329	245	10,000	227	41,033
Teacher Assistant	22,680	0	6,146	1,406	329	245	10,000	227	41,033
	<u>79,380</u>	<u>0</u>	<u>18,439</u>	<u>4,922</u>	<u>1,151</u>	<u>980</u>	<u>30,000</u>	<u>794</u>	<u>135,665</u>
Classified - Custodial									
Custodian	47,250	0	12,805	2,930	685	245	10,000	473	74,387
	<u>47,250</u>	<u>0</u>	<u>12,805</u>	<u>2,930</u>	<u>685</u>	<u>245</u>	<u>10,000</u>	<u>473</u>	<u>74,387</u>
2024-25									
2024-25	Salary	STRS	PERS	FICA	Medicare	SUI	Health	401k	Total
Certificated									
Principal	110,250	19,955	0	0	1,599	245	10,000	1,103	143,151
Teacher	56,070	10,149	0	0	813	245	10,000	561	77,838
Teacher	56,070	10,149	0	0	813	245	10,000	561	77,838
Teacher	56,070	10,149	0	0	813	245	10,000	561	77,838
Teacher - Math	53,914	10,297	0	0	782	245	10,000	539	75,777
Teacher - Science	53,914	10,297	0	0	782	245	10,000	539	75,777
Teacher - English	53,914	10,297	0	0	782	245	10,000	539	75,777
Teacher - History	51,840	9,901	0	0	752	245	10,000	518	73,257
	<u>492,041</u>	<u>91,195</u>	<u>0</u>	<u>0</u>	<u>7,135</u>	<u>1,960</u>	<u>80,000</u>	<u>4,920</u>	<u>677,252</u>
Classified - Admin									
Office Manager	49,613	0	13,792	3,076	719	245	10,000	496	77,941
Office Assistant	17,861	0	4,965	1,107	259	245	10,000	179	34,616
	<u>67,473</u>	<u>0</u>	<u>18,757</u>	<u>4,183</u>	<u>978</u>	<u>490</u>	<u>20,000</u>	<u>675</u>	<u>112,557</u>
Lunch Supervision									
Lunch Supervisor	11,907	0	3,310	738	173	245	0	119	16,492
Teacher Assistant	23,814	0	6,620	1,476	345	245	10,000	238	42,739
Teacher Assistant	23,814	0	6,620	1,476	345	245	10,000	238	42,739
Teacher Assistant	23,814	0	6,620	1,476	345	245	10,000	238	42,739
Teacher Assistant	28,800	0	8,006	1,786	418	245	10,000	288	49,543
	<u>112,149</u>	<u>0</u>	<u>31,177</u>	<u>6,953</u>	<u>1,826</u>	<u>1,225</u>	<u>40,000</u>	<u>1,121</u>	<u>194,252</u>
Classified - Custodial									
Custodian	49,613	0	13,792	3,076	719	245	10,000	496	77,941
	<u>49,613</u>	<u>0</u>	<u>13,792</u>	<u>3,076</u>	<u>719</u>	<u>245</u>	<u>10,000</u>	<u>496</u>	<u>77,941</u>

New Pacific Schools - Roseville
Books & Supplies

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Supplies - Administrative	10,000	10,000	10,000
Supplies - Food	31,805	62,880	71,654
Supplies - Maintenance	5,000	5,000	5,000
Supplies - Instructional	174,000	213,000	132,500
Supplies - SPED	1,000	2,000	2,000
	<u>221,805</u>	<u>292,880</u>	<u>221,154</u>

New Pacific Schools - Roseville
Services

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Travel and Conference	6,000	6,000	6,000
Dues and Subscriptions	1,000	1,000	1,000
Maintenance Services	8,000	9,000	9,000
Copy Machine Rental	8,000	8,000	8,000
Facility Lease	166,618	256,267	265,778
Administrative Services	5,000	8,000	10,000
Instructional Services	10,000	12,000	15,000
Special Education Services	20,000	26,461	29,493
	<u>224,618</u>	<u>326,728</u>	<u>344,271</u>

New Pacific Schools - Roseville
Other Outgo & PCI Allocations

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
District Oversight (1%)	<u>8,402</u>	<u>16,775</u>	<u>20,252</u>
PCI - Administrative:			
Salaries & Benefits - Superintendent and Administrative Support	76,913	154,707	182,697
Supplies	2,327	4,481	5,068
Travel & Conference	2,053	3,953	4,472
Dues & Subscriptions	274	527	596
Insurance	7,802	15,023	16,994
Copy Machine Rental	958	1,845	2,087
Facilities	5,065	9,752	11,031
Administrative Services	12,319	23,721	26,833
Maintenance Services	274	527	596
Advertising	958	1,845	2,087
Legal	1,643	3,163	3,578
Audit	684	1,318	1,491
Fingerprinting	110	211	239
Postage	329	633	716
Telephone	1,095	2,108	2,385
Internet	6,023	11,597	13,118
	<u>118,825</u>	<u>235,410</u>	<u>273,989</u>
PCI - Instructional:			
Salaries & Benefits - Counseling and Instructional Support	<u>33,202</u>	<u>65,848</u>	<u>76,723</u>
PCI - Special Education:			
Salaries & Benefits - Psychologist, Education Specialist and Speech	<u>88,220</u>	<u>105,456</u>	<u>123,490</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget
2022-23

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	New Pacific Schools	Combined
	Admin.	School Operations	Combined					
Revenues:								
LCFF Sources		\$10,897,689	\$10,897,689	\$9,021,262	\$5,600,697	\$6,063,863	\$840,164	\$32,423,675
Federal		245,009	245,009	192,786	74,823	75,952	30,215	618,785
State		239,785	239,785	189,837	130,231	136,809	19,050	715,712
Local		449,056	449,056	420,000	354,647	371,126	43,650	1,638,479
Other Financing Sources	(\$420,000)	0	(420,000)	0	0	0	420,000	0
	<u>(\$420,000)</u>	<u>11,831,539</u>	<u>11,411,539</u>	<u>9,823,885</u>	<u>6,160,398</u>	<u>6,647,750</u>	<u>1,353,079</u>	<u>35,396,651</u>
Expenditures:								
Certificated Salaries	363,643	7,170,126	7,533,769	2,960,850	1,726,455	1,842,990	255,520	14,319,584
Classified Salaries	1,584,532	440,249	2,024,781	78,132	215,192	121,925	189,900	2,629,930
Employee Benefits	861,363	2,405,793	3,267,156	1,157,018	630,139	522,797	207,481	5,784,591
Books & Supplies	85,000	1,241,409	1,326,409	907,836	828,160	998,467	221,805	4,282,677
Services	1,446,000	1,255,737	2,701,737	1,318,416	1,084,300	990,252	224,618	6,319,323
Capital Outlay	0	0	0	0	0	0	0	0
Other Outgo	0	326,931	326,931	90,213	56,007	242,555	8,402	724,106
Debt Service - Principal	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0
PCI Cost Allocation:								
Administrative	(4,340,538)	1,434,098	(2,906,440)	1,143,181	803,095	841,338	118,825	0
Instructional	0	(1,418,069)	(1,418,069)	651,704	336,268	396,895	33,202	0
Special Education	0	(1,757,047)	(1,757,047)	918,958	367,583	382,286	88,220	0
	<u>0</u>	<u>11,099,226</u>	<u>11,099,226</u>	<u>9,226,308</u>	<u>6,047,199</u>	<u>6,339,505</u>	<u>1,347,973</u>	<u>34,060,212</u>
Excess	(420,000)	732,313	312,313	597,577	113,199	308,245	5,106	1,336,439
Fund Balance, Beginning	0	4,529,870	4,529,870	3,313,971	484,731	1,790,723	0	10,119,295
Fund Balance, Ending	<u>(\$420,000)</u>	<u>\$5,262,183</u>	<u>\$4,842,183</u>	<u>\$3,911,548</u>	<u>\$597,930</u>	<u>\$2,098,968</u>	<u>\$5,106</u>	<u>\$11,455,734</u>
Components of Ending Fund Balance:								
Designated Amounts:								
Reserve for Economic Uncertainty		\$554,961	\$554,961	\$461,315	\$302,360	\$316,975		\$1,635,612
Restricted		0	0	0	0	0		0
Unappropriated	(\$420,000)	4,707,221	4,287,221	3,450,233	295,570	1,781,992	\$5,106	9,820,122
	<u>(\$420,000)</u>	<u>\$5,262,183</u>	<u>\$4,842,183</u>	<u>\$3,911,548</u>	<u>\$597,930</u>	<u>\$2,098,968</u>	<u>\$5,106</u>	<u>\$11,455,734</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget
2023-24

	<u>Heritage Peak</u>			<u>Rio Valley</u>	<u>Valley View</u>	<u>Sutter Peak</u>	<u>New Pacific Schools</u>	<u>Combined</u>
	<u>Admin.</u>	<u>School Operations</u>	<u>Combined</u>					
Revenues:								
LCFF Sources		\$11,236,604	\$11,236,604	\$9,300,051	\$5,773,997	\$6,251,254	\$1,677,495	\$34,239,401
Federal		245,009	245,009	192,786	74,823	75,952	81,197	669,767
State		239,785	239,785	189,837	130,231	136,809	38,966	735,628
Local		449,056	449,056	420,000	354,647	371,126	85,845	1,680,674
Other Financing Sources	(\$60,000)	0	(60,000)	0	0	0	60,000	0
	<u>(60,000)</u>	<u>12,170,454</u>	<u>12,110,454</u>	<u>10,102,674</u>	<u>6,333,698</u>	<u>6,835,141</u>	<u>1,943,503</u>	<u>37,325,470</u>
Expenditures:								
Certificated Salaries	381,825	7,456,931	7,838,756	3,079,284	1,795,513	1,916,710	422,261	15,052,524
Classified Salaries	1,663,759	462,261	2,126,020	82,039	225,952	128,021	190,890	2,752,922
Employee Benefits	889,357	2,483,981	3,373,339	1,194,621	650,619	539,788	285,375	6,043,741
Books & Supplies	85,000	1,241,409	1,326,409	907,836	828,160	998,467	292,880	4,353,752
Services	1,446,000	1,255,737	2,701,737	1,318,416	1,084,300	990,252	326,728	6,421,433
Capital Outlay	0	0	0	0	0	0	0	0
Other Outgo	0	337,098	337,098	93,001	83,740	250,050	16,775	780,664
Debt Service - Principal	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0
PCI Cost Allocation:								
Administrative	(4,465,941)	1,437,094	(3,028,847)	1,145,569	804,773	843,095	235,410	0
Instructional	0	(1,471,363)	(1,471,363)	662,685	340,335	402,495	65,848	0
Special Education	0	(1,815,349)	(1,815,349)	941,571	376,628	391,694	105,456	(0)
	<u>0</u>	<u>11,387,800</u>	<u>11,387,800</u>	<u>9,425,021</u>	<u>6,190,020</u>	<u>6,460,571</u>	<u>1,941,622</u>	<u>35,405,035</u>
Excess	(60,000)	782,654	722,654	677,653	143,678	374,570	1,881	1,920,435
Fund Balance, Beginning	(420,000)	5,262,183	4,842,183	3,911,548	597,930	2,098,968	5,106	11,455,734
Fund Balance, Ending	<u>(\$480,000)</u>	<u>\$6,044,836</u>	<u>\$5,564,836</u>	<u>\$4,589,201</u>	<u>\$741,608</u>	<u>\$2,473,537</u>	<u>\$6,987</u>	<u>\$13,376,170</u>
Components of Ending Fund Balance:								
Designated Amounts:								
Reserve for Economic Uncertainty		\$569,390	\$569,390	\$471,251	\$309,501	\$323,029		\$1,673,171
Restricted		0	0	0	0	0		0
Unappropriated	(\$480,000)	5,475,446	4,995,446	4,117,950	432,107	2,150,509	\$6,987	11,702,999
	<u>(\$480,000)</u>	<u>\$6,044,836</u>	<u>\$5,564,836</u>	<u>\$4,589,201</u>	<u>\$741,608</u>	<u>\$2,473,537</u>	<u>\$6,987</u>	<u>\$13,376,170</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget
2024-25

	<u>Heritage Peak</u>			<u>Rio Valley</u>	<u>Valley View</u>	<u>Sutter Peak</u>	<u>New Pacific Schools</u>	<u>Combined</u>
	<u>Admin.</u>	<u>School Operations</u>	<u>Combined</u>					
Revenues:								
LCFF Sources		\$11,634,380	\$11,634,380	\$9,629,273	\$5,978,396	\$6,472,548	\$2,025,175	\$35,739,772
Federal		245,009	245,009	192,786	74,823	75,952	92,563	681,133
State		239,785	239,785	189,837	130,231	136,809	45,689	742,351
Local		449,056	449,056	420,000	354,647	371,126	97,970	1,692,799
Other Financing Sources		0	0	0	0	0	0	0
	<u>0</u>	<u>12,568,230</u>	<u>12,568,230</u>	<u>10,431,896</u>	<u>6,538,097</u>	<u>7,056,435</u>	<u>2,261,398</u>	<u>38,856,056</u>
Expenditures:								
Certificated Salaries	\$400,916	7,755,208	8,156,125	3,202,455	1,867,334	1,993,378	492,041	15,711,333
Classified Salaries	1,746,947	485,375	2,232,321	86,141	237,249	134,422	229,235	2,919,368
Employee Benefits	916,038	2,558,501	3,474,539	1,230,460	670,137	555,982	340,726	6,271,843
Books & Supplies	85,000	1,241,409	1,326,409	907,836	807,160	998,467	221,154	4,261,026
Services	1,446,000	1,255,737	2,701,737	1,318,416	1,084,300	990,252	344,271	6,438,976
Capital Outlay	-	0	0	0	0	0	0	0
Other Outgo	-	337,098	337,098	96,293	85,784	258,902	20,252	798,328
Debt Service - Principal	-	0	0	0	0	0	0	0
Debt Service - Interest	-	0	0	0	0	0	0	0
PCI Cost Allocation:								0
Administrative	(4,594,901)	1,467,796	(3,127,105)	1,170,043	821,966	861,107	273,989	0
Instructional		(875,662)	(875,662)	327,639	230,169	241,130	76,723	0
Special Education		(1,875,507)	(1,875,507)	964,767	385,907	401,343	123,490	(0)
	<u>0</u>	<u>12,349,955</u>	<u>12,349,955</u>	<u>9,304,050</u>	<u>6,190,006</u>	<u>6,434,983</u>	<u>2,121,880</u>	<u>36,400,874</u>
Excess	0	218,275	218,275	1,127,846	348,091	621,453	139,518	2,455,183
Fund Balance, Beginning	(480,000)	6,044,836	5,564,836	4,589,201	741,608	2,473,537	6,987	13,376,170
Fund Balance, Ending	<u>(\$480,000)</u>	<u>\$6,263,111</u>	<u>\$5,783,111</u>	<u>\$5,717,047</u>	<u>\$1,089,700</u>	<u>\$3,094,990</u>	<u>\$146,505</u>	<u>\$15,831,353</u>
Components of Ending Fund Balance:								
Designated Amounts:								
Reserve for Economic Uncertainty		\$617,498	\$617,498	\$465,202	\$309,500	\$321,749		\$1,713,950
Restricted		0	0	0	0	0		0
Unappropriated	(\$480,000)	5,645,613	5,165,613	5,251,845	780,199	2,773,241	\$146,505	14,117,403
	<u>(\$480,000)</u>	<u>\$6,263,111</u>	<u>\$5,783,111</u>	<u>\$5,717,047</u>	<u>\$1,089,700</u>	<u>\$3,094,990</u>	<u>\$146,505</u>	<u>\$15,831,353</u>

New Pacific Schools - Roseville
Lunch Revenue

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
ADA	87	172	196
Participation	75%	75%	75%
Daily Participation	<u>65</u>	<u>129</u>	<u>147</u>
Free & Reduced Meals	26	52	59
Paid Meals	39	77	88
Revenue	<u>31,805</u>	<u>62,880</u>	<u>71,654</u>
Federal	30,215	59,736	68,071
State	1,590	3,144	3,583
	<u>31,805</u>	<u>62,880</u>	<u>71,654</u>

	Year		
	<u>1</u>	<u>2</u>	<u>3</u>
Kilgore	185,600	284,800	294,400
Bonita	109,760	170,128	178,360
Stone House	198,375	303,962	313,561
Calaveras	208,800	320,400	331,200
Pony Express	130,553	202,046	211,371
Total	<u>833,088</u>	<u>1,281,336</u>	<u>1,328,892</u>
Average	<u>166,618</u>	<u>256,267</u>	<u>265,778</u>