
Valley View Charter Prep
A California Public Charter School

RENEWAL

Charter Renewal Term: July 1, 2025– June 30, 2032

Submitted to New Jerusalem Elementary School District
September 10, 2024

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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 renewal of a California public charter school named Valley View Charter Prep ("VVCP," "Valley View," or the "Charter School"), operated by Pacific Charter Institute ("PCI"), which is located within the boundaries of the New Jerusalem Elementary School District ("District" or "NJESD"), is true to the best of my knowledge and belief; and further, I understand that if awarded a charter renewal, 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:

- 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)]
- Shall declare Pacific Charter Institute as the exclusive public-school employer of the employees of Valley View Charter Prep for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- 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)]
- 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 with preferences in the public random drawing provided in accordance with Education Code Section 47605(e)(2)(B)(i)-(iv). 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. 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)]
- 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").

- 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)]
- 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. 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.[Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a report card 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 maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School 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 the Every Student Succeeds Act.
- The Charter School shall comply with the Public Records Act, Government Code Section 7920.000, *et seq* (“CPRA”).

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with the Political Reform Act, Government code Section 81000, *et seq.* (“PRA”).
- The Charter School shall comply with Education Code Section 51745, *et seq.* related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum number of school days as required in Title 5 California Code of Regulations Section 11960 and legally required annual instructional minutes for the grade levels being served as required by Education Code Section 47612.5(a)(1)(A)-(D).

Paul Keefer, MBA, Ed.D

September 10, 2024

Lead Petitioner and Executive Director
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Valley View Charter Prep

A Pacific Charter Institute School

Overview

Location	3140 South Koster Road, Tracy, CA 95304/PCI Business Office
Educational Focus	Valley View Charter Prep provides an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program that helps every student realize his or her potential.
Grades Served	Grades transitional kindergarten (“TK”) through 12
Flexible Instruction	Valley View Charter Prep provides curriculum that meets the California standards for each grade level with high-interest delivery and regular and purposeful assessment.
Mission of School	Valley View Charter Prep empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem-solvers, and lifelong learners.
Schools Like Valley View Charter Prep	Valley View Charter Prep offers a valuable alternative for students seeking home or independent study opportunities; the school supports their learning through one-on-one and online curriculum led by qualified teachers.
For more Information	Web site: www.pacificcharters.org Email: paul.keefer@pacificcharters.org Phone: 866-992-9033, ext. 3000

INTRODUCTION

Who We Are? Valley View Charter Prep

Valley View Charter Prep serves students in grades TK-12 who seek homeschooling or independent study opportunities. The school supports student learning through both online curriculum and individualized instruction led by qualified teachers. Valley View Charter Prep is an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential.

Valley View Charter Prep: Meeting the Needs of the Community

Students attending Valley View Charter Prep typically enroll after unsuccessfully navigating the traditional system or having never entered a traditional setting. Older students who enroll at Valley View may be behind in credits and/or have major gaps in their learning under the traditional system. Valley View complements the public schools in the region by filling an academic hole that currently exists. In addition, Valley View supports families who choose to homeschool their children and the staff has built excellent relationships with the parent-led community-based learning cooperatives.

Students at all grade levels require formal instructional support from certificated teachers to support and help guide education at home by committed parents. This support ensures results equal to or better than the surrounding schools. Families who choose independent study or schooling at home have the support of credentialed teachers at Valley View as they work toward the goal of having the students reach proficient or advanced levels in the core subject areas. It is important to the Pacific Charter Institute Board of Directors ("Board") that Valley View has a positive, student-centered relationship with the sponsoring district.

Offering Improved Academic Performance

Based on the results of Pacific Charter Institute schools, staff supports the importance of both statewide testing and the development of essential skills and depth of knowledge for each student. Focused actions of staff with clear support from Pacific Charter Institute and tactical changes to curriculum and delivery of instruction ensure that each student reaches his or her potential. Valley View Charter Prep has demonstrated significant success in academic achievement during the 2023-2024 school year. Notable accomplishments include:

- **Significant Gains on CAASPP:** Valley View Charter Prep made substantial improvements in both English Language Arts ("ELA") and Mathematics on the California Assessment of Student Performance and Progress ("CAASPP"), exceeding the State of California in both.
- **Early Literacy Proficiency:** The Charter School met the Board's Early Literacy Proficiency goal, achieving a rate of 95% or better for all second-grade students.
- **Recognition by State Superintendent:** At the end of 2024, Valley View Charter Prep was invited by the State Superintendent of Public Instruction to apply for the prestigious "California Schools to Watch" program.
- **National Recognition:** Valley View Charter Prep was named one of the Best High Schools in the United States by U.S. News & World Report.

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

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

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

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

Valley View Charter Prep increases engagement with stakeholders by offering regular park days, field trips, and a mobile lending library to increase student and family connectedness. Parent Square and regular emails from the school director also ensure that families are current on their students' academic progress and enrichment opportunities. Valley View Charter Prep offers a rigorous academic curriculum, including math and science, to all students.

Student Enrollment

Valley View has enjoyed steady growth since opening in September 2014. The total enrollment for 2023-2024 (Source: California Basic Educational Data System ("CBEDS")) was 669 students with an anticipated increase for 2024-2025 to 728 students.

Ethnicity

Of the 669 students enrolled as of CBEDS 2023-2024, 45% are Caucasian, 7% are African American, 19% are Hispanic, 22% Other Asian, 2% Filipino, 2% Alaskan and Native American, 1% other Pacific Islander, and 2% are of mixed race or decline to answer. Our numbers of Hispanic, African American, Other Asian, and Caucasian students each comprise our significant ethnic sub-groups.

English Learners

VVCP takes pride in serving our English Learners ("EL"). Currently 3% of our student population is classified as English Learner. Our EL students receive additional support through an English Learner Support Teacher who will provide teachers and/or students with direct intensive instructional

support services including research based effective strategies and interventions. Teachers also meet weekly with their EL students and tutoring is available through several qualified vendors.

Socio-Economic Level

There are two indicators for identifying socioeconomic status. The primary indicator of socioeconomic status is the number of students who would be eligible for free or reduced lunches, if lunches were offered. The other indicator used to identify socio-economic status is the education level of parents. There is a wide range of educational backgrounds within our school community. Based on the two indicators 43% of VVCP students qualify as socio-economically disadvantaged ("SED"). In 2023-24, 503 of our students have at least one parent who earned a college degree. PCI utilizes CALPADS and county databases to verify the economic status of the students.

Special needs

Valley View Charter Prep provides high caliber services and support to students with special needs. All Individualized Education Programs ("IEPs") are compliant with state and federal laws and regulations. VVCP is a proud member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"). VVCP coordinates and provides its own special education services and supports. VVCP employs two full-time Resource Specialists who provide specialized academic instruction, one full-time School Psychologist who conducts all assessments and provides counseling services, and a part-time School Nurse who conducts health assessments. Valley View also shares a Speech and Language Pathologist with other PCI schools.

Curriculum

Language Arts

The language arts curriculum prepares students to meet the California Common Core Standards ("CCSS") and prepares students for post-high school reading and writing demands including the SAT, ACT and placement examinations at colleges and universities. The core curriculum includes McGraw-Hill's Wonders 2023, (TK-5th), CommonLit (6th-12th), NoRedInk (3rd-12th), and Actively Learn (McGraw-Hill 3rd-12th). English language arts program to ensure that all TK -12th grade students are participating in a rigorous, relevant, and coherent Common Core State Standards curriculum.

Additionally, students have access to online supplemental curriculum, such as IXL, Edmentum's Exact Path, Reading Eggs, Lexia, and the Sonday reading program. Workshops, in-services, and training from experts occur regularly to ensure that materials are effectively adapted to maximize student learning. These programs allow students to receive instruction in language arts and reading, expecting them to receive additional support when not meeting standards. Parents and teachers work together to find additional resources to exceed the expectations of the state standards.

ELA core and supplemental curriculum are accessed and monitored online by the assigned teacher and guided and supported by the designated ELA support teacher, offering various assignments and assessments for all performance levels, including English Language Development ("ELD").

Valley View Charter Prep currently utilizes Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) as a growth projection assessment and the CAASPP to monitor student learning and guide instruction.

Math

Valley View Charter Prep follows the CCSS in mathematics to ensure optimal standards-based instruction. In all cases, the CCSS anchors the expected outcomes, regardless of the curriculum.

Valley View Charter Prep adopted the K-12 grade Reveal Math (McGraw-Hill) as its core math curriculum. The school also offers supplemental online learning with IXL (K-12), Edmentum’s Exact Path (3rd-12th), and Math Seeds (TK-3rd). Students are given embedded assessments to ensure that they are meeting grade level proficiency.

Additionally, the NWEA MAP assessment is used as a formative tool to determine if gaps exist in students’ mathematical background for grades K-12. Teachers work with parents and students, to “fill the gap” using IXL, or Exact Path.

Students in virtual math courses, (grades 6-12), rely on regular benchmark assessments in classes, as well as monitoring mastery of standards with Focused Interim Assessment Blocks (“FIABs”). Also, Valley View high school students are expected to pass Integrated Math 1 and all students must take three years of math in high school, allowing them the opportunity to reach at least pre-calculus.

In 2015-16, the school piloted our first interactive virtual math classes and since inception has expanded the offerings in math and science each year. To offer more courses, Valley View Charter Prep partners with other PCI schools to share a full course load of “a-g approved” courses taught by certificated math and science teachers from the organization.

Science

Students at the K-5 level have access to the Inspire (McGraw Hill) curriculum. In addition to textbooks, the students have enrichment opportunities through community offerings that address the Next Generation Science Standards. Gizmos are interactive math and science simulations for grades 3-12. Over 400 Gizmos aligned to the Next Generation Science Standards (“NGSS”) help educators bring powerful new learning experiences to the classroom. Whitebox Learning and Gizmos are supplemental science and math resources available to all students who wish to use them.

Valley View offers virtual courses in grades 6th-12th, covering middle school science standards, and high school a-g science courses: biology, physical science, and chemistry. These course descriptions have met the University of California (“UC”)/California State University (“CSU”) “a- g” criteria for high school courses. PCI has experienced excellent results when combining the “a-g” virtual science courses with online offerings. As the NGSS continues to develop, the school will incorporate the most appropriate curriculum. Valley View successfully integrates wet labs for all required “a-g” courses and for many of the high school required science classes.

History

Social studies courses focus on the California content standards at each grade level using state-adopted curriculum. Grades K-5 use McGraw Hill's Impact Social Studies, and grades 3-12 access McGraw Hill's Actively Learn. Middle school students have the option to use supplemental materials that include historical videos via United Streaming (Discovery Education) and project-based activities in addition to their textbook work. Students in high school take the A-G approved courses including geography, world history, US history, government, and economics.

Foreign Language

Foreign language targets Spanish and engages in conversational elements and is supported through online programs. The goal is for students to become proficient in Spanish to the extent that they can use it to engage in the global economy. The study of Spanish at Valley View Charter Prep also exposes students to the cultural and historical components of the language. The school relies on Rosetta Stone online. Students learn the fundamentals of the language and culture including history, cultural practices, visual arts, and idioms. The school provides students with Internet access for home use of the program.

Fine Arts

Valley View Charter Prep 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. College Preparatory Art I and II are UC "a-g" approved courses offered to high school students that follow the California Visual and Performing Arts Content Standards. At the lower grades, students take classes through approved art vendors that are specific to students' interests. In addition, students can participate in local and global competitions within the medium they excel in. Students have access to music instruction. Finally, students interested in the performing arts have access to a variety of stage academies in the region based on their interests and talents. Students also attend professional performances at various venues to appreciate the arts. Through the Prop 28 funds the school will have Visual and Performing Arts ("VAPA") assigned teachers to augment the fine arts at VVCP.

Physical Education

Valley View Charter Prep students have flexible access to pursue a physical fitness program that aligns with their individual goals. The school provides guidelines outlined by The President's Challenge and then incorporates these elements into the student's personal endeavors, including the Active Lifestyle program. Students in grades five, seven, and nine complete the physical fitness assessment through California in spring 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.

Transitional Kindergarten through 5th grade Curriculum

The curriculum in grades Kindergarten through 5th grade consists of state adopted texts supplemented with individualized student materials to augment standards-based learning. The students use McGraw Hill's Reveal Math in mathematics and Wonders 2023 for ELA. The standards-based assignments allow students to focus on their interests while building skills from their unique ability levels. The curriculum also ensures that the work promotes proficiency in the core subject

areas. Students supplement the core subject areas using IXL, Math Seeds, Exact path, and discovery education online programs to assist in reaching proficiency for the students.

6th grade through 8th Grade Curriculum

The curriculum in grades six through eight uses the state adopted curriculums including McGraw Hill, NoRedInk, and CommonLit, for language arts and McGraw Hill's Reveal Math for mathematics. As identified by the NWEA MAP assessment, students that require intensive intervention in language arts may also use supplemental curriculum, such as IXL and Exact Path, which ensures every student will be monitored and supported.

9th through 12th Grade Curriculum

As Valley View Charter Prep grows, it is expected that all students will be enrolled in classes that allow them to perform at the highest possible level including a full complement of "a-g" approved courses. Every student can take the ACT and/or SAT to meet the entrance requirements of a four-year college. Valley View strives to make this a choice for every student upon graduation unless he or she is already enrolled at the community college or other post-secondary program. Last year the 19 graduates successfully completed over 170 community college classes to complement the curriculum at Valley View.

In mathematics, students are required to complete three years of mathematics to meet the entrance requirements to four-year colleges. Valley View Charter Prep uses McGraw Hill's Integrated Math series as its state adopted textbook to support the CCSS-based math program. The school complements math curriculum with PLATO courses, an online delivery system that allows for individual learner pacing and support. Students using the full program can learn faster than their peers. In addition, students may supplement the math curriculum with Khan Academy and other online resources.

Students must complete four years of English to graduate and four years of College Prep English to prepare for university entrance. VVCP anchors its college prep English program in CommonLit, NoRedInk, and Actively Learn, for grades 9-12. Using Rasch Unit ("RIT") scale scores from the NWEA MAP assessment and other data, students who are special education, English Learners, or reading two or more grade levels below their actual grade level and require intensive intervention may use the Hampton Brown EDGE programs.

Students can access various science classes including earth science, biology, chemistry, and physics through direct instruction from qualified teachers. The variety of offerings is based on meeting the California state standards in science and fulfilling the science requirement of "a-g" coursework. Students in these classes are monitored with regular standards-based benchmarks examinations. These assessments are aligned with the coursework and help identify strengths and weaknesses in science for each student.

CAASPP Student Achievement

Valley View Charter Prep has shown consistent improvement in student performance on the Smarter Balanced assessments in English Language Arts (ELA) and Mathematics. For the 2023-2024 school year, 64% of students met or exceeded the standards in ELA, while 59% did so in Mathematics.

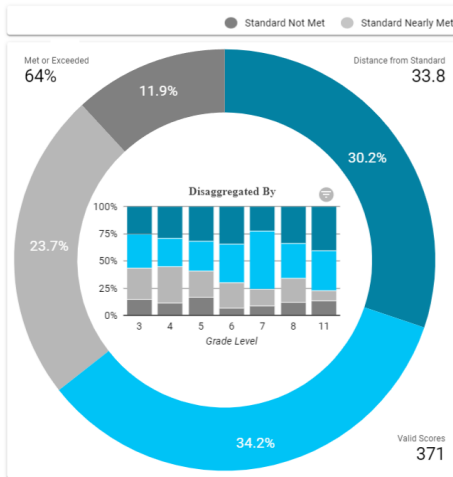
The school's Distance from Standard (DFS) scores have also seen substantial gains. In ELA, the DFS improved from -56.47 in 2014-15 to 33.8 in 2023-24. In Mathematics, the DFS increased from -89.18 to 20.3 over the same period. Notably, during the 2023-2024 school year alone, ELA DFS improved by 11 points, and Mathematics DFS by 26 points.

STATE TEST RESULTS

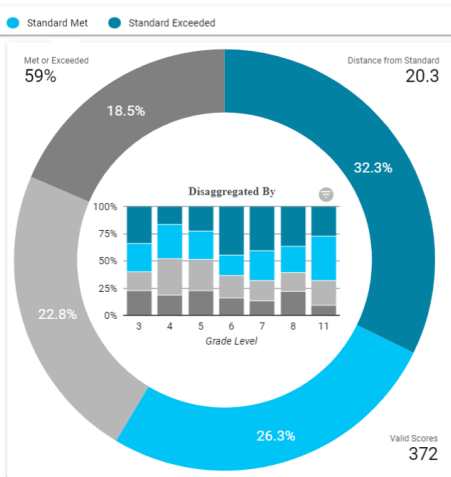
Overall: ELA & Math Results

Academic Year: 2023-24 (1) | Grade: 3, 4, 5, 6, 7, 8, 11 (7) | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Language Acquisition S... | Foster Youth | Homeless | Students w/ Disabilities | Test Site: Valley View C... (1) | Enrollment Length

Overall ELA Results



Overall Math Results



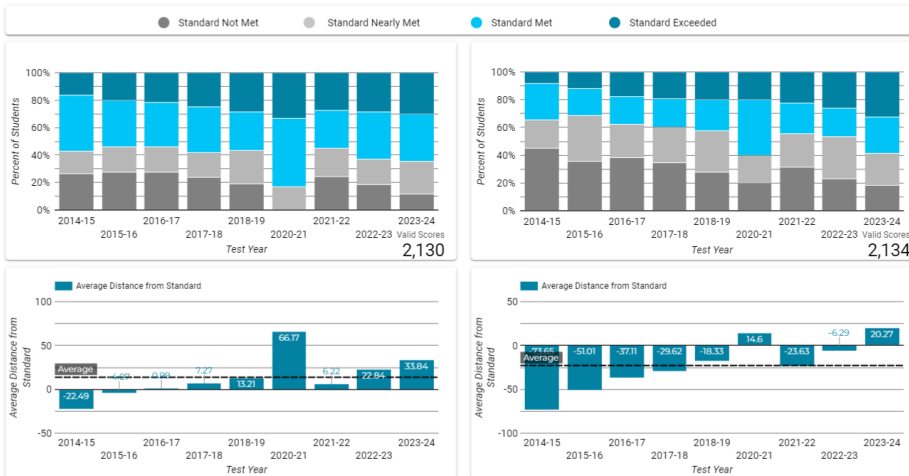
STATE TEST RESULTS

Trend Analysis

Academic Year | Grade: 3, 4, 5, 6, 7, 8, 11 (7) | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Language Acquisition S... | Foster Youth | Homeless | Students w/ Disabilities | Test Site: Valley View C... (1) | Enrollment Length | Cohort | Test Date

Overall ELA Results

Overall Math Results



Case for Renewal

Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California School Dashboard (“Dashboard”) and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing: Presumptive renewal if the Charter School meets the established renewal criteria – Education Code Section 47607(c)(2).

- Middle Performing: Renewal unless the Charter School failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- Low Performing: Presumptive non-renewal if the Charter School meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term.

Renewal tracks most recently came back online following publication of the 2024 Dashboard, and the CDE released the performance category data file in March 2024. According to this file, Valley View Charter Prep is in the high-performing category for renewal under Criteria 2.

High Performing Category Criteria

Education Code Section 47607(c)(1) states:

- (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.
- (2) (A) The chartering authority **shall not deny renewal** for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:
 - i. [Criteria 1] The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted to Section 52064.5 for which it receives performance levels.
 - ii. [Criteria 2] For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

...

(E) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(F) A charter that satisfies the criteria in subparagraph (A) or (B) **shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools** enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter. (Emphasis added).

Accordingly, as outlined in the Education Code under the high-performing category, VVCP is only required to update the charter petition with the latest applicable changes in education laws. Valley View Charter Prep presents the following information to the NJESD that demonstrates the Charter School is academically successful and should thus be granted a seven-year renewal term pursuant to Education Code Section 47607(c).

VVCP has outline how it meets the Renewal High Track under "Criteria 2."

Specifically, Criteria 2 looks at performance levels (colors on the Dashboard), as well as Distance from Standard on state-wide performance for the two years preceding the charter renewal decision, which for VVCP are the 2022 and 2023 Dashboards. Additionally, Criteria 2 considers charter school subgroup performance against subgroups performing below the state average in each respective year. Charter schools are eligible for high-performing status, with streamlined renewal, if, for the two years immediately preceding renewal their status on all academic indicators is higher than California

Commented [LL1]: Is this the correct code?

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for all students and for 50% majority of the relevant student groups. Given this criteria, Valley View Charter Prep qualifies for streamlined renewal, see below.

2023 Renewal Worksheet

Valley View Charter Prep

New Jerusalem



	Enrollment	Chronic Absent	2019	2022	2023	DASS?	Charter	Af Am	EL+4 RFP	Hispanic	Soc Dis	SWD
State of California	5,852,544	K-12	10.1%	30.0%	24.3%	NA	Term End	4.7%	19.0%	56.1%	61.5%	13.1%
School	613	K-12	0.0%	0.0%	0.0%	No	6/30/2027	6.4%	3.2%	16.2%	27.2%	12.5%

Ensure up-to-date, accurate CALPADS data before testing begins and during the CALPADS correction window. See [caldashandbook23.docx](#)

Renewal Criterion 2: On 2 Dashboards, score higher/lower than CA on ELA, Math, CCI and ELPI for "All" and for ≥50% of relevant group comparisons to CA are not like-to-like, including by grade level (the CA Dashboard reflects Gr. 3-8 & 11 in ELA/Math; Gr. K/1-12 in ELPI)

2022 & 2023 Renewal Category Tallies

Analyze past data to identify cohorts that must exceed the state as needed:

- Streamlined: (1) No negatives in "All" column & (2) no negatives in 50% of active student group columns (30+ students in 2+ indicators)
- Default: Avoid denial/2-year: at least one positive in either (1) the "All" column or (2) in more than 50% of active student group columns.

2022	All	Af Am	EL	Hispanic	Soc Dis	SWD
ELA	20	45	30	3	8	19
Math	30	39	51	25	25	9
ELPI						

2023	All	Af Am	EL	Hispanic	Soc Dis	SWD
ELA	37	45	51	43	32	48
Math	43	24	63	47	44	29
CCI	33%				57%	
ELPI	43%		43%			

2022 Criterion 2 counts toward: Streamlined 5-7 Year ("High")
The category below applies to renewals before the 2024 Dashboard:

2023 Criterion 2 counts toward: Streamlined 5-7 Year ("High")

2022 & 2023 Renewal Category: Streamlined 5-7 Year ("High")

English Language Arts

Math

Penalty of -277 fills gap to 94.5% participation

	All	Af Am	EL+4 RFP	Hispanic	Socioec	SWD
CA 2023	-14	-60	-68	-40	-43	-96
2023	23	-14	-17	3	-10	-49
Differ	37	45	51	43	32	48
# <94.5%	-	-	-	-	-	1
w/o penalty	-	-	-	-	-	-43
CA 2022	-12	-58	-61	-39	-41	-97
2022	8	-13	-32	-36	-33	-78
Differ	20	45	30	3	8	19
CA 2019	-3	-48	-45	-27	-30	-88
2019	11	-10	-28	-20	-9	-86
2018	-11	-78	-63	-32	-19	-122
2017	-15	-41	-66	-41	-53	-122

Penalty of -246 fills gap to 94.5% participation

	All	Af Am	EL+4 RFP	Hispanic	Socioec	SWD
CA 2023	-49	-105	-93	-81	-81	-127
2023	-7	-80	-30	-34	-37	-98
Differ	43	24	63	47	44	29
<94.5%	-	-	-	-	-	1
w/o penalty	-	-	-	-	-	-93
CA 2022	-52	-107	-92	-83	-84	-131
2022	-22	-68	-41	-58	-59	-122
Differ	30	39	51	25	25	9
CA 2019	-33	-88	-69	-62	-64	-119
2019	-20	-59	-55	-52	-59	-113
2018	-39	-104	-62	-73	-56	-141
2017	-46	-93	-75	-64	-84	-139

Students in the indicator (group counts in tally if 30+)

	All	Af Am	EL	Hispanic	Socioec	SWD
2023	351	19	12	56	84	47
2022	345	22	11	56	94	43

Students in the indicator (group counts in tally if 30+)

	All	Af Am	EL	Hispanic	Socioec	SWD
2023	351	19	12	56	84	47
2022	345	22	11	56	94	43

College/Career Indicator "Prepared" Gr 12 students:

Levels 3-3 on Gr.11 CAASPP OR Literacy Seal and Level 2 on ELA OR UC a-g plus Levels 2-3 on Gr. 11 CAASPP, CTE, 1 semester, AP or IB OR 2 APs OR 2 IBs OR C+ in ~2 semester or 3 quarters college courses

English Learner Progress Indicator

	All	Af Am	EL	Hispanic	Socioec	SWD
CA 2023	44%	25%	15%	36%	35%	12%
2023	77%				92%	
Differ	33%				57%	
CA 2019	44%	24%	17%	36%	36%	11%
2019	39%					
Differ	-6%					

	All & EL	ELPI Participation Penalty
CA 2023	48.7%	Number of students <94.5%
2023	92%	ELPI without penalty
Differ	43%	Differ to CA without penalty
CA 2022	50.3%	ELPI is the percent of EL students whose ELPAC level increased from the prior year, from 1 > 2 Low > 2 High > 3 Low > 3 High > 4
2022		OR maintained Level 4. ELPI does not give credit for reclassification. Ensure CALPADS counts the correct students for ELPAC testing.
Differ		
CA 2019	48%	As of 2023, ELPI incorporates a penalty, counting each EL student short of 94.5% participation as "not making progress."
2019		
Differ		
Students in ELPI		
2023	12	
2022	9	

Students in the indicator (group counts in tally if 30+)

	All	Af Am	EL	Hispanic	Socioec	SWD
2023	26	2		3	13	2
2019	13	2		1	7	1

2018-19 Growth Model Data: Compares CAASPP growth of CA LEAs and the school. 100=median growth of CA students in Grades 4-8

	ELA	CA 19	100.6	97.2	98.5	98.9	98.5	100.8	Math-CA 19	101.0	94.1	100.6	98.3	98.4	95.7
2019	115.6	113.4			115.1	122.8	119.2		108.3	102.7		103.2	112.1	119.2	
Differ	15.0	16.2			16.2	24.3	18.4		7.3	8.6		4.9	13.7	23.5	

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Valley View Charter Prep Plans to Improve

Valley View Charter Prep continues to successfully build the foundations of a Career and Technical Education (“CTE”) program. Over the next seven years, the staff would like to create more opportunities including new CTE courses, which would be available to students seeking to enroll in Valley View Charter Prep.

Valley View Charter Prep staff will increase the number of students eligible for four-year universities by focusing on academic stamina. All students are enrolled in “a-g” courses and will receive intensive academic support.

Valley View Charter Prep staff will strive to increase the number of English Learners eligible for reclassification. Valley View will offer additional support, which will include an EL specialist, who will teach classes and provide support to teachers and families. Teachers with EL students are also required to meet with these students at least once weekly to increase interaction and provide support.

The staff will continue to recognize the importance of parental communication. We will increase our parent outreach through a greater emphasis on communication in English and in the home language of the families. The staff at Valley View will embed the Common Core State Standards into the instructional model.

Valley View plans to continue improvement through the actions below:

1. Continue implementing intensive support in mathematics, language arts, science, writing, and K-2 literacy with an added focus on grades TK-8 by optimizing CCSS through MAP diagnostic and formal interim assessment blocks
2. Continue implementing Intensive and Strategic Support for Multilingual Learners.
3. Implement strategies to strengthen support for our special need populations.
4. Continue building, supporting, and strengthening community engagement.
5. Continue to develop professional learning opportunities for staff and families to strengthen teaching and learning.

Expanding on #5 above: Continue to support parent success through ongoing professional learning opportunities, support, and opportunities to network and connect with other families, staff, and resources. Consider the concept of a “parent hub” of resources in the website revisions to enhance parent and family communications and access to information.

Pacific Charter Institute Underpinnings

Rigorous

PCI operates six successful charter schools in Northern California that serve students through site-based programs, multiple learning centers, independent study, and homeschooling options. Over the last twenty years, the schools continue to enroll students in their independent study, homeschool, site-based, and hybrid programs ensuring that each student is enrolled and supported in college preparatory courses and/or targeted courses for students who are struggling in the core subject areas. Because of the rigorous curriculum placed in front of our students, the scores for the major

metrics increased at the independent study charter schools at Pacific Charter Institute, including on CAASPP assessments. In addition, all eligible charter schools earned Accreditation from the Western Association of Schools and Colleges (“WASC”).

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

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

Relevant

The teaching staff uses California standards-based and Common Core State Standards curriculum and ensures that students can access it, regardless of their ability. Because of this, the students develop a personal connection to what they are learning. Additionally, teachers provide strong guidance in developing skills and knowledge that students can apply in future learning and workplace endeavors. The homeschool/ independent study programs at the PCI charter schools combine high interest online support coupled with qualified teachers to ensure meaning for each student.

Relationships

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

Academic Triangle ©

Valley View Charter Prep will continue to rely on three critical elements to successfully educate students: the parent, the student, and the qualified teacher. This dynamic equation is vital to realizing the overarching goals for the student at VVCP. The teacher provides direction and support to help the student develop the personal learning tools to successfully complete the curriculum. Teachers are trained to augment their roles when parents need more support for their children. The teacher and parent or guardian always work to maintain a steady focus on student learning and academic expectations.

PCI staff supports the outcomes for each student through staff development and academic leadership. Students and parents representing grades K-5 will be encouraged to explore subjects, courses, and projects of interest to ensure a better, more well-rounded, and exciting learning experience. Students in grades 6-8 are encouraged to develop the focus and transitional skills required to successfully complete the rigor of high school and become forward looking. Finally, high school students continue

to stretch themselves academically to achieve both graduation and personal goals, whether completing a four-year college or establishing a career or technical program.

FOUNDING GROUP

What is Pacific Charter Institute?

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

Board of Directors

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

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

Table 2. Board of Directors

Board Member Name and Background

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

Alpana Carey presently holds the position of Dean of Education at Delta Charter High School. Her extensive experience in the education sector adds a unique perspective to our board.

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

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

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

Jean-Paul Prentice, PhD is a Management Consultant and Experienced Project Manager and brings a wealth of expertise in navigating challenges and ensuring continued growth and success. His children also attend PCI schools.

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

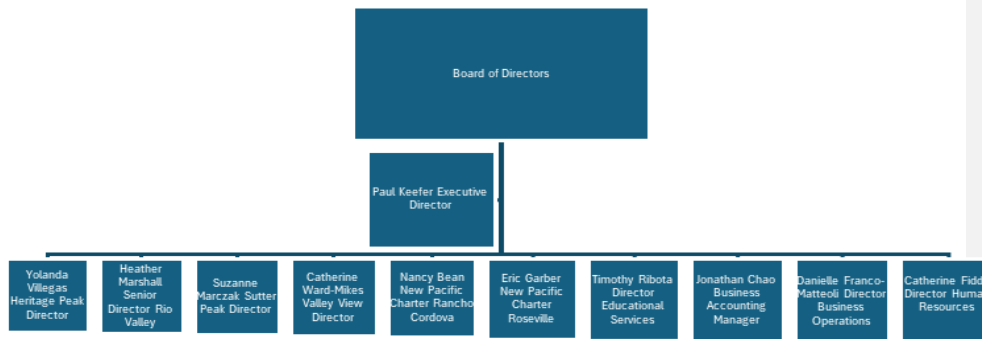
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Organizational Chart for PCI

The organizational chart below illustrates the substantial support that PCI will provide to Valley View Charter Prep. The support will be critical to ensure that the students continue to receive academic support in each subject area that will help them succeed during their academic journey and after high school. The individuals supporting Valley View Charter Prep are experts in their field and dedicated to supporting the outcomes expressed in the charter document.

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Existing Fiscal and Managerial Expertise for PCI

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

Legal Expertise

PCI utilizes the legal expertise of Young, Minney, & Corr, LLP, and Heyer Gutierrez, LLP. Valley View benefits from the expertise provided by its Board of Directors and from the statewide organizations representing charter schools including CCSA, CSDC, and the Association of Personalized Learning Schools & Services (“APLUS”). PCI belongs to these organizations and utilizes each for resources to successfully operate its charter schools.

Charter School Policy and Operations Support

Valley View Charter Prep benefits from the expertise provided by PCI’s Board of Directors, as well as from the statewide organizations representing charter schools including the California Charter Schools Association and Charter Schools Development Center. PCI belongs to these organizations and uses each for varying resources to operate charter schools. By working with these organizations, PCI leadership and the Board of Directors can forecast and develop strategies to ensure successful organizational outcomes.

Table 3. Key programmatic areas and supporting personnel and resources

Key Programmatic Areas	Sources of Expertise
Charter School Law and Operations	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director Jonathan Chao, Business Accounting Manager Danielle Franco Matteoli, Director of Operations Catherine Fiddy, Director of Human Resources</p> <p><u>External</u></p> <p>Heyer Gutierrez, LLP Young, Minney, & Corr, LLP California Charter Schools Association Charter Schools Development Center</p>
Educational Program	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director Mr. Timothy Ribota, Director of Student Services</p> <p><u>External</u></p> <p>Edmentum (PLATO, ExactPath) DIBELS (University of Oregon) Primary Reading Assessment California Charter Schools Association Charter Schools Development Center Sacramento County Office of Education (“SCOE”), Heyer Gutierrez, LLP</p>

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Key Programmatic Areas	Sources of Expertise
Fiscal	<p><u>Internal</u></p> <p>Pacific Charter Institute Board of Directors Dr. Paul Keefer, Executive Director Jonathan Chao, Business Accounting Manager Danielle Franco-Matteoli, Director of Operations</p> <p><u>External</u></p> <p>Umpqua Bank Capital Region Financial Group California Department of Education (“CDE”) California Charter Schools Association Charter School Development Center</p>
Personnel	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director Catherine Fiddy, Director of Human Resources Leanna Comer, Human Resources Coordinator</p> <p><u>External</u></p> <p>Young, Minney, & Corr, LLP California Charter Schools Association Charter School Development Center Gallagher Insurance</p>
Audit	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director Jonathan Chao, Business Accounting Manager Danielle Franco-Matteoli, Director of Operations</p> <p><u>External</u></p> <p>James Marta & Company California Charter Schools Association Charter School Development Center</p>

Key Programmatic Areas	Sources of Expertise
Compliance	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director Jonathan Chao, Business Accounting Manager Danielle Franco, Director of Operations Catherine Fiddy, Director of Human Resources</p> <p><u>External</u></p> <p>James Marta & Company Young, Minney, & Corr, LLP Charter School Development Center California Charter School Association Gallagher Insurance Company</p>
Law	<p><u>Internal</u></p> <p>Dr. Paul Keefer, Executive Director PCI Leadership Team PCI Board of Directors</p> <p><u>External</u></p> <p>Young, Minney, & Corr, LLP Heyer Gutierrez LLP Charter School Development Center California Charter School Association Gallagher Insurance Company California School Board Association</p>
Expansion / Growth	<p><u>Internal</u></p> <p>Paul Keefer, Executive Director PCI Leadership Team Jonathan Chao, Business Accounting Manager</p> <p><u>External</u></p> <p>Young, Minney, & Corr, LLP Charter School Development Center California Charter School Association</p>

A Strong Foundation for the Creation of Valley View Charter Prep

As summarized above, the PCI Board of Directors and the administration and experts from within the organization clearly have the capacity to ensure an excellent academic and fiscal record for Valley

View Charter Prep. PCI has a strong record of leadership, stability, and fiscal responsibility. It has proven administrative capacity to continue managing and safeguarding public funds for Valley View Charter Prep in the same high-quality manner it has done since 2005 for all charter schools in the portfolio. PCI has a record of outstanding academic success serving distinctly different student populations including college and career preparatory homeschool, college preparatory hybrid site-based programs, at-risk student population (including gang affiliated youth and teen parents), English Learners, and socioeconomically disadvantaged students. This is evident in all PCI charter schools earned WASC accreditations when reviewed. In addition, PCI has established twenty years of solid 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 development and operation of Valley View Charter Prep.

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)

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

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

STRATEGIC PLAN

Learning and Growth	Internal Organization
<ul style="list-style-type: none"> • Expand student-centered opportunities and decisions to maximize learning. • Develop and maintain meaningful and appropriate relationships with families. • Facilitate teacher innovation and flexibility in developing successful academic goals and materials. 	<ul style="list-style-type: none"> • Establish a continual improvement system to better serve internal and external customers. • Expand the understanding and use of Professional Learning Communities throughout the organization. • Maintain adequate resources throughout the organization to ensure maximum productivity and student learning.

<ul style="list-style-type: none"> 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"> 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.
<p>Sustainability</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. 	<p>Community</p> <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.

Description of an Educated Person in the 21st Century

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

PCI supports high expectations of all Valley View Charter Prep students. Students of all levels and abilities respond well to high expectations coupled with positive interaction from caring and well-trained mentors and thus achieve greater academic success in this model.

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

HOW LEARNING BEST OCCURS

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

- We offer one-to-one teaching through student-tailored, state standards-based curriculum including Common Core State Standards as the primary focus.
- Students take the NWEA/ MAP assessment in both fall and winter. Assessment scores are used to create student specific work through RIT scores, IXL , Exact Path, and direct one on one, or group support, from teachers.
- Students Kindergarten through 2nd grade are assessed, multiple times a year in early literacy skills and early math skills. Amplify' s mClass utilizes DIBELS 8th Edition assessments, to assess students' early literacy skills aligned with the 5 Big Areas of Reading: (1) phonemic awareness, (2) phonics/decoding, (3) vocabulary, (4) oral reading fluency, and (5) reading comprehension. mCLASS Math is an assessment that uncovers students' mathematical reasoning and measures fundamental skills to build student success.
- Students are encouraged to work at the most rigorous pace that their schedule allows and to take advantage of the support systems in place that help expedite learning and create self-motivated learners.
- The younger students utilize curriculum that best suits their learning style, while older students become acclimated to secondary curriculum that aligns with A-G coursework and the state standards.

Commented [LL9]: @Timothy Ribota update to include DIBELS and IXL, remove Odyssey????

Commented [CW10R9]: @ we have DIIP and one-on-one tutoring sessions which is part of the teacher's adjunct duty so that students are receiving individualized direct intensive instruction from a highly qualified teacher. If the parent chooses to use an outside tutor, that tutor now becomes a member of the professional learning community and contact is made a minimum of 1 x per month.

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- All students are exposed to Career Technical Education opportunities at their level based on what PCI and Valley View Charter Prep continue to pilot and develop Naviance.
- The Academic Triangle© allocates school funding towards specific student goals including elective courses in grades K-12, access to specific learning opportunities, and educational materials specific to the needs of the students.

Informal networks are developed throughout the school between teachers, students, parents, staff, and other stakeholders as academic opportunities arise

- Regular assessment by parents and teachers drives instruction and will be used to maximize academic goals (i.e., NWEA MAP, DIBELS, mClass math, PLATO, formative and summative assessments).

Objectives of Valley View Charter Prep

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

- Valley View Charter Prep serves students from all social and economic groups.
- Valley View Charter Prep provides a personalized education experience that offers a distinctly different choice in public education for families
- Students learn through various mediums including textbooks, online resources, virtual classes, dual community college enrollment and one-to-one teacher support.
- Valley View Charter Prep enables students to become self-motivated, competent, and lifelong learners

Targeted Student Populations –Valley View Charter Prep’s Students

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

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

Valley View Charter Prep educates students who reflect the diversity of California. Valley View Charter Prep conducts outreach to students through word of mouth and local publications if a group is not reasonably represented.

Benefits of an Independent Study and Homeschool Program

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

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

Independent study programs do not offer all the opportunities that site-based schools offer, and the students realize this upon enrolling. Instead, the students take advantage of community-based opportunities such as local parks and recreation districts, Boys and Girls Clubs, community colleges, theatre companies, vendors, and activities using fingerprinted vendors based on the interests and needs of the students. Many students are active participants in parent cooperatives where students meet to work on coursework, take educational excursions, and enjoy social outlets. Valley View supports these cooperatives by providing educational supplies for Valley View students. Community vendors offer classes for both academics and enrichment. Teachers may choose to use the student educational funds to take courses in areas such as math, writing, art and PE based on the individual learning plan developed with the parent and student.

Individualized Instruction and Accessing Expanded Curricular Opportunities

Valley View Charter Prep curriculum follows the state standards, with implementation of the Common Core Standards as a priority. Students' courses in the core subjects mirror the traditional programs to the extent that the state standards guide the curriculum that will be chosen as well as the monitoring of student achievement. Yet, unlike a traditional school, the credentialed teacher, content area specialists, and the parent will adjust pacing using formative assessments to increase the rate at which a student gains mastery. An important element of individualized instruction is the discussion with each student and parent regarding the interests and needs that will augment the student's learning experience.

Educational Program Overview

Curriculum and Content

The course of study at Valley View Charter Prep focuses on the traditional curriculum areas of mathematics, English, science, and history, along with fine arts, performing arts, and foreign languages. The entire program is designed to meet students at their current level and then to ensure their grade level proficiency with the state standards as a gauge. Additionally, Valley View prepares high school students that are with the school for more than three years to be eligible for and capable of succeeding at a four-year college. The course of study involves the school's support and curriculum and high-quality resources from the community allowing for tailored support for each student.

Teachers shall meet the credentialing requirements contained in Education Code section 47605(l).

Highlights of the Valley View Charter Prep Academic Program

- An unwavering commitment to inspiring their students to strive and learn
- Effective Educators committed to both the community and the students
- Each student graduates with the problem-solving skills required for post-graduate success in the 21st Century
- Laptops, Chromebooks, and online learning programs available for students
- Development of the students' study skills so that they are both capable of and interested in learning after high school whether in career or college
- Continual evaluation of student learning through regular formal and informal assessment and re-teaching by teachers and parents when needed
- Twice yearly NWEA/ MAP testing
- Internal assessments for math and ELA
- Focus on standards-based academic outcomes in mathematics, language arts, science, and social studies to ensure students are eligible for four-year colleges upon graduation
- CCSS adopted curriculum for mathematics, social studies, and English language arts
- Promotion of the use of technology as a learning and research tool
- Virtual and online courses available with laptops, video cameras and Internet, if needed, for success
- Curriculum is sequential and well-articulated to provide a clear path to graduation
- Teachers demonstrate mastery and enthusiasm of their subject matter
- Grades 3-8 struggling learners are offered intensive instruction in reading and writing by a credentialed teacher
- Integrated math 1,2,3 fall in-service offered staff training on the latest CCSS adopted curriculum

Valley View Charter Prep offers a proven and successful curriculum that meets the state standards. Students in grades K-5 take advantage of small student-centered programs in core education that include a state-adopted curriculum and workshops and hands-on activities that complement the learning experience. In addition, teachers and parents work together to provide students opportunities to pursue educational experiences in depth both in the core subject areas as well as electives. Students in grades 6-12 enroll in coursework that continually moves them towards college and career futures. Our curriculum is grounded in the most effective state-adopted materials coupled with Common Core strategies, lessons, and resources. The curriculum and supplemental coursework include but is not limited to Exact Path, IXL, Math Seeds, Reading Eggs, and Integrated math, virtual classes. PCI has access to the full course offerings from Edmentum, which can be an option for students whose high-level needs or interests cannot be met by the regular course offerings at the school.

Annual Calendar

The school will offer instruction for at least 175 days a year using independent study contracts and following all applicable independent study laws (Education Code Sections 51745-51749.3, and implementing regulations), including expectations and requirements for attendance. The calendar will be like other schools under PCI while being cognizant of NJESD calendars.

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

Commented [LL12]: Update and make consistent with previous portions of the document.

Commented [LL13R12]: I will work with Tim and Dan to synthesize earlier portions of the doc into the highlights section.

Commented [CW14R12]: [Leslie Leedy](#) We are also leveraging Jennie Ellis for intensive instruction 3-5 language and writing.

Commented [PK15]: Do we do more than just these grade levels?

Commented [LL16R15]: 3-8

Valley View Charter Prep has a six-year WASC accreditation with approved “a-g” courses required for admission to the University of California and California State University systems.

The school informs parents on an ongoing basis of the transferability of coursework to other public high schools and an individual course’s “a-g” status through the course catalog and the Valley View Charter Prep web page. This ensures that high school pupils can meet California college entrance requirements.

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

GRADUATION REQUIREMENTS

The chart below indicates the minimum graduation requirements for Pacific Charter Institute students to earn a standard high school diploma. Students wishing to be eligible for freshman admission at UC/CSU must complete two years of a Foreign Language and one year of Fine Art in addition to the minimum graduation requirements.

Education Code Section 51255.31: The Alternative Diploma Pathway. Notwithstanding any other law, a local educational agency (“LEA”) shall exempt an individual with exceptional needs who satisfies the eligibility criteria from all courses and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school

Individuals with exceptional needs, who entered ninth grade in the 2022–23 school year or later, shall be eligible for the exemption and award as long as the individualized education program indicates that the pupil is eligible to take the state alternate assessments and the pupil is required to complete state standards aligned coursework to meet the statewide course requirements.

Table 4. Valley View Charter Prep college preparation requirements

Valley View Charter Prep College Preparation	UC a-g Requirements
3 years	a: History/Social Science- 3 years required
4 years	b: English-4 years required

Commented [LL17]: Update to include ethnic studies.

Commented [LL18R17]: @Timothy Ribota

Commented [CW19R17]: @Leslie Leedy @Timothy Ribota there is also a business math but I am not sure if that was updated this year or not.

Commented [CW20R17]: @Leslie Leedy @Timothy Ribota Sorry, financial math literacy, not business math. Still deferring back to Tim.

Commented [TR21R17]: Help me out. Where is Financial Math Literacy mentioned in the doc? Or are you referring to AB2927 req?

Commented [22R17]: Hi there, it’s not. I just didn’t know if we needed to add it or not. I know they were talking about adding to grad requirements but I never heard what the final decision was. I was deferring to your expertise

Valley View Charter Prep College Preparation	UC a-g Requirements
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

HOW THE PROGRAM WORKS: FROM ENROLLMENT AND BEYOND

Interested parents or students begin the enrollment process by completing an online application in the Powerschool Enrollment program. Once the application is approved an informational meeting is scheduled with the Registrar or Director of the school who explains the program to the student and parent, ensuring that they realize that Valley View is a homeschool/independent study and online program. The parents and students are also advised that this program will rely on the efforts of the parent, the student, and the teacher working collectively to ensure the academic success of the student (Academic Triangle©). After the meeting the parent completes an online application, and the student is then placed in the enrollment lottery. Priorities in the lottery are set by our charter and authorizing district. If the student is seated the parent completes an online registration packet which includes the Academic Agreement, contact and emergency contact information, demographic information, Home Language Survey, special programs, parent education level, request for transcripts and cumulative files from the prior school (if applicable), and annual income information. If the student receives special education services, the special education teacher obtains the special education file and completes an IEP for the student within 30 days.

Once the parent completes the registration packet, the student is given the appropriate assessments to determine reading and mathematics level. Initial Assessments include the NWEA MAP, DIBELS, and mClass math. In addition, the grades and transcripts are reviewed for accurate support of the new student.

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

Commented [PK23]: Are we still using this?

Commented [PK24]: Is this still done this way? Is this online now?

Commented [CW25]: [Leslie Leedy](#) See elements folder..after the 2nd SST, I also offer to perform an informal screener where I perform a gamut of assessments to determine Tier II MTSS or whether we suspect a disability.

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

The coursework outline is forwarded to the Site Manager or technician for PCI who creates a Master Agreement in PowerSchool. The parent, the student, and the teacher sign the Master Agreement. The Master Agreement adheres to all state laws and regulations, including the K-12 audit guide for compliance with independent study laws. This document is signed prior to attendance being collected for student work completed. PCI ensures to remain current on all laws and changes to independent study (nonclassroom based) instruction.

Teachers assign work that the students complete within a specific deadline. Completed work is recorded on the Semester Learning Report (Assignment Log). At the end of each month, the members of the Academic Triangle© analyze the work completed and determine the best course of action for the next month. General pacing guides developed by the school are used to help the family map out the instructional plan for the semester and year for each academic and subject area.

The expectation as outlined in the Staff Handbook requires staff to contact each student regularly by phone, online, or in person to determine their progress towards proficiency. Tools used to identify proficiency at the K-5 level include assessments embedded in the curriculum, DIBELS, NWEA MAP assessment, online programs and classes, school-wide benchmark assessments, and continual monitoring using rubrics and oral and written quizzes. The school tracks student attendance and progress using PowerSchool, Gradebook, and PowerTeacher. Teachers monitor students in grades 6-12 using curriculum embedded assessments, the specialized math program standards-based assessments, standards-based assessments in the sciences, and rubric scored writing. The writing program is based on the newly adopted CCSS ELA curriculum. Overall academic achievement at the school level is reviewed, supported and addressed through professional development at Valley View Charter Prep and through the expertise and support staff of Pacific Charter Institute.

Parents must notify the school if no work is completed on a school day, and if this occurs, an absence will be recorded in PowerSchool. No attendance will be claimed for work done on weekends or holidays. Full apportionment will be based on a fiscal year of at least 175 school days and will be proportionally reduced for every day less than 175 days. The teacher maintains a portfolio of the student work during the semester, with samples taken from the work that correspond to the work assigned in the Semester Learning Report. All work samples are required to have the subject, student's full name, (first and last), academic evaluation by a certificated teacher, and the date the assignment is completed to ensure work is completed on a school day.

Time value accounting is utilized in assessing the work completed by the student. The certificated teacher conducts the time value assessment ensuring that the student made satisfactory progress during the attendance period. This is a subjective assessment, based upon the professional judgment of the certificated teacher. Teachers determine the time value of the work completed and report attendance based on satisfactory progress during the attendance period. This process is consistent with independent study laws and regulations for the state of California. VVCP will comply with all laws regarding attendance and work completion when changes occur at the legislative level.

Commented [PK26]: Do we still use powerteacher?

Commented [LL27R26]: yes

Commented [CW28]: Leslie Leady We also have a communication system through Parent Square which is supposed to be a one stop shop for communication. You may want to talk with Kenny to see where that is interjected.

At the end of the semester, the student's overall grade is established based on the grades and assessment of student work provided weekly, bimonthly, or monthly and the percentage of work completed. The grades are placed onto the Master Agreement. Staff also input grades into Gradebook (PowerSchool). All completed grades are verified by the school Director.

Student Allocations

Valley View Charter Prep allocates part of the school-wide budget toward each student's individual learning plan. This apportionment is approved by the teacher and the school Director through input from the school's families and staff. All allocations and experiences are non-religious and must be reflected on the Master Agreement as augmenting the educational application of a course. For instance, if a 4th grade student has history on his Master Agreement, and the Gold Rush will be one of the standards being covered, then that student may include field trips to Empire Mine in Grass Valley and Sutter's Fort in Sacramento, with the expenditures for the student covered by the allocation (Grade 4 standard). Students who enroll after the first month of school have an allocation pro-rated by month. State standards in all subject areas are considered when applying the allocation to student learning plans.

Targeted budget allocation for individual students is a critical element to ensuring parent participation in the educational process of the child to building a meaningful curriculum for the student. Parents have more influence in the fiscal management of their children's education than in traditional education, but the teacher of record is responsible for approving or disapproving every request.

A DAY IN THE LIFE OF STUDENTS AT VALLEY VIEW CHARTER PREP: PROFILES

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

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

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

Typical profiles examples of students who will attend Valley View Charter Prep

Commented [LL29]: Given current climate do we want to revise this?

Commented [LL30R29]: @Danielle Franco-Mastroianni

Commented [LL31]: New stories

Commented [LL32R31]: @Catherine Ward-Mikes could you have your teachers collect current stories?

Jonah:

I started being homeschooled in kindergarten and enrolled with Valley View in fifth grade. For high school, I wanted to try traditional school. I wanted to see the difference and I was convinced that it would be fun, exciting, and something I would never want to leave. After my 10th grade year, I knew that I wanted to return to Valley View and finish out my high school experience at home, studying independently. In the traditional setting, I was required to have eight classes on my schedule. In addition to Math, English, Foreign Language, and Science, I had to take four elective classes. Every class I was interested in was always full, so I was stuck taking three PE classes and one study hall. I spent almost four hours a day taking PE classes.

I knew there was a better use of my time. After transferring back to Valley View for my junior year, I was able to not only focus on required classes, I also enrolled in the local community classes to begin taking prerequisites for the field I am interested in pursuing after graduation. Now, entering my senior year, I can work part time, work out daily at our local gym, complete the remaining high school requirements independently, and am enrolled in another community college class. I am learning how to manage my time, be more independent, and spend each day efficiently working towards my goals.

Student A:

Learning has always been difficult for me because of my dyslexia. I was homeschooled through 5th grade and then for junior high went to a private school for students with learning needs. For high school my parents let me choose where I went to school, and I decided to homeschool once again. Every year I was able to design my schedule to fit my needs, whether that was an on-line class or in person class, I liked the flexibility. I also had the opportunity to try some new sports including soccer and rock climbing, which I have really enjoyed. My junior year I began taking community college classes and found a passion for building and creating and was able to take my first welding class. I look forward to earning my welding certificate in the next two years.

DUAL ENROLLMENT

Students are encouraged to pursue concurrent enrollment at the community college as soon as they are prepared for the curriculum. When students meet the minimum requirements of the college and upon approval by the staff and family, the student can take courses at the community college to augment learning at Valley View Charter Prep. Staff monitors and supports the students who are taking college courses to ensure that they will be successful. Actions that support the students include accompanying the student to the school, meeting the professor and ensuring the right textbook and materials will be purchased, helping with assignments by email, phone, or in person, and helping the student plan the semester using the syllabus. The teachers also ensure that the students are aware of and familiar with all the academic support programs on the college campus including Disabled Student Programs and Services (“DSPS”). During the 2023-24 school year Valley View high school students successfully completed 109 dual enrollment courses.

INSTRUCTIONAL METHODS

Instruction in the independent study model developed by PCI combines individualized instruction and the best of online support. Explicit instruction will be the model that all teachers and parents will

be encouraged to use when conducting lessons. The key to this instructional methodology will include three main parts: 'I do it, we do it, you do it'. This notion will mirror the medical doctor methodology of learning; 'See one, do one, teach one'.

Professional Learning Communities

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

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

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

Academic Triangle ©

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

Commented [LL33]: @Catherine Ward-Mikes Can we talk about this and I will write a current summary.

Commented [CW34R33]: @Leslie Leedy yes, and there should be some detailed information in the elements folder as well.

Western Association of Schools and Colleges Accreditation

Valley View Charter Prep earned the difficult honor of a six-year accreditation through the Western Association of Schools and Colleges. The Committee findings are as follows:

1. Valley View Charter Prep fosters student empowerment through personalized education, fostering responsible citizenship, critical thinking, and lifelong learning, all aligned with Pacific Charter Institute's goals to implement research-based methods and resources to establish collaborative partnerships and support systems for students and families.
2. VVCP provides students and families with a diverse set of relevant, rigorous curriculum options to develop individualized learning plans and academic pathways based on each students' needs.
3. Through the Direct Intensive Instruction Classes, students receive individualized academic support based on data identified needs that have resulted in growth in math and literacy.
4. Leadership at the school and district levels guides decision making, implements organizational systems to meet student, family and staff needs, and provides relevant and timely data to support student success.
5. They maintain a data-driven culture with effective data collection and assessment processes and use understanding of learning data trends to drive school improvement plans.
6. Collaborative school culture focused on relationships, student and organizational success, collective accountability, camaraderie, and support for all students, families and staff where everyone sees themselves as a leader.
7. PLCs provide time for collaborative planning at grade levels and support data analysis of student progress so teachers can better meet student needs.
8. Students and parents are enthusiastic about their schooling experiences and appreciate the home visits, support and ongoing communication about students' needs and progress

Technology

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

The school will utilize software programs and resources aligned with the state standards. The programs include, but are not limited to, Sonday (Winsor Learning), Exact Path, Lexia, Reading Eggs, mClass, Rosetta Stone, Math Seeds, IXL, Babble, and online curriculum resources. As technology advances programs listed will be complemented with new products or replaced with better ones. In addition, students use desktop programs including Word, Excel, and PowerPoint and take a basic keyboarding course as needed. The school also uses online instructional tools from major publishers.

Commented [LL35]: Update with current findings

Commented [JR36]: Through when?

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.

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

College and Career Advising

Valley View Charter Prep 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. Because of the breadth of students' abilities and interests, the college and career counselor spearhead the counseling component to create the best possible opportunities. Valley View Charter Prep offers various choices for students including college field trips, collegiate mentoring, planning programs, and individual family meetings. The academic counselor sets up weekly meetings in the counties served. In addition to weekly meetings, parents call and email the counselor regularly. The academic counselor also arranges trips to colleges such as Sacramento State, UC Davis, UC Berkeley, and San Francisco State University. The counselor is in constant communication with teachers and staff regarding each student.

At-Risk Students: Plan for Students who are Academically Low Achieving

All students have access to state standards-based curriculum along with the support services offered by the school. The students are assessed in reading by NWEA MAP or DIBELS to determine their independent and instructional reading levels. Students that are two or more grade levels below in reading are progress monitored and are placed in an intervention such as Direct Intensive Instruction Program ("DIIP") or weekly tutoring. The DIIP program provides twice weekly direct instruction to four students in the specific standard and strand that requires support and is coupled with the FIAB's to ensure mastery or follow up for additional instruction. Along with the academic assessment, the students' transcripts and report cards will be analyzed to determine the shortcomings both in terms of grades received and number of credits completed. The NWEA MAP assessment also determines if gaps exist in students' mathematical background. Teachers can fill the gap using programs such Exact Path, IXL, or PLATO along with direct instruction using the appropriate curriculum to support the student. Teachers are trained in interpreting the test scores and then using that data to identify needs-based curriculum from our library and/or online resources.

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

The school uses authentic assessments to determine the academic level of students. Students are provided experienced, qualified tutors as needed who are available to supplement the online programs in addition to their qualified teachers, as well as opportunities to participate in additional instructional experiences in the community. When students become deficient in their mastery of one or more standards, the entire system mobilizes to make sure that students are identified and re-taught. At-risk students are provided support with their daily work while catching up with skills and concepts that they do not understand. All Valley View Charter Prep students will remain competitive

Commented [CW37]: Leslie Leedy outlined in elements folders

Commented [PK38]: Spell out again if not already done so

Commented [LL39R38]: done

with their peers at the traditional public schools while maintaining a focus on their future goals. Therefore, it is imperative that each teacher and the academic triangle consistently and effectively reteaches standards, skills, and concepts not mastered.

Staff development that helps teachers effectively work with at-risk students as well as low achieving students is a critical element of the educational program. The PCI language arts and mathematics content specialists conduct staff development regularly to review specific students, as well as to develop overarching strategies for teachers to employ to move students towards proficiency. Staff development includes modeling effective instructional strategies, using assessment results to guide instruction and intervention, ways to support language acquisition, and scoring and giving feedback on student writing, as well as how to use online resources more effectively.

Response to Intervention and Multi-Tiered System of Supports

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

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

Plan for Students Achieving Above Grade Level

In order to provide effective programs and curriculum for high achieving and gifted students, Valley View Charter Prep offers a continuum of approaches and options that meets a wide range of abilities, interests, and learning styles. The NWEA MAP assessment is used as a formative tool along with embedded assessments to determine the areas in which the student will be excelling in the curriculum. Teachers can build advanced learning goals using a variety of tools including individualized instruction, concurrent enrollment, supplemental curriculum, and online age-appropriate support for the student.

High achieving students are also identified based on their grades from their previous schools, as well as interviews with the students, their parents, and their CAASPP scores. Since all learning plans are individualized, the students are accelerated into a higher-level curriculum and courses. Students in

the elementary level working above grade level are given materials that are academically appropriate yet also appropriate for the age level. For instance, a 3rd grade student performing at the 6th grade level in mathematics is provided with support materials from Math Seeds or IXL in addition to direct instruction from teachers, parents, and tutors. Such approaches will include a variety of options for acceleration. At the junior high school level, a gifted seventh grade math student might enroll in Integrated 1. At the high school level, an eleventh-grade student may concurrently enroll in a credit bearing (college level) English class at a community college or other post-secondary instruction. In all cases, the state standards will be used to help guide these decisions.

Plan For Emerging Biliterate Learners

Valley View Charter Prep will meet all applicable legal requirements for English Learners, including Long-Term English Learners (“LTELs”) 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. Valley View Charter Prep implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Valley View Charter Prep will integrate ELD Standards, the California English Learner Roadmap, and the ELA/ELD Framework into its instruction and interventions and invest more resources into professional development in these areas as needed.

Curriculum for EL students includes Common Lit, NoRedInk, EDGE & Inside, Exact Path, IXL, Ellevation, and Lexia programs to develop reading strategies and language skills, as well as ELD scaffolding to help EL students access the core curriculum. Pacific Charter Institute offers EL training and updates through the English Learner Specialist.

Home Language Survey

Valley View Charter Prep administers the home language survey at the time of a student’s initial enrollment in a California public school. In addition, PCI audits all language surveys against CALPADS for accuracy to support every student eligible for EL support.

English Language Proficiency Assessments for California (“ELPAC”) Testing

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

Initial Assessment

Who: Students will take the Initial Assessment if: the student has a primary language other than English and the student has not taken the ELPAC before, and the student has not been classified before as an English learner.

What: The Initial Assessment is used to identify students as either an English learner who needs to support to learn English, or as proficient in English.

When: Students are given the Initial Assessment within 30 days of enrollment at the school.

Why: Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

Summative Assessment

Who: The Summative Assessment is given to students who are identified as English learners on the Initial Assessment.

What: The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.

When: Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

Why: Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and student’s next placement. Parents or guardians are given a description of the reclassification process and are encouraged to participate in the school district’s reclassification procedure.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills of English proficient pupils of the same age that demonstrates that the pupil will be sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- A measure of progress in reading comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Valley View Charter Prep notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The team uses the ELPAC to fulfill any requirements at the state or federal level.

Strategies for EL Instruction and Intervention

The instructional model used at Valley View Charter Prep places heavy emphasis on differentiated instruction to meet the needs of the EL population based on academic and language readiness. Through the well-defined professional development plan that the school has in place, teachers are trained on a variety of instructional strategies to be used specifically with EL students. These strategies include integrating support materials for state-adopted materials, Academic Language Scaffolding, and arranging for individualized student support with the EL Teacher assigned to Valley View. The EL support teacher provides EL support to EL students, provides professional development, and supports the process of reclassification. In addition, Valley View provides comprehensive support to English Language Development students through the DIIP program and individualized tutoring by our staff members. Students can allocate their educational funds to hire tutors who actively participate in Professional Learning Community discussions. Additionally, the school utilizes Ellevation, an online support platform, to enhance learning in English Language Arts and mathematics. During the 2023-2024 school year staff benefitted from in-person professional development sessions conducted by Ellevation's expert trainers.

For the EL students to make the same academic gains as their peers, Valley View Charter Prep emphasizes access to the state-adopted materials and online support to ensure that EL students will have the same core base of knowledge. Beyond that, the EL students are provided with supplementary materials as well as scaffolding devices and extended language learning opportunities, all of which lead to a better understanding of the curriculum.

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

Plan for Students with Disabilities

Overview

Valley View Charter Prep complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities Education Improvement Act.

Valley View Charter Prep is deemed an independent local educational agency and member of the El Dorado County Charter Special Education Local Plan Area in accordance with Education Code Section 47641(a) and hereby acknowledges its responsibility as an LEA. The Charter School receives state and federal revenues directly, in accordance with the SELPA's allocation plan. The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. The Charter School complies with all state and

federal laws related to the provision of special education instruction and related services. The Charter School ensures 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 is 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 is 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 provides special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEA and Education Code requirements. Valley View Charter Prep has had an MOU with El Dorado County Charter SELPA for the last four years. During that time, the school has successfully served students with special needs and will continue working with EDCOE SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School developed 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 is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program development, modification, and implementation).

Staffing

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

The Charter School is 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 ensures 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 is 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 is maintained on site for inspection.

Response to Requests

The Charter School promptly addresses 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 is responsible for identifying, referring, and working cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. The Charter School adopted and implemented SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil is referred by the charter school for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School follows 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 determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Charter School works 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 arranges and provides notice of the necessary IEP meetings. IEP team membership in the meetings complies with state and federal law. The Charter School is 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 regular coursework; the student, if appropriate; and other charter school representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the 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 are 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 is responsible for implementation of IEPs and supervision of services. The Charter School provides 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 also provides 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 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 is 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 address 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 their disability or due to the student's request for, or actual need for, special education services.

Commented [KU40]: The legislation is moving to gender neutrality.

Parent/Guardian Concerns and Complaints

The Charter School adopts policies and procedures for responding to parental concerns or complaints related to special education services. The Charter School 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 responds to any complaint or investigation by the California Department of Education, the United States Department of Education, Office for 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.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. 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 such an impairment, is eligible for protections under Section 504.

The Director assembles a 504 team and includes 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 reviews 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 is 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 are used and are administered by trained personnel.

Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.

Tests that are selected and administered to ensure that when a test will be administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation 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, 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 the teacher reviews the 504 Plan with a long-term substitute. The student's file contains a copy of the 504 Plan. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Instructional Process for Students with Disabilities

Upon enrollment, students that 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 arranges an IEP to ensure the placement will be appropriate for the student. The IEP is held, and specific plans will be put into place for the student, with the school offering additional services to the special education students specific to the benchmarks outlined in the IEP.

Valley View Charter Prep maintains the option to contract part-time with special education teachers to manage the students until such time that the position requires a full-time teacher. Teachers of students identified as having gaps in their learning but not identified as special education will have modifications completed using the Student Study Team Pre-modification packet as the first step with the Response to Intervention. The teacher records the specific changes that the students make and any progress or lack of progress that occurred during the following 4–6-week period. Students that do not make improvement with adjusted direct instruction and curriculum are 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 are processed through the Special Education Information System ("SEIS") system 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 is not limited to, Sonday, Language!, Compass Learning, and Barton Reading System. When students require more resources than available at Valley View Charter Prep, this is

Commented [CW41]: [Leslie Leady](#) see screener comment. I can also provide a redacted version of what the report looks like and who it is sent to, etc.

addressed in the IEP, with resolution to this need determined at that time as agreed upon by the IEP team and outlined in the Parent Handbook.

Staff development for all of the teachers regarding special education includes the various appropriate interventions for SST's. In addition, the teachers work individually with the special education coordinator to develop individual strategies for specific cases based on the IEP benchmarks. Students with IEP's have the benchmarks assessed monthly to ensure adequate progress will occur and the progress forms will be forwarded to the Education Specialist for review and documentation for the next IEP meeting.

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 school-wide 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)

Valley View Charter Prep meets all statewide standards and conducts 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, California Science Test ("CAST"), ELPAC, Physical Fitness Test ("PFT"), and any other requirements that are applicable under state and federal law.

Valley View Charter Prep's schoolwide and pupil outcomes align with the mission, curriculum, and assessment systems of the school. The Valley View Charter Prep program is designed to help all students achieve a high level of academic success and be prepared for entry into four-year colleges and universities and/or career technical success. Students demonstrate the core academic and lifelong learning skills described in the tables below, which are developed to align with the state standards, including the Common Core State Standards and Next Generation Science Standards, and to align with the Eight State Priorities in compliance with Education Code Sections 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 Valley View Charter Prep. The assessments developed by Valley View Charter Prep faculty and administration are subject to review by the Pacific Charter Institute Board of Directors, which oversees the school.

Some desired pupil outcomes are objectively measurable. For Valley View Charter Prep, these include acquiring the knowledge specified in the state standards for public education as currently measured by the CAASPP, taking and passing the courses necessary to be eligible for admission to the UC (A-G courses), and taking the ACT and/or SAT for students' intent on four-year colleges. Our primary measurable goal in all categories compare favorably with other schools in the region with similar demographics.

Teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments, and exams. Teachers discuss on a regular basis with parents and students the results and next steps in the cycle of inquiry. This piece informs the teacher and parent in the direction of future academic goals and highlights academic strategies for achieving those goals.

There are additional academic and non-academic pupil outcomes and qualities, however, which, while not objectively measurable, will still be considered vitally important. Specifically, students:

- Demonstrate an understanding of their place in the world through cultural and historical knowledge by applying knowledge from field trip experiences provided by Valley View Charter Prep to written and oral assignments and projects
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge garnered through hands-on coursework and seminars
- Apply mathematics as a language which helps us understand natural phenomena and the role of mathematics in human endeavors (evidenced via applications in problem solving in other disciplines) through the science and math programs offered by Valley View Charter Prep
- Communicate effectively, both orally and in writing, as evidenced by writing assessments, external assessments, and performance and competitions such as writing tasks and oral competitions
- Demonstrate understanding that appropriate behavior will be required in a diverse community of scholars (evidenced via the student and parent handbook guidelines) by interacting with individuals from all backgrounds both at school functions and on field trips organized by the school
- Develop a sense of responsibility for their community (evidenced via parent and student participation in activities and student affairs) by continual interaction with community members
- Demonstrate the use of research skills to study topics in depth (evidenced via science fair and other external competitions, and through course assignments)
- Apply technological literacy to access, organize, research, and present information and knowledge (evidenced via submission requirements)
- Establish and defend a thesis or argument (evidenced via scoring by Common Core standards-based writing rubrics)
- Demonstrate academic competencies on core subject benchmark assessments in grades K-12 to ensure students advance in their academic readiness for the next grade

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Valley View Charter Prep's goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP").

The current LCAP is on file with the District. Valley View Charter Prep 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. Valley View Charter Prep reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Valley View Charter Prep shall

Commented [JR42]: We're saying that we meet the legal requirement via the LCAP, but then the charter contains a State Priorities table - so we're doubling up. I won't object to maintaining both approaches, provided the table below has been updated to match the most current LCAP.

submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Valley View Charter Prep.

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

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

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and will learn in a well-maintained school environment.</p>	<ul style="list-style-type: none"> • The director ensures personnel provide appropriate evidence of credentials and applicable licenses/authorizations held. • The Director oversees the purchase of standards-aligned instructional materials. • The Director provides resources for teachers to develop standards-aligned unit/lesson plans and monitors implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers. • The director trains staff in safety procedures and ensures regular maintenance and repairs are made in a timely manner. 	<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 Director with unit/lesson plans to demonstrate standards-alignment and modifications/adaptations for ELs and exceptional students, both high and low-achieving. • The charter school keeps a well-maintained school environment as evidenced by 100% clear maintenance and repair records and a visual inspection of the school environment.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • Charter School will implement the CCSS. • All students will receive instruction in the academic and performance standards adopted by the state board, and ELs will receive additional support, scaffolding, and English language development instruction to access the content areas and gain English proficiency. 	<ul style="list-style-type: none"> • The Director provides professional development to instructional staff on the implementation of CCSS. • The Director allows teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons. • The Director works with each teacher to review ELD strategies and instructional goals for EL students • Teachers create unit/lesson /course of study plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs. • Using a data management system, performance for all students and significant subgroups is tracked on school wide benchmarks or other performance assessments. 	<ul style="list-style-type: none"> • Every child will receive instruction in CCSS, as evidenced by: <ul style="list-style-type: none"> ○ unit/lesson plans developed by teachers and overseen by the Director ○ agendas for staff development showing CCSS-related professional development. • English learners will make measurable progress (defined as 10% and re-classified as fluent English proficient as defined by annual ELPAC testing) in language proficiency and have access to the content areas, as evidenced by: <ul style="list-style-type: none"> ○ ELPAC scores or other applicable state-measure relating to English Language Proficiency ○ Reclassification rates of English Learners ○ Teacher-created formal and informal observations and anecdotal records. ○ Performance, formative, and summative assessments.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>	<ul style="list-style-type: none"> • Parents are actively involved in their children’s learning. • The Director establishes partnerships with community organizations. • The Director/designee tracks parent attendance at school events and parent meetings. • The Director invites parents to serve on school committees, volunteer, participate in school events, and attend board meetings. • The Director ensures that materials relating to parent involvement are translated into Spanish and any other languages commonly spoken by the Charter School’s parent community. • The Director will conduct surveys among students, staff, and parents. • The Director will hold parent meetings at different times to accommodate parent/guardian schedules to inform parents about important school news and receive parental input. 	<ul style="list-style-type: none"> • The Charter School will demonstrate high parent involvement and participation and provide opportunities for input as evidenced by: <ul style="list-style-type: none"> ○ record tracking by parent signing of assignment logs and student work from home logs ○ attendance rates at school events, documented by sign-ins whenever possible ○ documentation of parents serving on school committees ○ documentation of parent meetings held at a variety of times, with agendas showing time designated for parental input ○ 90% positive feedback in parent surveys ○ Parent logins, views, likes, or other metrics from social media communication

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

- A. Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the State board.
- B. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the state board.
- D. The English learner reclassification rate.
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
- F. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • Students at the Charter School, including those in numerically significant subgroups, will show measurable progress on state mandated assessments. • Charter School will meet or exceed state requirements for the California School Dashboard. • English Learners will show consistent gains in language proficiency. 	<ul style="list-style-type: none"> • The Director ensures that the charter school meets the participation rates for statewide assessments and implements testing according to state regulations. • The Director develops growth metrics with the academic team to ensure charter school meets or exceeds state requirements for the California School Dashboard. • The Director ensures the ELPAC is administered according to state regulations. • The Director and instructional staff monitor reclassification rates of ELs. • Teachers use formal and 	<ul style="list-style-type: none"> • Students at Charter School, including those in numerically significant subgroups, will show measurable progress on state mandated assessments. • Charter School will demonstrate progress for all students and student subgroups (or other applicable measure) on the state and local indicators, as mandated by the State Board of Education. • English Learners will show consistent gains in language

	informal assessments to document students' progress in language proficiency.	proficiency as evidenced by: <ul style="list-style-type: none">○ ELPAC assessment○ 75% of English Learners continuously enrolled for five (5) years or more will achieve reclassification to Fluent English Proficient
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (Education Code 52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students at Charter School will demonstrate positive engagement in learning.</p>	<ul style="list-style-type: none"> • The Director monitors school attendance rates regularly and employs strategies to maintain a high attendance rate. Strategies may include educating parents about the correlation between attendance and student achievement. • The Director oversees additional efforts to be made with parents of students with chronic attendance issues, including individual meetings or home visits. • The Director ensures a positive learning environment will be in place during classroom and school walkthroughs. The Director will facilitate training as needed to help teachers ensure students are engaged and feel safe and respected. • The Director serves as a model for positive interactions through their demeanor and daily interactions with the Charter School community. 	<ul style="list-style-type: none"> • The Charter School will achieve a 95% Average Daily Attendance (“ADA”) rate as evidenced through attendance records • The Charter School will decrease dropout rates annually on a rolling three-year average • The Charter School will graduate 90% of eligible students that attend the school for three consecutive years as high school students

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

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>Students at charter school will demonstrate respect for individual differences, self-regulation, and character values of integrity and personal ownership.</p>	<ul style="list-style-type: none"> • The Director ensures a positive learning environment is in place for student and teacher interaction. The Director facilitates training as needed to help teachers ensure students are engaged and feel safe and respected. • The Director serves as a model for positive interactions through their demeanor and daily interactions with the charter school community. • The Director ensures that parents and students understand the school’s behavior expectations and related consequences through parent orientation and parent meetings. • The Director monitors suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school’s current efforts to create a positive school climate. • The Director oversees the distribution of parent, student, and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school’s efforts to create a positive school climate. 	<ul style="list-style-type: none"> • The Charter School will demonstrate suspension and expulsion rates lower than the school district, as measured through student discipline records. • The Charter School will show a positive school climate as evidenced by student, parent, and staff surveys.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, Free or Reduced Price Meal (“FRPM”)-eligible, or foster youth; Education Code 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. (Education Code 51210)

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

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • All Charter School students will receive a well-rounded education and instruction that integrates content areas. • All ELs and students with exceptional needs, both high and low-achieving students, will receive modifications and a differentiated curriculum to meet their needs. 	<ul style="list-style-type: none"> • The Director provides instructional staff with the resources to create unit/lesson plans that differentiate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education. • The Director ensures all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular review of grades, attendance, teacher reporting, and online student management systems. • The Director ensures that progress will be monitored using data and assessment management systems, like Gogglesheets, DIBELS, mClass, and NWEA MAP, to track performance of numerically significant subgroups. • The Director provides teacher coaching, opportunities for collaboration in PLCs, and regular feedback to ensure all students receive a broad course 	<ul style="list-style-type: none"> • All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will participate in a broad course of study, as described in Education Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. <p>This will be measured by school-wide data relating to:</p> <ul style="list-style-type: none"> • Unit/lesson/CCSS plans demonstrate standards-alignment in a broad course of study and modifications/adaptations for ELs, exceptional students, high and low-achieving students. • Visits with teacher and students

	of study and instruction according to CCSS.	
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<ul style="list-style-type: none"> • Students at the Charter School will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education). • Charter School students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework¹ and California Common Core and Content Standards. 	<ul style="list-style-type: none"> • The Director ensures implementation of the academic program as described in State Priority #1. • The Director ensures multiple measures are used to measure student knowledge and achievement as described in Element 3. 	<p>All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</p> <p>This will be measured by school-wide data relating to:</p> <ul style="list-style-type: none"> • Reading Skills: Smarter Balanced Assessment or other applicable state tests, running records, performance assessments, benchmark assessments. • Writing Skills: Smarter Balanced Assessment or other applicable state tests, performance assessments. • Speaking Skills: Rubrics relating to class presentations, teacher observations, performance

		<p>assessments.</p> <ul style="list-style-type: none"> • Listening Skills: Teacher observations of students during lessons and interactions with peers. • Mathematics Skills: Smarter Balanced Assessment or other applicable state tests, curriculum benchmark tests, performance assessments. • Science Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. • History/Social Studies Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. • Subgroup reports: Data tracking performance of each numerically significant subgroup.
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Overview of Subject Matter Competencies

Valley View Charter Prep 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 Valley View Charter Prep students will be using the new 2023 Mathematics Framework for California Public Schools to support implementation of the California Common Core State Standards for Mathematics (“CA CCSSM”). Adopted in 2010 and updated in 2013, the standards put forth the state’s vision for mathematics, kindergarten through grade twelve, mapping out what students need to know and be able to do in math by the end of each grade level. The framework offers guidance for enacting the standards through curriculum and instructional approaches grounded in research and reflecting best practices across the globe. The goal is to ensure equity and excellence in math learning so that all California students become powerful users of mathematics to better understand and positively impact the world—in their careers, in college, and in civic life.

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

For English Language Arts and literacy in History/Social Studies, NGSS Science, and Technical Subjects CCSS (Adopted by the California State Board of Education August 2010 and modified March 2013), students will, in summary:

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

Lifelong Learning Skills

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

- **Character Development:** To understand and accept the centrality of integrity in all aspects of life and learning and to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.
- **Communication:** The ability to listen, speak, read, and write as appropriate to the intended audience in school, at home, in the workplace, or in the community.
- **Cooperation:** The ability to work productively with school peers, family members, coworkers, and community members to complete assigned projects.
- **Critical Thinking:** The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other sources available and pertinent to socially aware citizens.
- **Caring and Respect:** The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.
- **Citizenship:** The ability to plan and implement a project in service to the school and/or the larger community.
- **Conflict Resolution:** The ability to resolve differences of opinion in a civil and fair manner.

- Responsibility: The ability to maintain the highest personal standards in studies, character development, and citizenship.
- Study Skills: The ability to utilize note-taking strategies, questioning strategies, library and Internet research skills, time management, and test taking strategies.
- Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance.

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

Affirmations

- Benchmark skills and specific classroom-level skills are developed
- Exit outcomes are aligned to mission, curriculum, and assessments
- Students wishing to attend California public universities will have the opportunity to take coursework that meets the “a-g” requirements
- Exit outcomes and performance goals may need to be modified over time

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 (“CAA”), and the California Science Test, the Physical Fitness Test, the ELPAC, and students’ SAT and ACT test results. Students receive progress reports regularly through tools that complement the Master Agreement and semester final grade reports. Valley View Charter Prep also utilizes a wide range of internal assessments to ensure students are learning including NWEA MAP, PLATO, Study Island, focused interim assessment blocks, and embedded assessments.

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

Valley View Charter Prep 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).

Formative Assessments

Teachers use a variety of assessment techniques to monitor student learning informally, including benchmark assessments, oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performance tasks. Rubrics 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 DIBELS and MAP to collect and analyze the data. The standards-based assessments will be instrumental in identifying the areas in which students require re-teaching.

Key measurement methods

Measurement Outcome	Method of Measurement	When
State Content Standards	CAASPP tests	Annually

Measurement Outcome	Method of Measurement	When
Content Mastery	California standards-based assessments administered through NWEA MAP, PLATO, DIBELS, Exact Path, m Class, focused interim assessment blocks, or other state adopted materials	Ongoing throughout the year
UC/CSU Eligibility	Enrollment in “a-g” courses, course grades, SAT/ACT test results, and GPA	Enrollment and grades each semester; PSAT and ACT preparatory materials 8 th grade through 12 th grade
College Level Coursework	Final grades earned by students	End of Course

Use and Reporting of Data

The results of assessments are used in four different ways. First, assessment results 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 have several resources available to them. Teachers meet regularly online or one-on-one with their students. Valley View Charter Prep offers support to students with individual needs as determined through assessments. Students advance to the next course level in the “a-g” continuum unless an intervention, SST, or Response to Intervention suggests a different path, such as tutoring. The second way assessments are used is to inform Valley View Charter Prep staff of 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 Valley View Charter Prep in identifying the progress of individual students, providing staff the opportunity to recognize and respond appropriately to student’s individual progress.

Teachers use the CAASPP data along with other data to provide specific assistance to each student as needed. This includes counseling students on accelerated/enrichment learning opportunities. Once again, the learning team, along with the content area specialists, work closely together to determine the most effective path. By triangulating multiple measures, including CAASPP, MAP, informal, and formal assessments, an optimal learning plan is identified.

Thirdly, assessment data is 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 is 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 triggers an evaluation by teachers, a department or the entire school of the instructional effectiveness and resources used by staff. At all times, the staff reflects upon student progress and modifies as needed to maximize student achievement.

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

Active Monitoring to Drive Instruction

Valley View Charter Prep uses tools 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. Valley View Charter Prep actively provides the following monitoring actions:

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

Annual Performance Report

The PCI Board of Directors will annually review the effectiveness of Valley View Charter Prep. The review is guided by three key questions:

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

Commented [JR43]: Does this occur? Would prefer not to volunteer for extra compliance.

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 Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

Valley View Charter Prep is operated by Pacific Charter Institute, 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.

Valley View Charter Prep operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and PCI. Pursuant to Education Code 47604(d), the District is not liable for the debts and obligations of Valley View Charter Prep, or for claims arising from the performance of acts, errors or omissions by Valley View Charter Prep 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 and two site based programs serving over 3,400 students in Sacramento, Solano, Placer, Yolo, Sutter, Calaveras, Contra Costa, San Joaquin, Santa Clara, Alameda, and Amador counties. Heritage Peak Charter School has operated continuously since the 2005-06 school year and Rio Valley Charter School has operated continuously since the 2010-11 school year. Valley View Charter Prep began operation in 2014-15 and Sutter Peak Charter Academy in the 2015-16 school year. PCI also operates two successful classroom-based programs, with New Pacific Charter Roseville beginning operation in the 2022-23 school year and New Pacific Charter Rancho Cordova opening the following 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.

PCI Board of Directors

The PCI Board of Directors will operate Valley View Charter Prep. The PCI Board governs Valley View Charter Prep pursuant to the adopted bylaws, which may be subsequently amended from time to time, and which shall be consistent with this charter. See Appendix 1 for the PCI Articles of Incorporation and Bylaws.

The Board has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. See Appendix 1 for the PCI Conflict of Interest Code.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest, and the Brown Act.

Board of Directors Composition, Meetings, and Duties

The PCI Board of Directors includes seven voting directors. Each director brings significant experience and a strong commitment to the organization. In addition to the directors listed below, NJESD shall have the right to appoint a representative to the Board. If the district exercises this right, the total Board membership may expand accordingly. The PCI Board of Directors do not receive compensation for serving.

The current PCI Board of Directors includes:

- Judy Miller, PCI President (CASBO, Retiree Representative)
- Jean-Paul Prentice, (Project Manager, Cost Accounting Construction)
- John Brennan, (Property Development and Management)
- Alpana Carey, (Dean of Education, Delta High School)
- Joshua Modlin, (Senior Director for Workforce Development for the Foundation of California Community Colleges)
- Jarrett Osborne-Revis, (Senior Counsel Buchalter's Sacramento office)
- Candace Lamarche, (Operations Specialist CSDC)

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

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

All Board meetings are held in accordance with the Brown Act and open to the public; each agenda includes time for community input on Valley View Charter Prep.

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.

In accordance with Education Code Section 47607(c), the District may appoint a representative to sit on the Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure the Board is maintained with an odd member of directors.

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

Commented [LL44]: @Catherine Fiddy Update. Do we want to mention Alpana by name?

Commented [CW45R44]: @Leslie Leedy see elements folder for this update. BTW: it is Dr. Jean-Paul Prentice, or John-Paul Prentice, PHD.

The Board meets at least five times or more per year and focuses on the academic, fiduciary, and policy items to ensure smooth operation and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board's oversight and duties include, but are not limited to, the following:

- Hiring of all personnel of Valley View Charter Prep in collaboration with the staff of Valley View Charter Prep and direction of the Executive Director
- Financial and operational management of Valley View Charter Prep
- Adoption of the Valley View Charter Prep 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 Valley View Charter Prep
- 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 entities
- All matters related to charter approval, amendment, or revocation

Managerial Expertise/Executive Team

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

With the leadership of PCI's experienced Executive Director, Valley View Charter Prep operates under the Pacific Charter Institute management team. The Pacific Charter management team includes the Executive Director Dr. Paul Keefer, Jonathan Chao, Business Accounting Manager, Director of Student Services Timothy Ribota, Director of Human Resources Cathy Fiddy, and Director of Operations Danielle Franco-Matteoli

Executive Director Dr. Keefer is a regionally recognized expert on charter schools focused on students who do not fit into the traditional system. Dr. Keefer has over thirty-one years of private and public sector management experience including seven years at United Parcel Service and twenty-four years leading charter schools. Dr. Keefer earned his Doctorate in Educational Leadership from the University of Phoenix in 2007. Dr. Keefer, as a founder, has served as Executive Director of Pacific Charter Institute and its six schools since 2005.

Business Accounting Manager, Jonathan Chao has accumulated 9 years of progressive experience in a wide range of school finances. Chao has expanded his expertise, handling responsibilities including but not limited to accounts payable, accounts receivables, payroll, benefits administration, State Teachers' Retirement System ("STRS")/Public Employees' Retirement System ("PERS") reporting, system administration, and financial reporting, contributing to the efficient financial

Commented [JR46]: Does PCI offer PERS? It is only mentioned twice in the charter. Would suggest removing all instances, if this is not an offering.

management of Pacific Charter Institute (Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, New Pacific Charter Roseville, and New Pacific Charter Rancho Cordova).

Director of Student Services Timothy Ribota received his Ed.S. in School Psychology from University of the Pacific. His areas of research and emphasis were early literacy measures in relation to performance on state testing and six-sigma methodology in education settings. After a successful tenure with Pacific Charter Institute as School Psychologist, Ribota was promoted to Director of Special Education and Student Services. He brings academic expertise to his role as coach of site leadership and content-area specialists with a focus on best practices, regular monitoring of student progress, and successful intervention measures.

Director: Catherine Ward-Mikes, M.Ed., is entering her 28th year in education, Ms. Ward-Mikes brings a wealth of experience and a profound commitment to academic excellence. Her extensive background includes roles as a TK-12 district and site administrator, and an elementary and secondary teacher. She has successfully navigated diverse educational landscapes, encompassing private, public, and charter schools, and has effectively served a wide range of student demographics, including high, middle, and low-performing schools with high socioeconomic and multilingual learners. Ms. Ward-Mikes is dedicated to fostering the holistic development of each student, emphasizing social, emotional, and academic growth. Her vision is to nurture lifelong learners who are prepared to contribute meaningfully to a global society.

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

Role of the 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 Valley View Charter Prep 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 Valley View Charter Prep
- Oversee the team managing the day-to-day management PCI, including the operations of Valley View Charter Prep
- 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 staff leadership managing all purchasing, pay warrants, requisitions, and other expenditures
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures
- Oversee all necessary financial reports as required for proper ADA reporting
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present the adopted annual budget, P1, P2, and P3 to the Board
- Supervise student disciplinary matters when necessary
- Attend all Board meetings and attend NJESD Board of Trustees meetings as necessary, or assign designee for said duty
- Establish procedures designed to carry out Board policies
- Oversee all responsibilities, obligations, and duties not assigned to the Board

The Board and the Executive Director 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.

Business Accounting Manager

The Business Accounting Manager is the chief financial officer of PCI. The Business Accounting Manager reports to the Executive Director and will be responsible for providing management of budgeting and financial operations. The primary objective of the Business Accounting Manager 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. This position's essential duties and responsibilities include 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 Business Accounting Manager will:

- Prepare and present to management and the Board of Directors the following financial Reports:
 - Adopted Budget
 - First Interim Report

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

The Director of Student Services

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

Under the direction and supervision of the Executive Director, the Director of Student Services will:

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

Valley View Charter Prep Director

The Director supervises the campus teachers and non-instructional staff and reports to the Executive Director. The Director 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 Executive Director.

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

- Oversee the implementation of an educational program consistent with the Valley View Charter Prep mission and vision
- Develop EL, Gate, STEM, academic support, and accelerated programs unique to San Joaquin County and surrounding counties to enhance the educational opportunities for the students
- Oversee the development and implementation of curriculum in alignment with the state content standards
- Monitor and evaluate student achievement and develop strategies with staff to ensure academic progress
- Lead the teacher and staff hiring process
- Provide timely performance evaluations of all employees
- Participate in the dispute resolution procedures and complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education 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 help execute certain planning and administrative functions.
- Establish and execute enrollment procedures
- Manage and coordinate all budgeting activities for the school in line with PCI policies
- Approve all payroll and expenditures for the school in coordination with PCI in line with PCI policies
- Plan and implement all accreditation and external evaluations in coordination with PCI
- Supervise all employees and volunteers
- Communicate at least weekly with Executive Director

Parental Involvement in Governance

Parent involvement is critical within the Academic Triangle©. The parent, along with the student and the teacher, decidedly influence the direction of the educational process. For instance, parents have equal say, and sometimes greater say, in the development of the learning of their student based on academic needs. The parents dictate which electives their student will complete from a variety of options including the arts, physical education, core subject areas, and immediate and future pursuits,

which are reflected on the Master Agreement and align with the California academic standards. Parents are made aware and will sign a waiver if the courses chosen for their child fail to meet the “a-g” requirements at the high school level.

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

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

Parental Input Regarding the Educational Program

As required by Education Code Section 47605, Valley View Charter Prep uses a range of methods to consult with and receive parental input. These methods include strategies used at Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy and include the parent, student, and teacher Academic Triangle© collaboration, email and phone communication, parent and student surveys, parent participation in school activities, and parent contributions to school protocol development.

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

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

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

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

Parent and Community Advisory Committee

The director 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 Education Code, and the school handbook for both parents and students. The committee will be crucial to the steering of Valley View Charter Prep, including work on the LCAP. This core group will be instrumental in forming the school priorities (LCAP Priority 3 parent engagement). The Parent and Advisory Committee will meet any applicable requirements for size and composition. This voluntary committee has no restrictions of attendance or attendees other than attendees must be parents or interested community members in Valley View Charter Prep.

School Leadership Team

Valley View Charter Prep boasts a dedicated leadership team consisting of the director, three lead teachers, and the school counselor. Lead Teachers work closely with the school director to provide leadership and support to assigned teachers, ensuring all students reach their full potential. They offer guidance on curriculum options, teaching strategies, and assessments, and assist in managing student discipline issues, including the warning letter process. Additionally, they support teacher training initiatives, meet with new teachers, and attend student meetings as needed. Beyond the identified leadership team the staff is highly trained and regularly offers feedback to support more efficient and effective outcomes for students.

This team meets regularly to advise the executive director through the Director, enabling the development and implementation of strategic and tactical decisions with the Executive Director and the Board of Directors.

Commented [LL47]: @Catherine Ward-Mikes Can we talk so that I can update this section?

Commented [CW48R47]: @Leslie Leed, Cathy F just sent out a detailed description of these roles. Taylor Paker is the lead II, and Maritez Gonzales, and Kristin Karlsrud are lead I. Michael Dake is the school counselor. I will forward these detailed descriptions to you via email. More details can be found in the element folders.

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)

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 Valley View Charter Prep are employees of PCI and will be at-will employees working under an employment agreement with a yearly salary determination.

Employee qualifications for all key employees of Valley View Charter Prep are listed below.

Executive Director

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

Business Accounting Manager

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

- Ability to complete all transactions for STRS, PERS, (offered to HPCS classified staff only), and 401(k) programs 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

Commented [JR49]: Offered by PCI?

Commented [LL50]: PERs explanation, this was not mentioned in K

Valley View Charter Prep Director

The Director supervises the campus teachers and non-instructional staff. The Director is the instructional leader at Valley View Charter Prep and is responsible for helping the students achieve outcomes as outlined in the educational program. The Valley View Charter Prep Director 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.

Director 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 (“GATE”), and at-promise students
- Excellent communication and community-building skills
- Administrative experience with administrative credential preferred
- 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

Valley View Charter Prep shall comply with Education Code Section 47605(l)(1), which states:

“Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority.”

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

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

Candidates for teaching positions will also possess:

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

These individuals must meet all of the following minimum requirements:

- Bachelor's Degree
- Valid California Teaching Credential or permit, or other CTC-issued document
- If appropriate, or determined by Valley View Charter Prep or the State as required, the individual will hold all appropriate supplemental credentials
- Paraprofessionals will meet applicable state and federal requirements.

Hiring Standards and Procedures

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

In accordance with the applicable law, PCI reserves the right to recruit, interview, and hire anyone at any time that has the best qualifications to fill any of its positions and/or vacancies. Valley View's hiring aligns to the teacher-to-student ratio with 5 CCR Section 11704 to ensure compliance and has consistently met the requirements to be fully funded during SB740 funding determination cycles.

Commented [LL51]: Section E, teacher to student ratio

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 includes the use of comprehensive job listings services such as EdJoin, CareerBuilder, and Education Week. Other sources such as university and college placement services may also be used. The hiring process for full-time staff will be intense. It typically includes a rigorous paper screening process, background checks, and multiple structured interviews. Participants in the hiring process may include administration, teachers, and staff. Teaching applicants typically are required to prepare and present a lesson. This procedure is indicative of PCI's commitment to find the best possible employees who will be committed to supporting high levels of student achievement and to the mission and vision of PCI.

Professional Development: Retention and Development of Qualified Faculty

Once teachers are employed by the organization, ongoing professional development is an integral part of professional practice for all teachers and administrators at Valley View Charter Prep. Ongoing professional development is essential to the continued growth of educational skills and expertise and to the retention of high-quality faculty members. Valley View Charter Prep professional development focuses on supporting teachers in implementing the state standards in a meaningful manner. Because Valley View Charter Prep embraces homeschool and independent study pedagogical methodologies, the best practices are achieved through collaboration between staff and statewide charter organizations, county, and state-sponsored opportunities, as well as local colleges and universities.

All full and part-time employees are evaluated at least annually. The faculty evaluation system focuses on student achievement and personal growth of the employee (see more information below).

Pacific Charter Institute provides and/or coordinates professional development for all staff through the learning team. Professional development includes Curriculum support for all adopted texts, SBAC, Common Core State Standards, online tools, in-house professional development specific to the students and the school, and online curriculum and instruction.

Employee Compensation and Benefits

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

Employees are 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 the administration and recommendations for change will be made to the Board.

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

Evaluation of Employees

Teachers

Teachers are evaluated annually pursuant to an evaluation process that includes test score evaluations, observation, professional development, and a professional growth plan using a system called PerformYard adopted by PCI. Teachers are evaluated using a reflective process in which the teacher self-evaluates and the Director evaluates the employee with clearly defined goals and expectations. Combining their individual responses, the teacher and the Director 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 anchor the process of continual improvement that teachers are expected to demonstrate annually at Valley View Charter Prep.

Valley View Charter Prep Director

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

Valley View Charter Prep 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive of paragraph (2) of subdivision (a) of Section 33282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

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

In order to provide safety for all students and staff, Valley View Charter Prep 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 Valley View's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. Valley View Charter Prep shall ensure that staff will be trained annually on the health and safety policies. A complete copy of these procedures will be available to NJESD upon request.

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

Procedures for Background Checks

Employees and contractors of Valley View Charter Prep will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to 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 Valley View Charter Prep 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 encounter 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, the same policies and procedures used by the District. Valley View Charter Prep shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. (Vector_solutions)

Tuberculosis Risk Assessment and Examination

Valley View Charter Prep 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

Valley View Charter Prep 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.

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

CPR/First Aid Training

Designated employees will be CPR/First Aid trained (Red Cross). The Charter School shall maintain Automated External Defibrillators (“AED”) on Charter School premises and shall train Charter School personnel on the use of AEDs.

Medication in School

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

Vision/Hearing/Scoliosis

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

Diabetes

Valley View Charter Prep shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Valley View Charter Prep 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.

Commented [PK52]: Do we need to add the drug that counters fentanyl?

Commented [LL53R52]: Hi Paul, This isn't required, see below: (a) School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

- 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

Valley View will require its students to comply with all oral health examinations pursuant to Education Code 49452.8.

Suicide Prevention Policy

Valley View Charter Prep will follow the PCI policy on student suicide prevention in accordance with Education Code Section 215 and shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. (Vector_solutions) Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the California Department of Education’s model policy, as revised. This policy will include methods for addressing the needs of high-risk youth including, but not limited to:

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

The policy will also address training on suicide awareness and prevention to be provided to teachers.

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

Prevention of Human Trafficking

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

Menstrual Products

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

All Gender Restrooms

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

School Meals

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

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

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15

percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

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

- 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
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

Workplace Violence Prevention Plan

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

Blood Borne Pathogens

Valley View Charter Prep shall 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 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. (Vector solutions)

Drug Free/Alcohol Free/Smoke Free Environment

Valley View Charter Prep will maintain a drug, alcohol, and smoke-free environment.

Integrated Complaint and Investigation Procedure

Valley View 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 Valley View. 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

Valley View Charter Prep 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. Valley View 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

Commented [PK54]: Get with Leanna to ensure we cover this as we created a lower level complaint process.

Commented [LL55R54]: Leanna confirmed this is correct.

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. (Vector_solutions)

Bullying Prevention

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

Supporting LGBTQ Students

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

Homicide Threats

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

Gun Safety Notice

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

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Facility Safety

Valley View Charter Prep 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 always

maintained in an operable condition. 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, include 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.”

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

Valley View Charter Prep strives, through recruitment and admission practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the New Jerusalem Elementary School District and/or San Joaquin County and the adjacent surrounding counties. Students are considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220, including immigration status.

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

- Provision of materials in languages other than English (see below)
- 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 groups represented in the territorial jurisdiction of San Joaquin County and the surrounding adjacent counties
- Press releases and other communications with local print and broadcast news media
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions

As part of its outreach to Spanish speakers, Valley View Charter Prep translates into Spanish:

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

Commented [JR56]: We would typically include more descriptive language here, but given the situation with NJESD, it's probably not necessary.

Commented [LL57]: Ask Cheantell and Loana.

Commented [LL58]: Racial and ethnic balance.

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)

Valley View Charter Prep is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Education Code 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). Valley View Charter Prep complies with all applicable legally required minimum and maximum age requirements. Valley View Charter Prep admits all pupils who wish to attend the Charter School. No test or assessment is administered to students prior to acceptance and enrollment into Valley View Charter Prep.

Open Enrollment

The recruitment activities extend to all students in grades TK through grade twelve in San Joaquin and immediately adjacent counties and to promote a diverse student base. In addition, an informative website is available and regularly updated with information about Valley View Charter Prep and our admission process. An information brochure is available in both English and Spanish.

A copy of the Valley View Charter Prep handbook is available on the Valley View Charter Prep website and a copy is provided to each student annually at the beginning of the school year.

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

Public Random Drawing

Valley View Charter Prep admits all students who wish to enroll, subject to capacity and interview with the Valley View Charter Prep Director. Admission, except in the case of a public random drawing, shall not be determined by place of residence of the pupil or their parent or legal 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.

If the number of students wishing to attend exceeds Valley View Charter Prep's capacity, a public random drawing consistent with the provisions of Education Code 47605(e)(2)(B) is used to admit students, apart from existing students, who will be guaranteed admission in the following school year. Admission preferences in the case of a public random drawing is given to the following students in the following order:

- Siblings of students admitted to or attending the Charter School
- Students of Valley View Charter Prep teachers and staff
- Transferring students currently enrolled within PCI network schools, in accordance with Education Code Section 47605(e)(2)(B)(ii)
- Residents of the District
- All other applicants

The Charter School and the District agree 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 make all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

Any applicant who submitted false information on any form in order to gain entrance to Valley View Charter Prep will not be admitted or will have their admission rescinded. If at any subsequent point it has been factually determined that an applicant submitted false information to gain admission into Valley View Charter Prep, then that student may be involuntarily remove or expelled from Valley View Charter Prep in accordance with the Charter School's discipline policy and procedures.

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 Valley View Charter Prep is conducted as required under Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of Valley View Charter Prep are 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 Valley View Charter Prep 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 is 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 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 NJESD, the San Joaquin 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), review any audit exceptions or deficiencies and then report to the Board with recommendations on how to resolve them. The Board submits a report to NJESD describing how the exceptions and deficiencies corrected by the time of the audit submission, along with supporting documentation. Additionally, the Charter School informs NJESD of any outstanding exceptions or deficiencies at the time of audit submission and how they are resolved to the satisfaction of NJESD along with an anticipated timeline for the same. Typically, all audit exceptions or deficiencies are addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies are 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 Valley View Charter Prep is a public record and is provided to the public upon request.

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

For the last years PCI has received solid, positive fiscal and compliance audits from the highly qualified firms of Perry-Smith LLC, Gilbert and Associates, and James Marta & Associates. Please see Appendix 2 for a copy of the 2022-2023 financial audit.

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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 homeless child or youth, or a foster child, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- iv. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*

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

A. Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established 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/guardians² 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.

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

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 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 to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

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

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

Enumerated Offenses

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.
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 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.
17. 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.

18. 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.
19. 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.
20. 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.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- a) A message, text, sound, video, or image.
- b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- c) An act of cyber sexual bullying.
 - i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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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.
22. 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 shall be subject to discipline pursuant to subdivision (1)(a)-(b).
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.

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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.

Valley View Charter Prep will use the following definitions:

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

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii)(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 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

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

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

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

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

C. Disciplinary Records

Valley View Charter Prep 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 Valley View Charter Prep 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**

Valley View Charter Prep 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.

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

Valley View Charter Prep 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.

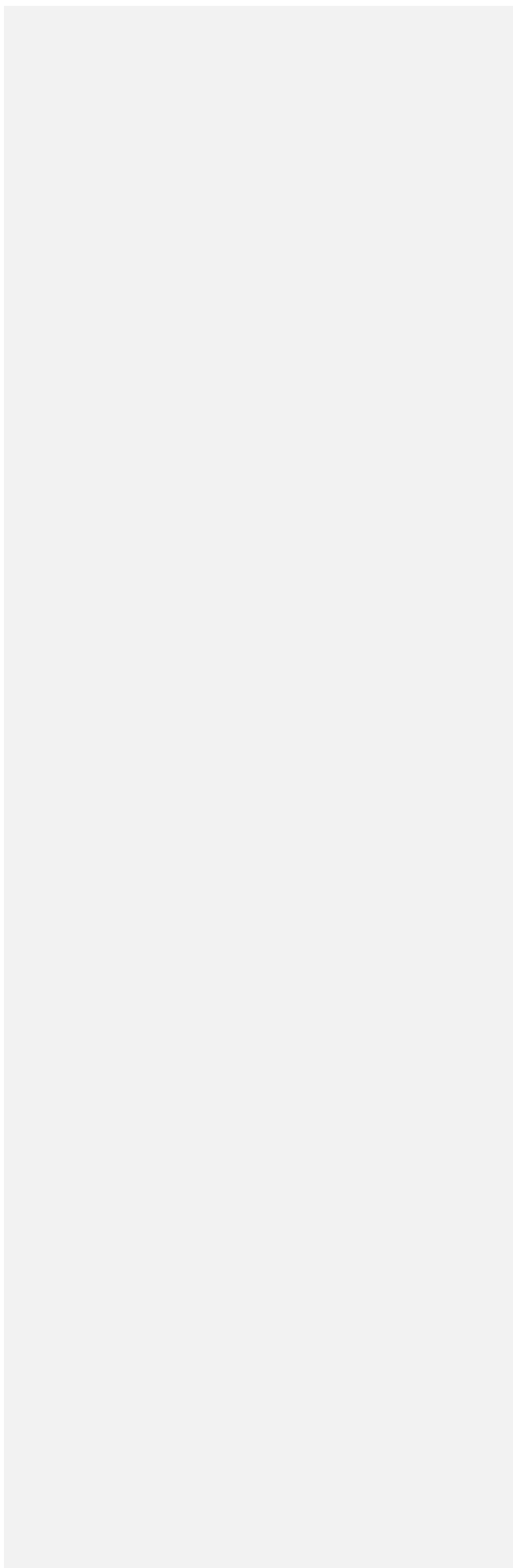
The Charter School shall be deemed to have knowledge that the student will have a disability if one of the following conditions exists:

- 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 BENEFITS

“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 Valley View Charter Prep participate in a qualified retirement plan including, but not limited to, State Teachers’ Retirement System and/or the federal social security system based on their eligibility to participate. Eligible PCI certificated 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, which includes employer matching by PCI on a specific schedule. Staff will have access to other employer-sponsored retirement plans according to policies developed by the PCI Board. The Corporate Accountant is responsible for ensuring that appropriate arrangements for retirement coverage will be made for all employees.

Commented [JR62]: Is this title current?

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 Valley View Charter Prep. Students who opt not to attend Valley View Charter Prep 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 Valley View Charter Prep are informed on admission forms that the students have no right to admission in a particular school of a local education agency (or program of any local educational agency) as a consequence of enrollment in Valley View Charter Prep, except to the extent that such a right is extended by the local educational 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 return 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 Valley View Charter Prep. Employees of NJESD who choose to leave the employment of NJESD to work for Valley View Charter Prep have no automatic rights of return to NJESD after employment by PCI unless specifically granted by NJESD through a leave of absence or other agreement. Valley View Charter Prep employees shall have any right upon leaving NJESD to work at Valley View Charter Prep that NJESD may specify, any rights of return to employment in a school district after employment in Valley View Charter Prep that NJESD may specify, and any other rights upon leaving employment to work in Valley View Charter Prep that NJESD determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credits at NJESD or any other school district will not be transferred to PCI. Employment by PCI will provide no rights of employment at any other entity, including any rights in the case of closure of Valley View Charter Prep.

ELEMENT N: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter 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 NJESD, and (3) ensure a fair and timely resolution to disputes.

Public Comments

The staff of Valley View Charter Prep, PCI, the PCI Board, and NJESD agree to resolve all disputes regarding this charter pursuant to this section's terms. 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 Valley View Charter Prep, 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. The Charter School shall maintain a Uniform Complaint Policy and Procedures as required by state law. PCI shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

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

Disputes Between Valley View Charter Prep and NJESD

Valley View Charter Prep 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. Valley View Charter Prep will be willing to consider changes to the process outlined below as suggested by the New Jerusalem Elementary School District.

Valley View Charter Prep 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 Valley View Charter Prep and NJESD, Valley View Charter Prep 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 Valley View Charter Prep. In the event that the NJESD 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, Valley View Charter Prep 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 pre-requisite to the district's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director or designee and the NJESD designee will informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five 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 NJESD designee and the Executive Director or designee and attempt to resolve the dispute within fifteen business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the NJESD 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 NJESD 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 NJESD and Valley View Charter Prep. 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 NJESD and Valley View Charter Prep.

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

-Education Code Section 47605(c)(5)(0)

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

The Charter School will promptly notify all stakeholders including parents and students of Valley View Charter Prep, the New Jerusalem Elementary School District, the San Joaquin County Office of Education, the Charter 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 be sent via email, physical mail, and text and 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 way parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Commented [LL63]: Closure notification

The Charter School will ensure that the notification to the parents and students of Valley View Charter Prep 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 Charter School.

The Charter 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, Valley View Charter Prep 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. Valley View Charter Prep will ask the district to store original records of Valley View Charter Prep students. All student records of Valley View Charter Prep shall be transferred to the district upon closure. If the NJESD will not or cannot store the records, Valley View Charter Prep shall work with the San Joaquin 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 practical, Valley View Charter Prep will prepare final financial records. Valley View Charter Prep will also have an independent audit completed within six months after closure. Valley View Charter Prep 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.

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

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

As Valley View Charter Prep is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Valley View Charter Prep, 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 3, Valley View Charter Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

District Oversight

Valley View Charter Prep will be a wholly separate and independent entity from NJESD.

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

NJESD may charge up to 2% of the revenue of the Charter School for the following:

- access to District utilities including but not limited to phone, HVAC, water
- professional development of staff
- District resources including curriculum and technology

Fiscal Strength and Support

PCI has significant financial strength. This strength includes strong financial reserves to ensure smooth cash flow and meet all obligations. Valley View Charter Prep demonstrates it has very strong financials. (See Appendix 3 for budget and cash flow documents.)

Commented [JR64]: Is this agreement still in place?

Valley View Charter Prep 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 through 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.

Internal Financial Controls

Valley View Charter Prep, with the support of PCI, uses internal financial controls as first established by PCI for Heritage Peak Charter School. Over the last twelve 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 using the PCI financial system. The Director signs off on all requisitions. The business accounting manager and the business team will review and process all of the purchase orders and then provides 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 the PCI financial system. 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 are approved by Valley View Charter Prep without the process described above. The Executive Director maintains full accountability of all purchases made by the school. All payroll is managed by the business accounting manager, director of resources, and director of operations support from the business team once a month upon submission by all staff with signed payroll forms. The business accounting manager compiles all payroll for the organization. The business manager and director of human resources audit all payroll for the month in PCI financial system to finalize for accuracy. Once this review is completed, the payroll is submitted to Wells Fargo for final dispatch of direct deposit into the employees' accounts.

The business accounting manager will manage the retirement plans (STRS, 401(k)) monthly through the PCI financial system. Payments and reports will be submitted to SJCOE before the end of each month.

Accounts receivable arrive to the business accounting manager, who endorses the checks with a 'for deposit only' stamp and deposits the checks directly to Wells Fargo Bank (or other bank, as approved by the Board) with the in-house scanner. The receipts will then be forwarded to the Corporate Accountant for posting. The bank account will be reconciled on a monthly basis and the reconciliation will be signed off by the business accounting manager.

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

Budgets and Financial Reporting

"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 47605(h)

See Appendix 3 for Valley View Charter Prep’s three-year budget and cash flow, including financial projections. These documents are based upon the Local Control Funding Formula and the best estimates of revenues and costs available to the Charter School at this time.

Financial Reporting

Valley View Charter Prep will provide reports to NJESD as follows, and will provide additional fiscal reports as requested by NJESD:

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

PCI and Valley View Charter Prep maintain appropriate records. In accordance with the timelines required by Education Code 47604.33, a copy of the proposed fiscal year budget for Valley View Charter Prep, financial reports, and un-audited actuals will be forward to NJESD. Valley View Charter Prep operates in accordance with generally accepted accounting principles (“GAAP”). A business operations process is utilized for Valley View Charter Prep’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 NJESD:

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

Insurance

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

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

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

PCI maintains adequate property and liability insurance for Valley View Charter Prep. Types and amounts are agreed upon in an operational agreement between NJESD and PCI. Proof of insurance will be provided to NJESD upon request.

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 Valley View Charter Prep on a percentage basis of all services and support rendered to the school. This support includes back office support, academic professional development, and executive management from PCI at its office located at 2241 Harvard St., Suite 310, Sacramento, CA 95815. Any additional contracts are vetted for conflict of interest as adopted by the PCI Board of Directors. Valley View Charter Prep 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.

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 school intends to locate."

- Education Code Section 47605(h)

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

Commented [JR65]: VVCP cannot operate facilities outside of NJESD, unless the other district has approved of continued operation.

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 non-profit public benefit corporation, operates Valley View Charter Prep. 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 Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with the oversight responsibilities required by law. Valley View Charter Prep will work diligently to assist the New Jerusalem Elementary 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 Valley View Charter Prep.

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 Valley View Charter Prep.

Transportation

Valley View Charter Prep 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.

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.