



VISTA OAKS
CHARTER SCHOOL

CHARTER RENEWAL PETITION
SUBMITTED TO BYRON UNION SCHOOL DISTRICT
SEPTEMBER 21, 2026

VISTA OAKS CHARTER SCHOOL

WHO ARE WE?

A warm, welcoming WASC accredited, nonclassroom-based school community who individualizes learning to meet students where they are.

2 SITES

(Byron and Lodi)

4 COUNTIES

(Contra Costa, San Joaquin, Alameda, Sacramento)

1080 STUDENTS

(Includes grades TK-12)



785

Grades TK-8

296

Grades 9-12

20%

Students with IEPs

32%

Socio-Econ Disadvantaged

WE COME FROM ACROSS THE REGION

Byron Learning Center | 665 Students

Antioch, Brentwood, Byron, Discovery Bay, Tracy, Oakley, Mountain House, and the surrounding areas

Lodi Learning Center | 335 Students

Lodi, Stockton, Galt, Woodbridge, French Camp, and surrounding areas

East Bay Area | 80 Students

Oakland, Berkeley, Walnut Creek, Livermore, and surrounding areas

WHAT IS VISTA OAKS CHARTER?

Vista Oaks serves families who choose to **homeschool** their children, as well as students who have struggled in a traditional school setting.

Our students are offered **a rich education** that also includes **a variety of onsite opportunities:**

Enrichment TK-8

Hands-on learning in art, STEM, math and more with grade-level peers

Core Classes 7-12

Rigorous classes taught by highly-qualified teachers, preparing students for success in high school and beyond

Think Tank

A Tier 3 intervention led by a team of dedicated educators

SPED Services

A remarkable team of 28 staff members who provide services to nearly 230 students

Student Leadership

A team of dedicated students who gain leadership skills while building school culture

Community College Courses

Over 90 students participating in both dual and concurrent enrollment at local colleges

Workshops for Parent-Educators

Interactive workshops throughout the year to support student learning

VISTA OAKS IS GRATEFUL TO SERVE OUR COMMUNITY

Vista Oaks provides **an engaging, flexible, individualized alternative** to traditional schooling **for students with a wide range of needs and circumstances.**

LETTER OF SUBMISSION

Dear Byron Union School District Board of Directors:

The Leadership of Vista Oaks Charter ("Vista Oaks") is pleased to submit this renewal petition to the Byron Union School District, and requests that the petition be renewed for a term of July 1, 2027 to June 30, 2032.

Vista Oaks opened its doors in the fall of 2014 with a mission of providing a rich, engaging school community for those seeking something outside of the traditional school model. In that time, Vista Oaks has grown into a thriving independent study and homeschool community that serves over 1,000 students throughout Contra Costa County and San Joaquin County.

We take deep pride in watching our students grow, knowing the personalized learning paths we create help them thrive, and we are grateful for the warm, supportive community that defines Vista Oaks.

- **Collaborative Family Partnerships** - We are deeply committed to partnering with families to support their home-based educational journey. Our teachers work in close one-on-one collaboration with parents to develop customized learning plans, refine instructional strategies, and ensure an educational experience that is tailored to each student's unique needs, strengths, and academic aspirations.
- **Empowering Parents** - We are dedicated to empowering our families through ongoing workshops and professional development, creating a vibrant community where parents collaborate to enhance instructional strategies and foster student success.
- **Outstanding Outcomes for Students with Disabilities:** With over 20% of our student population navigating disabilities, we have established a robust Special Education Department staffed by compassionate, expert professionals. Through a deeply collaborative approach involving students, parents, and staff, our learners are thriving, consistently outperforming their state peers in language arts, mathematics, graduation rates, and college and career readiness.
- **High Expectations** - Vista Oaks believes that every student can achieve at grade level or above. Each student has a personalized plan that follows State Standards while also considering their individual strengths, learning styles, and passions.
- **Coordinated Support for Struggling Students** - Through our "Think Tank" intervention program, we offer a supportive, hands-on space for students who need extra help bridging learning gaps. By working closely with teachers and parents, Think Tank provides targeted, personalized instruction that helps students build confidence—and they consistently see great results, often advancing 1.5 years in just one school year.
- **Access to Rigor** - Through our partnership with San Joaquin Delta College, Vista Oaks is able to provide our students access to up to four college courses per year. Students from across our school community participate, including our students with disabilities. In fact, over half of our students successfully complete at least one college course before graduation.

We are deeply grateful for the partnership we have enjoyed with Byron Union School District. Byron Union has allowed Vista Oaks to serve students across Contra Costa and San Joaquin counties who seek access to an alternative education program. Vista Oaks is eager to continue to serve the communities in and around Contra Costa and San Joaquin counties by providing students with a challenging, engaging, and personalized education that equips them with the knowledge, character and skills they will need to succeed in competitive colleges, careers and communities.

On behalf of the Vista Oaks Community, thank you for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. Groen", written in a cursive style.

Joy Groen
Executive Director

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION	8
INTRODUCTION	11
CHARTER RENEWAL CRITERIA	14
ELEMENT 1: THE EDUCATIONAL PROGRAM	21
PURPOSE, MISSION, VISION	21
DEMOGRAPHICS AND EXPECTED ENROLLMENT	23
WHAT DOES IT MEAN TO BE AN EDUCATED PERSON IN THE 20 TH CENTURY?	24
HOW DOES LEARNING BEST OCCUR?	24
DESCRIPTION OF LEARNING ENVIRONMENT AND PROGRAM OVERVIEW	26
PLAN FOR SUPPORTING ENGLISH LANGUAGE LEARNERS	39
PLAN OF HIGH-ACHIEVING STUDENTS	41
PLAN FOR SUPPORTING STRUGGLING STUDENTS	42
COMMITMENT TO SERVING STUDENTS WITH SPECIAL NEEDS	46
ANNUAL GOALS AND ANNUAL OUTCOMES FOR THE EIGHT STATE PRIORITIES	48
ELEMENT 2: MEASURABLE STUDENT OUTCOMES	50
ELEMENT 3: METHODS TO ASSESS AND PROGRESS TOWARD MEETING OUTCOMES	51
ELEMENT 4: GOVERNANCE STRUCTURE	58
ELEMENT 5: EMPLOYEE QUALIFICATIONS	62
ELEMENT 6: HEALTH AND SAFETY PROCEDURES	79
ELEMENT 7: STUDENT POPULATION BALANCE	86
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES	89
ELEMENT 9: PUPIL SUSPENSION AND EXPULSION PROCEDURES	92
ELEMENT 10: RETIREMENT SYSTEM	109
ELEMENT 11: ATTENDANCE ALTERNATIVES	110
ELEMENT 12: DESCRIPTION OF EMPLOYEE RIGHTS	111

ELEMENT 13: DISPUTE RESOLUTIONS	112
ELEMENT 14: SCHOOL CLOSURE	114
ADDITIONAL REQUIREMENTS	117
FACILITIES	117
ADMINISTRATIVE SERVICES	117
ATTENDANCE ACCOUNTING	118
BUDGET AND FUNDING	118
SYSTEMS FOR MANAGING CASH FLOW, PURCHASING, PAYROLL AND AUDITS	118
TOOLS FOR TRACKING AND REPORTING FINANCIAL MATTERS	118
PURCHASING	119
IMPACT OF VISTA OAKS ON DISTRICT AND LIABILITIES	119
ENROLLMENT	119
FINANCIAL BENEFITS	119
INSURANCE COVERAGE	119
SPECIAL EDUCATION	119
LABOR RELATIONS	120
LEGAL STRUCTURE	120
LIABILITY	120
TRANSPORTATION	120
MISCELLANEOUS CLAUSES	120
APPENDICES	121
APPENDIX A: GRADUATION REQUIREMENTS	122
APPENDIX B: INDEPENDENT STUDY POLICY	125
APPENDIX C: SAMPLE WRITTEN AGREEMENT	135
APPENDIX D: SAMPLE TK-8 ONSITE SCHEDULES	140
APPENDIX E: SAMPLE HIGH SCHOOL ONSITE SCHEDULES	143
APPENDIX F: PARENT HANDBOOK	146
APPENDIX G: STAFF ORGANIZATION CHART	147
APPENDIX H: EMPLOYEE HANDBOOK	149
APPENDIX I: VISTA OAKS COMPREHENSIVE SCHOOL SAFETY PLAN	150
APPENDIX J: VISTA OAKS ARTICLES OF INCORPORATION	151
APPENDIX K: VISTA OAKS BYLAWS AND BOARD GOVERNANCE POLICIES	153
APPENDIX L: VISTA OAKS CONFLICT OF INTEREST CODE	154
APPENDIX M: VISTA OAKS IRS CONFIRMATION OF TAX EXEMPT STATUS	158
APPENDIX N: FISCAL POLICIES AND PROCEDURES	162
APPENDIX O: VISTA OAKS FINANCIAL FORECAST NARRATIVE	163
APPENDIX P: VISTA OAKS MULTI-YEAR BUDGET	170

APPENDIX Q: LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)	182
APPENDIX R: ACADEMIC CALENDAR	183
APPENDIX S: ATTENDANCE, MISSED ASSIGNMENTS, AND INVOLUNTARY REMOVAL POLICY	185

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Joy Groen, hereby certify that the information submitted in this petition for a California public charter school to be named Vista Oaks Charter ("Vista Oaks Charter School," "VOCS" or the "Charter School"), and to be authorized by the Byron Union School District ("BUSD" or the "District") is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if awarded a charter, Vista Oaks Charter:

- Shall meet all statewide standards and conduct the student assessments required, 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 be deemed the exclusive public school employer of the employees of Vista Oaks Charter School 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 identity, gender expression, 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 adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- 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. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a 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)]
- 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)]
- Shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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)]
- Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- Shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- Shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- Shall comply with Government Code Section 1090, *et seq.* as set forth in Education Code Section 47604.1 (“Section 1090”).
- Shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Vista Oaks Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C).
- The Charter School shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]



Joy Groen, Executive Director

9/18/2026

Date

INTRODUCTION

Vista Oaks Charter School was granted a charter by Byron Union School District. Vista Oaks Charter School's present charter term is set to expire on June 30, 2027. In accordance with the Charter Schools Act of 1992, Vista Oaks Charter School respectfully petitions the District to renew its charter for a five-year period, from July 1, 2027 to June 30, 2032.

School Highlights

Since opening our doors in the Fall of 2014, Vista Oaks Charter School has developed a welcoming, thriving community of learners.

Instruction and Learning

Vista Oaks has been committed to offering a high-quality academic program that meets the needs of each student.

- **Six-Year Western Association of Schools and Colleges ("WASC") Accreditation:** Vista Oaks earned a prestigious six-year WASC accreditation in Spring 2024.
- **Growth at Byron Learning Center:** The Charter School expanded the Byron Learning Center, a welcoming and bustling site, from 4 classrooms in Fall 2014 to the current use of 12 classrooms, providing additional space for instruction, special education services and meeting space.
- **A Vibrant Lodi Learning Center:** Our Lodi Learning Center is a warm and active space where students connect with credentialed teachers for onsite classes, personalized instruction, guidance, and the dedicated support they need to thrive.
- **High-Quality Onsite & Virtual Instruction - K-8:** Vista Oaks has a wide range of onsite learning opportunities available to students, which includes:
 - Enrichment Days for K-5th, offered two days per week in Byron and one day per week in Lodi
 - Implementation of Think Tank, a robust and well-coordinated intervention program designed to provide to provide targeted, direct instruction to those needing additional academic support
 - Onsite middle school language arts, math, and science classes led by experienced and passionate credentialed teachers
 - Implementation of engaging, interactive virtual math classes for students in grades 3 through 7
 - A weekly math lab- assisting in tutoring and homework help for our Lodi area K-8 students
- **High-Quality Onsite & Virtual Instruction - High School:** In response to the identified academic needs of our students, Vista Oaks has remained committed to offering high-quality, engaging onsite learning opportunities, the number of onsite learning opportunities available, while also expanding the virtual opportunities available.
 - Partnering with San Joaquin Delta College to offer up to four dual enrollment classes each year, providing our students with a fantastic way to tackle rigorous college-level coursework, fulfill graduation requirements, and earn college credit simultaneously.

- Providing rigorous in-person classes in small settings, led by veteran teachers dedicated to supporting each student's unique needs, bridging learning gaps, and cheering on their academic success.
- Offering personalized, ongoing support, including one-on-one guidance from an academic counselor, resources, and workshops to help students and families confidently navigate their path toward college and career goals after graduation.
- Expanding the number of teacher-led, a-g approved virtual courses students can access through respected organizations like Edgenuity and Silicon Valley.

Preparing Students for the Future

Vista Oaks is dedicated to preparing each student for the future.

- **A Growing Culture of College Success:** We are so proud of how our students have embraced college-level learning as a natural part of their journey here. It's been inspiring to watch this culture of readiness flourish; we've grown from just 8 students passing a college course in 2014-15 to 30 students in 2017-18. Today, that momentum has truly taken off, with our incredible students now successfully completing well over 100 college classes every single year.
- **Commitment to College Readiness:** Through strategic messaging and planning, more than half of our high school students are committed to completing all of the outlined a-g requirements or completing a minimum of two college courses before graduation.
- **Preparedness for College and Career:** We help every student map out their future with our 'five-year plan.' It's more than just a document, but it's a personal guide for students to reflect on their passions, build on their unique strengths, and feel confident about their path after graduation.

A Thriving School Community

Vista Oaks welcomes all students and values each member of its learning community.

- **Community Activities:** The entire Vista Oaks community has benefitted from the efforts of students, parents, and staff to create opportunities for families to come together, offering a wide range of activities for our school community, including:
 - Welcome Back to School Events such as Ice Cream Socials and Superhero Academies
 - Fall Carnivals, springtime water play events and other after school activities
 - Scholastic Book Fairs
 - Thematic Spirit Weeks
 - Multi-Cultural Fairs
 - Art Shows
 - Prom and Murder Mystery Nights for High Schoolers
- **Parent Workshops:** To support increased learning at home, Vista Oaks hosts a series of parent workshops throughout each year. These workshops help to foster a culture of ongoing training, reflective teaching and peer collaboration. Many of these workshops are presented by a team consisting of parent-educators and Vista Oaks staff members. Topics covered are based on areas of need identified by assessment data, as well as parent input.

- **A Healthy Community - Parents:** The Charter School maintained a stakeholder satisfaction rate of more than 90% “satisfied” or “highly satisfied” on the climate survey taken during the Spring of 2026.
 - **98%** of families reported that they are respected as an important part of the decision-making for their child’s education.
 - **95%** of families believe that the Charter School promotes success for all students.

- **A Healthy Community - Students:** Vista Oaks is committed to providing a safe, welcoming learning environment with high standards and a dedicated staff. Many of the Charter School’s high school students have not had positive school experiences prior to enrolling at Vista Oaks. The Charter School’s staff is dedicated to offering the students a different perception of school. Survey results of the students indicate that the Charter School is succeeding.
 - **96%** of students believe that Vista Oaks is a supportive, warm learning environment.
 - **94%** of students reported that Vista Oaks advisors, teachers, and staff care about my success.

- **A Healthy Community - Staff:** Survey results indicate that Vista Oaks’ staff members are invested in the Charter School’s program, mission and community. In addition, the results indicate that staff feel supported and valued by the Charter School’s leadership.
 - **98%** of staff reported that Vista Oaks promotes academic success for all students
 - **94%** of staff reported that School Leadership sees them as important partners.

Vista Oaks remains steadfast in its dedication to nurturing a thriving, healthy educational community where every member feels valued, supported, and inspired to reach their full potential.

CHARTER RENEWAL CRITERIA

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 the 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”).

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 created a three-tiered system of evaluating charter school’s performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has a 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).
- 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 – Education Code Section 47607.2(a).
- 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).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) the Charter School has merited the middle performing category as determined by law. The Charter School achieved this designation as demonstrated below.

A charter school in the middle-performing category is eligible for up to a five-year renewal term, which we believe Vista Oaks has earned.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter

School on the local indicators included in the [Dashboard].

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) The chartering authority may deny a charter renewal pursuant to this subdivision upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.
- (4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

Statewide Dashboard Performance Levels

Indicator	2024 Vista Oaks	2024 State	2025 Vista Oaks	2025 State
English Language Arts ("ELA")	-16.7	-13.2	+6.5	-8.1
Math	-57.7	-47.6	-35.2	-42.4
Science	No color	No color	57.7	52.6
English Language ("EL") Progress	52.4%*	45.7%	42.1%*	46.4%
College and Career Indicator ("CCI")	44.3%	45.3%	33.3%	51.7%
Suspension Rate	0%	32.%	0%	2.9%
Chronic Absenteeism	1.5%	18.6%	1.7%	17.1%
Graduation Rate	91.5%	86.7%	93.8%	87.8%

*No performance color

Student Subgroup Distance from Standard

Indicator	Student Group	2024			2025		
		School Status	State Status	Result	School Status	State Status	Result
ELA	English Learner	-71.7*	-67.6	Lower	-27.9*	-59.9	Higher
	Students with Disabilities ("SWD")	-73.5	-95.6	Higher	-38.3	-89.4	Higher

	Socioeconomically Disadvantaged ("SED")	-31.6	-40.9	Higher	-12.4	-35.3	Higher
	Hispanic/Latino	-29.4	-39.3	Higher	-9	-33.7	Higher
Math	English Learner	-103.6*	-93.4	Lower	-94.2*	-86.1	Lower
	SWD	-124.1	-124.3	Higher	-84.2	-120.7	Higher
	SED	-80.1	-78.2	Lower	-57.5	-72.9	Higher
	Hispanic/Latino	-71.5	-79.2	Higher	-49.8	-73.6	Higher

**No performance color*

English Language Arts

Although the English Learner subgroup did not have a performance category color, the Charter School is immensely proud of its student population. English Learners saw an increase of 43.8 points between 2024 and 2025. This substantial growth is tied to our strategic implementation of essential standards paired with a deliberate increase in progress monitoring. By consistently monitoring individual student progress, our instructional teams were able to dynamically adjust language supports and target specific gaps, ensuring our English Learners received the precise, data-driven interventions to meet their needs.

Students with Disabilities increased 35.2 points between 2024 and 2025 and moved up two performance categories because of the strategies the Charter School implemented. The dedicated efforts of our special education team to provide specialized, small-group academic coaching have been instrumental in addressing unique student learning needs. They work collaboratively with the general education staff, families, and the Think Tank Intervention Program to deliver this support. This collective effort, combined with the implementation of essential standards and an increase in progress monitoring, empowered educators to identify student needs early and adjust individualized learning accommodations as needed to increase student outcomes.

The Charter School also saw a significant increase for both the Hispanic and Socioeconomically Disadvantaged subgroups. The Hispanic subgroup saw an increase of 20.4 points between 2024 and 2025 and SED increased 19.2 points. This success was driven by targeted interventions through our Think Tank program, combined with strategic progress monitoring. These positive trends across both subgroups reflect our school-wide commitment to equitable access through the systematic implementation of essential standards. By focusing instructional design and increasing progress monitoring, we successfully minimized achievement gaps and provided timely, targeted support to support Hispanic and socioeconomically disadvantaged students towards proficiency.

Math

SWD saw a dramatic increase of 39.9 points between 2024 to 2025 and moved up a performance category. This significant increase is a result of the hard work of our special education staff and the strong collaboration across all our teachers and teams. Our staff worked closely together to deliver our live virtual and onsite math courses while also partnering with families to ensure they felt supported at home. By combining this teamwork with the targeted support of the Think Tank Intervention Program

and a steady increase in progress monitoring, our Students with Disabilities had the support they needed to master these math concepts and move up a performance category.

Both the Hispanic and SED subgroups increased more than 20 points and moved up a performance category between 2024 and 2025. This progress highlights the successful partnership between our staff and parent educators. Focusing on the essential standards gave everyone a clear roadmap, while the Think Tank Intervention Program and an increase in progress monitoring provided the additional support when needed. This combined effort across our home and onsite opportunities gave our Hispanic and SED students the support they needed to make progress towards proficiency in these math concepts and move up a performance category.

Suspension Rate

Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
Suspension Rate	0%	3.2%	Better	0%	2.9%	Better

The Charter School has maintained a 0% suspension rate over the past two years. This has resulted from our independent study structure and the low staff-to-student ratio we maintain when students visit our learning center. This setup allows our staff to connect closely with students, support their individual needs, and build a safe community that naturally keeps disciplinary issues from arising.

Graduation Rate

Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
Graduation Rate	91.5%	86.7%	Higher	93.8%	87.8%	Higher

The Charter School has outperformed the State in both 2024 and 2025 and has seen an increase in its graduation rate over the two years. Through continuous progress monitoring, identification of students for summer school, and intentional interventions, our graduation rate has successfully maintained at above 90% for the past five years. This steady success highlights Vista Oaks' commitment to empowering every high school student and ensuring they have a clear, well-supported path toward their diploma and post-secondary goals.

CCI

Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
CCI	44.3%	45.3%	Lower	33.3%	51.7%	Lower

While the Charter School has performed lower than the State in both 2024 and 2025, the Charter School is implementing an expanded Dual Enrollment Program, enhanced middle school resources to better

prepare students for high school, and targeted strategies to increase the number of students who meet a-g requirements at the time of graduation. This work is driven by the dedicated staff of our college and career team and staff, who work closely with families to ensure every student has a clear, supported path toward post-secondary success.

Chronic Absenteeism

Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
Chronic Absenteeism	1.5%	18.6%	Lower	1.7%	17.1%	Lower

While the Charter School saw a slight increase of chronic absenteeism between 2024 and 2025, the Charter School is proud it maintained its blue performance category. The Vista Oaks staff intentionally works to build strong relationships with students and families to make the Charter School community feel warm and welcoming, ensuring that everyone feels connected and supported throughout their educational journey. Additionally, our highly involved parent educators make the deliberate choice to educate their children with the expertise and guidance of our credentialed teachers in an independent study model. This intentional choice matters because it reflects a deep, personal commitment to their child's day-to-day education; because families are actively invested in the model they chose, students maintain excellent daily engagement and consistent routines, which keeps our chronic absenteeism low.

Local Indicators

The following chart reflects the Charter School's 2025 Dashboard Local Indicators.

Indicator	School Status
Basics: Teachers, Instructional Materials, Facilities	"Standard Met"
Implementation of Academic Standards	"Standard Met"
Parent and Family Engagement	"Standard Met"
Local Climate Survey	"Standard Met"
Access to a Broad Course of Study	"Standard Met"

Vista Oaks's Review of Annual Progress

Vista Oaks's subgroup data reveals key areas of growth, demonstrating the Charter School's ongoing commitment to academic success for all students. Below is the breakdown of the California Assessment of Student Performance and Progress ("CAASPP") over the past three years, documenting students meeting and exceeding standards.

Demographic	CAASPP Assessment	Percentage of Proficiency 2023	Percentage of Proficiency 2024	Percentage of Proficiency 2025
Schoolwide	ELA	45.17%	45.55%	51.08%
	Math	25.31%	28.39%	34.45%

Hispanic/Latino	ELA	36.19%	35.51%	43.75%
	Math	23.69%	23.07%	27.08%
White	ELA	50.68%	50.28%	52.60%
	Math	25.23%	31.84%	34.06%
Black/African-American	ELA	45.45%	n/a	33.34%
	Math	9.09%	n/a	33.33%
English Learners	ELA	11.76%	6.67%	n/a
	Math	11.76%	0%	n/a
Socioeconomically Disadvantaged	ELA	41.93%	38.22%	40.46%
	Math	20.64%	21.65%	27.32%
Students with Disabilities	ELA	27.06%	22.72%	27.10%
	Math	7.06%	10.23%	18.69%

n/a – In order to protect student privacy, data is suppressed because fewer than 11 students tested.

Over the past three years, Vista Oaks has implemented a systematic approach to improving student achievement through the alignment of curriculum, assessment, intervention, and progress monitoring practices. The Charter School's adoption and implementation of Essential Standards has provided greater instructional focus and consistency across grade levels while maintaining the flexibility of the independent study model. Teachers use standards-aligned assessments and ongoing progress monitoring to identify learning gaps, monitor growth, and provide timely academic interventions.

To support students who require additional assistance, Vista Oaks expanded targeted intervention opportunities through its Think Tank intervention program, small-group instruction, individualized academic coaching, and supplemental support services. These interventions are informed by student performance data and are regularly adjusted based on demonstrated student need. The Charter School has also strengthened collaboration among general education teachers, special education staff, intervention teachers, and families to ensure students receive coordinated academic support.

These efforts have contributed to measurable gains across multiple student groups. Schoolwide proficiency increased in both English Language Arts and Mathematics between 2023 and 2025, with particularly notable gains among Hispanic/Latino students, socioeconomically disadvantaged students, and students with disabilities. The improvement reflected in the CAASPP results demonstrates the Charter School's ongoing commitment to continuous improvement and equitable outcomes for all students.

Vista Oaks recognizes that English Learners remain an important area of focus and is committed to improving academic outcomes and language acquisition for this student group. To support continued growth, the Charter School has strengthened the integration of designated and integrated English Language Development (“ELD”) practices within the independent study model. Teachers receive professional development focused on language acquisition strategies, academic vocabulary development, and scaffolding techniques that increase access to grade-level content.

The Charter School has also increased the use of progress monitoring tools to identify English Learners who may require additional support and to monitor progress toward English language proficiency and academic achievement goals. Intervention services are targeted to individual student needs and may include small-group instruction, supplemental literacy support, and increased teacher-student contact.

In addition, Vista Oaks continues to strengthen partnerships with families of English Learners through regular communication regarding student progress, available supports, and pathways for academic success. Through these efforts, the Charter School seeks to increase both English language proficiency and academic performance for English Learners while ensuring equitable access to rigorous instruction and educational opportunities.

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

ELEMENT ONE: THE EDUCATIONAL PROGRAM

Governing Law: 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.

Education Code Section 47605(c)(5)(A)(i).

Governing Law: 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.

Education Code Section 47605(c)(5)(A)(ii).

Governing Law: 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)(iii).

WHAT IS OUR PURPOSE?

Vista Oaks Charter is a locally governed educational program that provides an option beyond the traditional “brick and mortar” school. Our school offers an alternative, yet high-quality, rigorous education for students in transitional kindergarten through grade twelve designed for students who:

- Belong to a family that chooses homeschooling for their children’s education
- Seek an educational community dedicated to individualized learning
- Feel overwhelmed or have struggled in a large, traditional school setting and would benefit from a small, yet rigorous program
- Are credit deficient and at high-risk for dropping out
- May need intensive interventions in reading and/or math to gain the academic skills needed to meet high school graduation requirements
- Are “fifth-year” seniors needing additional time to complete the requirements for graduation
- Desire a well-rounded education that meets their personalized needs and interests

Mission

At Vista Oaks, we will create a respectful learning environment where each student can reach his or her fullest potential through an individualized, standards-based educational program structured for student's success.

Vision

Because we believe that every student can succeed, Vista Oaks Charter School will:

- Provide each student with an engaging and relevant learning experience.
- Incorporate rigorous educational opportunities that improve academic achievement.
- Consider the unique learning style and needs of each student when planning his or her academic program.
- Promote personal responsibility and ownership in planning for one's future.
- Serve students with exemplary, dedicated teachers and staff.

WHAT ARE THE MEANS TO ACHIEVING OUR MISSION AND VISION?

VISTA OAKS DELIVERS THE FOLLOWING TO OUR STUDENTS:

Provide each student with an engaging and relevant learning experience

- *A hybrid independent study program that offers on-line, on-site and independent study courses to meet each student's unique needs*
- *Provide access to technology, project-based and hands-on educational opportunities to enhance learning*
- *Flexibility that allows older students to participate in dual enrollment courses through Delta College, career technical training programs through Lincoln Technical Academy, as well as concurrent enrollment opportunities through regional community college programs*

Incorporate rigorous educational opportunities that improve academic achievement

- *Research-based intervention programs to help bridge academic deficiencies*
- *Access to one-on-one and small group tutoring for both the struggling student and the student needing a challenge*
- *Design instruction that ensures students are college and career ready by the end of high school*
- *A-G approved courses for college-bound high school students*

Consider the unique learning style and needs of each student when planning their individualized academic program

- *Upon enrollment, students are invited to complete thorough assessments to identify academic strengths and weaknesses*
- *A personalized learning plan is developed for each student based on the assessment results, student's goals and life circumstances*

Promote personal responsibility and ownership in planning for one's future

- *A flexible school day that considers each student's personal interests, passions, and/or obstacles without lowering the academic expectations*
- *Personalized coaching and mentoring that supports each student on their path towards graduation and beyond*

Serve students with exemplary, dedicated teachers and staff

- *Passionate, well qualified teachers with a proven track record of success in alternative education*
- *Subject matter specialists oversee curriculum offerings and support students at all levels*

VISTA OAKS PROVIDES A RIGOROUS EDUCATIONAL PROGRAM:

WASC Accredited – Vista Oaks Awarded Six-Year Accreditation

Vista Oaks is committed to ensuring students have access to a relevant, high-quality program. During the spring of 2024, the school participated in the rigorous accreditation review process with the WASC. This process required that:

- The Charter School provide extensive amounts of student demographic and assessment data for review; and
- Thorough descriptions of the Charter School's program, including identified areas of strength and areas of need; and
- A WASC Visiting Committee visited Vista Oaks for four days, using the time to observe instruction, complete intensive interviews with parents, students and teachers and thoroughly review the entire school program.

The Vista Oaks community was pleased to be awarded a six-year accreditation by the WASC's Board of Directors.

WHOM WILL WE EDUCATE? - DEMOGRAPHICS AND EXPECTED ENROLLMENT

The Vista Oaks Charter School accepts any California student in grades TK-12, targeting those living in Contra Costa County, San Joaquin County or surrounding areas whose family is seeking an alternative, hybrid independent study that provides a flexible schedule as well as a personalized instructional program. As a public school, Vista Oaks is tuition-free and admits any student regardless of ethnic, socioeconomic, or religious background. The students enrolled at Vista Oaks Charter School reflect the wonderful diversity found in and around Contra Costa County.

DEMOGRAPHIC INFORMATION FOR VISTA OAKS

Vista Oaks strives to serve students who choose homeschooling as their educational option, as well as those who have struggled in traditional school settings. The Charter School's anticipated student population is based on enrollment during the 2027-28 school year through the 2031-32 school year. We continue to strive to find ways to enroll a student body that is reflective of the Bay Area and North Central counties that we serve. Our current student body is 44.5% white, 31.7% Hispanic, 7.4% Asian and/or Pacific Islander, 2.6% African American and 0.6% American Indian or Alaskan Native.

Vista Oaks serves significantly more than the California average of special education students, with 20% of those enrolled qualifying for special education services. In addition, Vista Oaks serves a significant number of unduplicated students (consistently between 32%-35%), who are socio-economically disadvantaged, English Learners and/or are foster youth.

EXPECTED ENROLLMENT

Vista Oaks Charter School serves students in Contra Costa, San Joaquin, Alameda and Sacramento counties. The Charter School operates two learning centers which provide students and their families with a warm, welcoming environment. The Byron Learning Center is located across from the Byron Union School District Office and provides onsite classes, special education services and enrichment activities for students living in and around Contra Costa County. The Lodi Learning Center offers the same educational opportunities as in Byron, but serves students in and around San Joaquin County. The expected enrollment at Vista Oaks is listed below.

Overview of Enrollment			
	Byron Learning Center <i>*includes East Bay</i>	Lodi Learning Center	Total
Grades TK – 6	450	175	625
Grades 7-8	115	45	160
Grades 9-12	180	115	296
Total	745	335	1080

WHAT DOES IT MEAN TO BE AN EDUCATED PERSON IN THE 21ST CENTURY?

The Vista Oaks Charter School believes that an educated person in the 21st century must possess both academic knowledge and the ability to put this knowledge to use in practical ways. To be an educated person in the 21st century, students must have the following:

- The ability to think analytically and critically
- An internal motivation to continue learning and improving
- The understanding of how to set and achieve goals, as well as the dedication to reach those goals
- The desire to be a responsible and productive member of the community, as well as the ability to make their community better
- The ability to use technology and other available resources to research, learn, and reach their greatest potential
- An ability to communicate ideas effectively
- An ability to ground their reading, writing and speaking in evidence
- An appreciation of their personal strengths and interests

The staff at Vista Oaks is dedicated to preparing each of those enrolled to become an educated person in the 21st Century by:

- Embracing the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”)
- Being data driven when creating personalized learning plan, as well as when considering whole group program improvement
- Providing every student access to the latest technology
- Ensuring staff members have access to on-going professional development
- Facilitating Professional Learning Communities (“PLC”), allowing teams to collaborate, support and build programs that meet the needs of each student served

HOW DOES LEARNING BEST OCCUR?

Vista Oaks Charter School believes ***one size does not fit all*** and that learning best occurs when a variety of instructional strategies are used. With a focus on students mastering the rigorous State Standards, Vista Oaks implements a personalized learning plan for each student based on their individual needs, life situation, and assessment results. Vista Oaks Charter School uses an independent study model to incorporate the following to provide a high-quality education:

QUALITY INSTRUCTION, WHICH BEGINS WITH ASSESSMENT

Because Vista Oaks believes that quality instruction begins with assessment, we have:

- Initial and ongoing annual assessments using Northwest Evaluation Association’s Measures of Academic Progress (“NWEA MAP”) to identify academic strengths and weaknesses and plan a course of study based on those needs and invites all students to participate
- An on-going use of a variety of assessments to drive instruction
- A staff that regularly and wisely uses assessment data to guide instructional decisions

A SMALL, WELCOMING LEARNING COMMUNITY WHERE STUDENTS FEEL SAFE, RESPECTED AND VALUED

Vista Oaks believes that in order for students to reach their fullest potential, our students must have:

- A strong, positive relationship with a teacher who spends one-on-one time with each student, each week
- A flexible school day with extended hours that accommodates each student's situation, eliminating scheduling conflicts and ensuring students stay on a path to graduation
- Personalized coaching and mentoring that supports each student in their path towards graduation, as well as in planning for goals beyond graduation
- Above all, a warm, welcoming, and supportive school environment

INDIVIDUALIZED AND SMALL GROUP INSTRUCTION

To help bridge the achievement gap for those students who have struggled in the past, as well as challenge those who are ready for additional rigor, Vista Oaks provides:

- Access to Think Tank, a robust, thoughtfully designed intervention support program with a low teacher/student ratio of 1:5 or less
- A Math Lab and an ELA Lab that provides individualized support
- A wide variety of opportunities for small group and one-on-one instruction available to meet the wide range of academic needs

ACCESS TO TECHNOLOGY

Because Vista Oaks is dedicated to developing 21st Century learners who are comfortable with the ever-changing technology available, we provide:

- Access to the latest technology that enhances learning, including the integration of iPads, laptop computers and Google Classroom into everyday learning
- On-line courses with personalized learning plans that consider the individual's academic strengths and weaknesses
- Integration of robotics courses that emphasize critical thinking, problem-solving and creativity

HANDS-ON AND PROJECT BASED LEARNING

Vista Oaks staff believe that learning grows and develops when students are personally invested and engaged in their learning, and given the opportunity to put what they have learned into practice. Therefore, the Charter School offers:

- Weekly, on-site enrichment classes, with topics including art, science, music, Lego Engineering and more that provide engaging opportunities to practice the skills learned
- Incorporation of real-life, community-based learning experiences
- Opportunities to participate in career technical training programs as well as certificated programs through the community college

A CHALLENGING AND RIGOROUS EDUCATIONAL PROGRAM

Vista Oaks believes that every student can learn, grow and achieve at the highest level. Therefore, the Charter School provides:

- Curriculum, assignments and projects that require critical thinking and a deep knowledge of the subject matter
- Challenging curriculum that prepares them for the rigors of college and/or the workplace
- Use of a variety of texts and sources with complexity and rich academic language
- Access to well qualified, dedicated teachers with subject area expertise

DESCRIPTION OF THE LEARNING ENVIRONMENT AND PROGRAM OVERVIEW

Vista Oaks Charter School believes that all students can learn and succeed; yet in education ***one size doesn't fit all***. Therefore, the Charter School is dedicated to working alongside each student and parent to create a personalized program that will both meet the student's individualized needs and prepare them for success after high school. In order to best achieve this, **Vista Oaks Charter School is organized into two different programs, each with a different focus.**

PROGRAM #1: THE HOMESCHOOL PROGRAM (GRADES TK-12)

The Homeschool Program is designed for students who are:

- Traditionally homeschooled, but want the support and guidance that a formal program can provide; or
- New to homeschooling and would benefit from additional support while getting started
- Have been homeschooled outside of a charter school, but now as a high school student, want a challenging academic program from a WASC accredited school that offers courses approved by the University of California's Office of the President
- Are unable to attend a traditional high school, but have goals of attending a four-year university

The Homeschool program provides students with:

- Individualized instruction, guidance and support from well qualified teachers
- Intervention opportunities for students struggling with reading, writing or mathematics
- Use of adaptive, on-line assessments that provide parents, students and teachers with a wealth of information about the student's academic proficiencies
- Access to exceptional, state-adopted materials that address the State Standards
- Weekly, on-site enrichment classes in writing, reading, science, art and music
- Opportunities for students to become confident experts in areas of personal interest
- Access to rigorous core onsite classes in English/language arts, science and mathematics for middle-school students
- Access to assessments to help gauge student growth, including NWEA's MAP and oral reading assessments
- A wealth of resources to support parent-educators, including monthly parent workshops
- Challenging curriculum that prepares them for the rigors of college-level instruction
- Access to both onsite and online classes which meet a-g requirements and have been approved by the University of California's Office of the President
- Tutoring and additional support in core subjects from well qualified teachers
- Opportunities to take dual enrollment classes through a partnership with Delta College, as well as concurrent enrollment through local community colleges that will earn both high school and college credit
- Access to both Honors and Advanced Placement ("AP") level courses through approved on-line programs
- Support and guidance in preparing for the SAT and ACT
- Personalized coaching and mentoring beginning in 8th grade that supports each student in their path towards graduation and beyond
- Rigorous, challenging curriculum options for students who benefit from advanced study

Vista Oaks' Homeschool Program works to support families that have chosen to homeschool their children. The program provides guidance and support for the parents/guardians, including regular parent-educator workshops that empower parents and help improve the instruction students receive at home. The Charter School provides outstanding curriculum aligned to State Standards, as well as supplemental materials to enhance learning. In addition, Vista Oaks offers onsite activities, including engaging, hands-on enrichment classes. At Vista Oaks' Homeschool Program, students will receive a well-rounded education that meets their individual needs.

PROGRAM #2: THE INDEPENDENT STUDY PROGRAM (GRADES 7-12)

The Independent Study Program is designed for students in grades 7-12 who:

- Need a flexible, supportive, or alternative educational environment due to academic struggles, credit deficiency, the need for a second chance, or specific personal, social, or mental health needs
- Are "fifth"-year seniors needing to complete additional credits
- Require flexible scheduling to accommodate work, parenting, or other life circumstances
- Have goals of attending a four-year university and desire a college-focused education
- Seek opportunities to participate in college-level coursework while still in high school

The Independent Study Program provides students with:

- Initial assessments to identify academic needs and plan a course of study based on those needs
- A flexible school day with extended hours that accommodates each student's situation, eliminating scheduling conflicts and ensuring students stay on a path to graduation
- On-line and on-site courses with personalized learning plans that consider the individual's academic needs
- Access to academic and emotional support for students struggling with coursework or mental health needs, including opportunities for credit recovery.
- Ability to make up failed courses, including through summer learning opportunities
- Access to computer-aided instruction that allows students to take control of the pace of their learning while receiving automatic feedback on their academic progress
- Effective communication between teachers, parents and students
- Expanded opportunities to participate in local career training and community college courses, allowing students to earn college credit while still in high school.
- Guest speakers and regular workshops and field trips that provide information to help students plan and prepare for life after high school
- Guidance in developing a plan for the future that may include vocational training programs, community college courses, skilled trade schools or a four-year college
- Challenging curriculum that prepares them for the rigors of college-level instruction
- Access to both onsite and online classes which meet a-g requirements and have been approved by the University of California's Office of the President
- Tutoring and additional support in core subjects from well qualified teachers
- Opportunities to take classes at local community colleges that will earn both high school and college credit
- Support and guidance in preparing for the SAT and ACT
- Access to both Honors and AP level courses through approved on-line programs

- An education in a school that is accredited by WASC and courses that are transferable to other public high schools, in addition to access to classes that are a-g approved

The Vista Oaks Independent Study Program supports a diverse community of learners, from students seeking a rigorous, high-quality education with early access to college-level coursework, to those requiring a fresh start in a supportive environment due to mental health challenges or the need for a flexible schedule. At Vista Oaks, every student finds a personalized learning plan designed to meet their unique academic and personal needs. Our warm and dedicated staff treats each individual with genuine respect, fostering a passionate belief that any student willing to commit will receive the high-quality education necessary to thrive in the 21st century. Through focused, targeted instruction and deep engagement, this culture of academic excellence and individualized support empowers students to not only succeed but to truly transform.

Independent Study Legal Compliance

Appendix B includes the Charter School's independent study policy and documents.

The Charter School complies with all provisions of Education Code Section 51744, et seq. and all implementing regulations. Students are expected to maintain regular check-ins with their teacher through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(e). Students will be supervised by an appropriately credentialed teacher per Education Code Section 51747.5(a). The Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher per Education Code Section 51747.5(b)(1), and students' daily engagement. The K-12 public school guidelines for independent study will be evident in the annual audit per Education Code Section 47612.5(b). The Charter School will meet the requirement related to the ratio of ADA to full-time equivalent ("FTE") certificated employees as prescribed under Education Code Section 51745.6(a)(1).

The Independent Study Policy minimally addresses the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work. The IS Policy includes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether they should return to a regular school program.

The IS policy includes a description of how the required Written Agreement will be processed and maintained. The Written Agreement minimally includes the manner, time, frequency and place for submitting a pupil's assignments and reporting progress; the objectives and methods of study for the pupil's work and the methods utilized to evaluate the work; the specific resources that are made available to pupils; the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed; the duration of the IS agreement; a statement of the number of course credits or academic accomplishment to be earned upon completion. The Written Agreement

will include a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

The Charter School shall maintain contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant. These records shall be made available for audit and inspection.

LEARNING PROGRAM STRUCTURE

Vista Oaks' mission is to serve families who have chosen to homeschool their children, students who have struggled in a traditional school setting, and students seeking a rigorous education in an alternative setting.. The Charter School welcomes all students, regardless of past grades, test scores or identified areas of need. The Vista Oaks' community values the following structures as the foundations of our educational program.

A COMMITMENT TO PERSONALIZED LEARNING – The Vista Oaks' community embraces each student and works proactively to provide a personalized educational program that meets the needs of the individual student, including those who work above grade level, those who have struggled, and those with mental health needs. We are dedicated to providing access to rigorous educational opportunities, including college-level coursework, that allow students to pursue their unique areas of interest. The Charter School is committed to covering State Standards while striving to meet specific areas of need, strength, future goals, and learning styles. All of these important pieces are considered when the teacher, parent, and student collaborate in designing a plan of action that allows the student to thrive.

A COMMITMENT TO GROWING AN EDUCATIONAL COMMUNITY – Independent study and homeschool programs are often detached, with a student or family working in isolation with limited interaction with a greater school community. Vista Oaks seeks to be different! Our educational program makes community a priority, providing a place for all our students, including those seeking rigorous academic opportunities as well as those who have struggled in traditional settings, and their parents to receive additional support, instruction, services, and collaboration.

A COMMITMENT TO AN OUTSTANDING STAFF – Vista Oaks is dedicated to providing only the very best for our students and families. Our staff includes talented, highly-trained staff members who are passionate about serving the Vista Oaks' community. As we have grown, Vista Oaks has carefully added highly-respected special education staff, core subject-matter teachers and support staff. In addition, it is of great importance that our staff reflects the community we serve. Thus, Vista Oaks' staff includes members of our neighborhoods, as well as parents of homeschooling students.

ATTENDANCE

Academic Calendar - Vista Oaks maintains a board approved academic calendar that meets State requirements and includes a minimum of 175 instructional days. The academic calendar for 2026-27 can be found in Appendix R.

Instructional Minutes and Attendance Expectations- Existing law authorizes school districts, charter schools, and county offices of education to claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher or the combined time value of pupil work product and pupil participation in synchronous instruction. Below are the expectations for daily and annual time value of pupil work product for students enrolled at Vista Oaks Charter School, which meets the minimum state requirements to be offered by Vista Oaks Charter School. The minimum required minutes are included in the Written Agreement, which is signed by parents/guardians and students each year. A sample master agreement can be found in Appendix C. Supervising teachers ensure that students are assigned lessons, projects, and learning activities that will meet or exceed the minimum minutes required.

Grade level minimum annual minutes are noted below.

- TK - K: 36,750 minutes per academic school year
- 1st - 3rd Grade: 50,750 minutes per academic school year
- 4th - 8th Grade: 54,250 minutes per academic school year
- 9th - 12th Grade: 65,625 minutes per academic school year

Students are expected to participate in educational activities for at least the number of minutes noted above. Students are expected to complete all assigned lessons, activities, readings, and labs. For students not meeting the minimum academic minutes, the Charter School follows the steps outlined in the Attendance and Absence Policy, which is included in Appendix S. Students who miss three or more assignments during a learning period will be identified for tiered reengagement, following the steps outlined in both the Written Agreement and the Attendance and Absence Policy.

Best Interest Evaluation: When a student misses or fails to complete three independent study assignments during any period of 20 school days, or misses two appointments without valid reasons, or fails to make satisfactory progress, the Charter School will conduct an evaluation to determine whether it is in the best interest of the student to remain in the Charter School's independent study program or return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision will be treated as a mandatory interim student record. The record will be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record will be forwarded to that school.

Onsite Opportunities: In addition to online and independent study assignments, Vista Oaks offers a wide range of onsite, in-person classes and learning opportunities tailored to meet

diverse student needs. Our onsite opportunities provide a supportive environment for students who have struggled in traditional settings, as well as robust academic pathways for those seeking a rigorous education. Students can access college-level coursework, earn dual enrollment credits, and pursue areas of interest through specialized electives and hands-on activities. Sample schedules are included in Appendix D and Appendix E.

WHAT LEARNING AND INSTRUCTION LOOKS LIKE

With a program that emphasizes personalized learning, it can be challenging to define what a typical school day looks like. However, there are key elements emphasized for all students.

Learning and Instruction – Grades TK – 6

Elementary school-aged students follow the State Standards (K-6) and transitional kindergarten students follow the Preschool Learning Foundations.

English/Language Arts – In elementary school, students focus on reading comprehension, analysis of text, writing skills, developing language skills, as well as speaking and listening. Our TK students learn the speaking and listening, reading and writing skills necessary for kindergarten readiness. Shared reading experiences are the foundation for building concepts about print and comprehension. Present levels of letter/word recognition, phonemic awareness, and writing are assessed, so that individual student needs are addressed during this developmental time. In the elementary grades there is an emphasis on making meaning with text; students will begin to critically read and analyze what they read. As they learn, students build on their foundational reading skills by improving their reading fluency and decoding more difficult words. Students are exposed to a wide-variety of content-rich genres and are given opportunities to read and write across subject areas. Vista Oaks' teachers provide guidance to our homeschooling families to support the daily instruction. In addition, Vista Oaks offers the services listed below to enrich the learning of our students.

- *Multitudes* is the reading screener used for students in grades K through second.
- *All About Reading* language arts curriculum has been adopted for grades K-2, as well as a wealth of additional literacy resources *All About Reading* is research based, multi-sensory, and provides a parent-friendly science of reading based approach
- Reading Eggs, an engaging, online early reading program, is available to support younger readers.
- *Lightning Literature & Composition* is the adopted ELA curriculum for students in grades 3 through 8. *Lightning Literature* is a rich, well-rounded novel-based program designed to expand a student's ability to read intelligently and deeply.
- Interactive, onsite Enrichment classes provide an opportunity for students to interact with literature with students their age.
- Intervention Reading Groups are available for students in lower grades who are struggling with learning to read.

Mathematics – Teachers emphasize students understanding mathematical concepts and achieving deeper learning. Students are given opportunities to “do” math through real-world problems. Our TK students focus on the mathematical behaviors that will equip them to be learners in kindergarten. Following the Preschool Learning Foundations, students learn number sense, algebra and functions, measurement and geometry, and mathematical reasoning to align with kindergarten standards. This is done through a variety of activities and interactions with everyday materials. Students in the younger grades develop conceptual understanding of numbers and experiment with problem solving in multiple ways. There is also a focus on fluency and being able to calculate both quickly and accurately. Students are also encouraged to apply mathematics to everyday problems with an emphasis on explaining why an answer is correct or how they solved a problem. In addition to the many resources available to our students, Vista Oaks has also implemented the curriculum and opportunities listed below.

- Zearn mathematics curriculum has been adopted, which includes both a traditional text and workbooks, as well as a rich online component.
- Using the Zearn curriculum, an engaging virtual math class is offered to students in grades 3 through 5.
- A “Math Strategies and Games” class, which provides students practice in problem-solving and critical thinking in a hands-on, engaging setting during weekly, onsite Enrichment classes.

Social Studies – Vista Oaks implements rigorous, student-focused learning in the area of history-social science. For students in transitional kindergarten, social-emotional development concepts from the Preschool Learning Foundations that focus on group participation, such as learning social expectations, group rules, and roles are practiced in small group settings and extended to apply to the larger community through discussion, activities, and experiences out in the community. As students move into kindergarten and beyond, there is a strong emphasis on student inquiry. Our students are provided with opportunities to conduct grade-level appropriate research, evaluate primary and secondary sources, create arguments, and present what they have learned. In addition, there is an emphasis on teaching the democratic values of our country.

- Studies Weekly’s social studies curriculum has been adopted, and students have access to a wide range of supplemental resources to enrich their learning.
- Students are encouraged to participate in activities through the school and local community that help them practice the skills of engaged citizenship.
- “The Wheel” is a thematic-based Enrichment class based on areas of student interest including opportunities for students to engage in activities that further develop inquiry and citizenship, while also learning about the history of our community, state and country.

Science - In the area of science, Vista Oaks students learn what scientists and engineers **do**, **know** and **think**. In transitional kindergarten, students learn to explore the world around them through observation, asking questions and investigation. Each year, students in grades K through 5 learn about each of the four science disciplines, which include life science, physical science, Earth and space science, and engineering. Students are provided learning experiences that focus on everyday events in nature and their lives. Vista Oaks seeks to have students move away from learning simple facts about science to investigating, experimenting and experiencing science. To help our students become “scientists,” Vista Oaks has implemented the resources listed below.

- Science Dimensions science curriculum has been adopted, while also providing students access to supplemental resources that support hands-on learning and investigating.
- Field trips and community activities such as Science Night that encourage inquiry and research.
- A thematic-based class based on areas of student interest, “The Wheel,” offers students a chance to engage in science and STEM based activities and projects with fellow students.

Additional Subjects and Opportunities – Vista Oaks offers each student a well-rounded education. This includes, but is not limited to, access to the learning opportunities listed below.

- Field trips
- Educational family nights and afterschool activities
- Art classes through weekly, onsite Enrichment classes
- Physical education classes through local approved vendors

Learning and Instruction – Grades 7 – 8

Middle school students follow the State Standards, with the State’s framework providing a rich guide for learning.

English/Language Arts - While students continue to enjoy various forms of literature, there is also an increased focus on comprehending more complex informational text. Students in these grade levels continue to make meaning of text across subject areas, working to master grade-level standards as they do. Students are expected to increase their use of technology and research in their writing. Within their writing, students improve their ability to express themselves. This includes both building on their understanding of grammar, punctuation and language, as well as learning to improve their use of language to convey a message. Vista Oaks has created many opportunities to make sure that students working at any level are working towards mastering the state standards, including those listed below.

- *Lightning Literature & Composition* is the adopted ELA curriculum for students in grades 3 through 8. *Lightning Literature* is a rich, well-rounded novel-based program designed to expand a student’s ability to read intelligently and deeply.
- *Study Synch* is the adopted curriculum for students participating in onsite middle school ELA classes. In addition, students have access to supplemental materials to enrich their

learning.

- For students needing additional support, Think Tank's intervention program is available to provide targeted instruction, addressing any identified gaps in learning.
- Well-qualified onsite instructors provide tutoring by appointment or during regularly scheduled groups. Students also have access to tutoring through one of our approved vendors.

Mathematics - Mathematics in these grade levels sees an increase in both focus and rigor. Students are expected to understand mathematical concepts and achieve deeper learning. There continues to be an emphasis on using math to solve real-world problems, rather than simply completing straightforward math problems. In these grades, students are expected to explain and defend their strategies and answers. In order to help students master the State Standards, Vista Oaks offers a variety of resources.

- Zearn has been adopted, which includes both a traditional textbook as well as a robust online portal.
- Students have access to both onsite and virtual classes, which provide engaging direct instruction.
- Highly-qualified onsite instructors provide tutoring by appointment or during regularly scheduled groups. Students also have access to tutoring through one of our approved vendors.
- Students have access to additional online curriculum such as IXL or ALEKS to support their learning.
- For students needing additional support, Think Tank's intervention program is available to provide targeted instruction.

Social Studies - Students in these grade levels follow the State framework, focusing on the scope of world history, as well as on the contributions of diverse groups in developing our state and our country. There is a continued emphasis on inquiry and using primary and secondary sources. Students are expected to complete research, develop arguments, and share what they have learned in a variety of ways. As with the elementary grades, students are expected to learn about the democratic values of our country and the importance of being an engaged citizen. Vista Oaks provides a range of resources and opportunities so that each student can master the standards outlined in the state's framework.

- Studies Weekly social studies curriculum is used for our middle school students, with students having access to a wide-range of supplemental materials to enhance their learning.

Science - Similar to the elementary grades, there is a more sophisticated focus on learning what scientists and engineers **do, know** and **think**. Students are expected to gain mastery of the science standards through learning experiences and activities that concentrate on everyday life and the world around them. Students follow a "discipline specific model," which allows them to

focus more deeply on one science discipline each year. In order to fully engage as “scientists,” students are expected to apply science and engineering to real-life situations. In order to support this learning, Vista Oaks has created resources and opportunities for our students.

- Science Dimensions science curriculum has been adopted, which provides students with many engaging, hands-on and virtual supplemental resources to add to their learning.
- Rigorous onsite science classes are offered, which include onsite science labs and hands-on learning opportunities.

Additional Subjects and Opportunities -

- Field trips
- Educational family nights and afterschool activities
- Art classes through weekly, onsite Enrichment classes
- Physical education classes through local approved vendors

Learning and Instruction – Grades 9-12

Vista Oaks’ teachers use the Department of Education’s curriculum frameworks to guide instruction for high school level courses. In addition, students are working towards meeting all requirements for graduation, with an emphasis on completing the a-g requirements.

English/Language Arts - As is noted in the framework, high school students are expected to analyze, evaluate, address multiple authors, sources and perspectives as they read, write, speak and listen. Students are expected to use these skills across subject areas. To prepare them for college and career, students are taught to write thoughtful and effective arguments. Vista Oaks is committed to finding complex, relevant content that will both be of interest and will expand their understanding of the world around them. In addition to the real-world reading and writing students are provided, Vista Oaks has organized a rich set of resources and opportunities to help them reach the State Standards.

- Expository Reading and Writing Curriculum (ERWC) with novel-based study units has been adopted, with students also having access to additional resources that address their personal interests.
- All students have access to onsite, a-g approved English courses.
- Students who are ready for the academic rigor of community college English courses are encouraged to pursue this as an option.
- For those unable to attend onsite classes, students are able to participate in teacher-led, a-g approved online courses through vendors such as Edgenuity or Silicon Valley

Mathematics - As with the younger grades, there is an increased focus on students understanding mathematical concepts and deeper learning. High school students are expected to solve increasingly complex real-world mathematical problems. Rather than being expected to simply solve problems, students are expected to explain and defend their answers, reason quantitatively, use technology and tools to solve problems. Vista Oaks follows the traditional

pathway, offering Algebra 1, Geometry, Algebra 2, and Pre-calculus. The Charter School offers the resources listed below to support students' mastery of the rigorous math standards.

- Houghton Mifflin Harcourt's Algebra 1, Geometry, and Algebra 2 have been adopted, with supplemental materials and resources available to all students.
- Vista Oaks offers onsite a-g approved classes for Algebra 1, Geometry, and Algebra 2. Each class meets twice per week
- Intervention support is offered to students who have failed previous attempts at passing algebra or who are working below grade level.
- For students unable to attend onsite classes, they have access to teacher-led, a-g approved courses available through a variety of online instructional programs, including Edgenuity and Silicon Valley.
- Students who are prepared for the academic rigor of higher-level community college courses are encouraged to pursue these as an opportunity to expand their educational pathways.
- Well-qualified onsite instructors provide tutoring by appointment or during regularly scheduled groups.
- Drop-in tutoring led by credentialed teachers is available each week.
- Students have access to approved vendors who provide tutoring and instructional support.

Social Studies - Vista Oaks follows the rigorous curriculum framework adopted by the State Board of Education. This includes a focus on student inquiry, encouraging students to simply do far more than simply learn about history. Instead, students are expected to conduct research, evaluate primary and secondary sources, develop arguments and present their findings. Students in grade 10 are required to study world history and geography from the late eighteenth century to the present day. Grade 11 students study modern United States history, while students in grade 12 complete courses in economics and government. To support our students' ability to master the concepts and areas of emphasis, Vista Oaks has implemented a variety of resources.

- Houghton Mifflin Harcourt's Social Studies series is the adopted curriculum, with students having access to a range of supplemental resources.
- Rigorous, a-g approved onsite classes are offered and provide students with an engaging learning environment.
- To provide a flexible, high-quality, and rigorous academic alternative, students may access teacher-led, a-g approved, online classes through virtual programs such as Edgenuity and Silicon Valley.

Science - At an increasingly complex level, NGSS continues its focus on learning what scientists and engineers **do, know** and **think**. High school courses include life science, Earth and space science, chemistry and physics. While each course covers different topics, skills and content, students are expected to apply science to real-life situations in all of them. Students investigate, research, analyze and evaluate throughout each science course. Vista Oaks offers the resources listed below to support each student's mastery of the science standards.

- The Charter School has adopted UC Scout for Biology, as well as supplemental curriculum from Pearson.
- Edmentum is used for both Chemistry and Physics, with supplemental curriculum from Glencoe.
- Glencoe is used for Earth Science.
- McGraw Hill's Inspire is the adopted curriculum for Physical Science.
- Students have access to a-g approved onsite classes that include a lab component.
- Students unable to attend onsite classes have access to teacher-led, a-g approved, online classes through virtual programs such as Edgenuity and Silicon Valley.

Additional Subjects and Opportunities – Vista Oaks offers a variety of opportunities to ensure our students have access to a well-rounded education. These include those listed below.

- Onsite courses such as Art, Photography, Forensic Science, Publications, Robotics and more are offered.
- Students have access to approved online courses through vendors such as Edgenuity and Silicon Valley. Students who are ready for the rigor of a community college course are able to enroll in a wide variety of Dual Enrollment and Concurrent Enrollment classes.

Ethnic Studies: Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

Personal Finance: The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

College and Career Readiness - It is important that Vista Oaks' students are prepared for life after high school. To support this, the Charter School has implemented the resources listed below.

To ensure families are fully informed of their educational pathways and options, Vista Oaks implements the following strategies:

- **Course Transferability & College Entrance Requirements:** The Charter School notifies parents and guardians regarding the transferability of courses to other public high schools, as well as the eligibility of courses to meet college entrance requirements (such as the UC/CSU "a-g" requirements), through a variety of ways. These include the student-parent handbook, the high school course catalog, the student's written agreement, and during one-on-one advisor meetings.

- **Financial Aid Applications (FAFSA / CA Dream Act):** In alignment with state requirements, the Charter School ensures that each student receives explicit information on how to complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act Application. This information is provided directly to students and their families at least once before the student enters grade 12, delivered through targeted counseling workshops, digital communications, and advisor meetings.
- **Academic and College/Career Counselors** - Vista Oaks provides an Academic Counselor for each learning center who meets with students one-on-one, holds informational events and meetings, and targets students who are credit deficient, EL, low income, or receive special education services. All students have access to the resources available through the Academic Counselors, including:
 - **Career Portfolios:** Portfolios are developed for students based on their Career Interest Survey responses. These portfolios include customized resources in relation to the careers and various pathways to reach those careers.
 - **Workshops & Guest Speakers:** The Academic Counselor hosts regular workshops on a wide variety of topics ranging from financial aid to guest speakers from various industry careers. These workshops help parents and students navigate college requirements, the college application process, and financial aid systems.
 - **Collaborative Planning Meetings:** Information and direction are provided during one-on-one meetings held with the Academic Counselor, parent, student and advisor, as needed.
- **A Five-Year Plan** - The Academic Counselor works closely with each student, as well as the student’s parents and teacher, to develop a five-year plan that includes long-term goals, as well as a plan for reaching those goals. The five-year plan provides direction to a student seeking a future at a CSU or UC, as well as a late-enrolling, credit deficient senior who needs guidance when considering a plan for the future.
- **CaliforniaColleges.edu Partnership:** As a partner school with CaliforniaColleges.edu, Vista Oaks utilizes this official platform as a central hub for student advancement. Students use the platform to complete career assessments, conduct in-depth college and career research, and directly launch their college applications.
 - **College Preparedness Assessments** - Each year, Vista Oaks offers students in grades 10 and 11 the opportunity to take the PSAT on-site. In addition, the academic counselors and teachers work directly with students and their families to sign up for the SAT and the ACT.
 - **Outside Resources** - Vista Oaks students have access to outside educational opportunities, including Dual Enrollment and Concurrent enrollment opportunities in local community college courses or vocational training through local school districts, such as Lodi Unified School District’s Lincoln Technical Academy.

WHAT IS VISTA OAKS PLAN FOR SUPPORTING ENGLISH LEARNERS?

Vista Oaks Charter School complies with all state, federal and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. The Charter School has implemented policies and procedures to:

- Identify EL students
- Provide a high-quality program to support the acquisition of English
- Implement assessments to monitor students' growth
- Reclassify students once they are assessed as proficient in English

Based on enrollment during the current school year, Vista Oaks Charter School has approximately 2.2% of students designated as English Learners. The staff at Vista Oaks is dedicated to providing EL students with an exceptional education that supports their transition to English Language Proficiency. Students who are English Learners will have access to additional support in their development from teachers who are well trained in language acquisition strategies. Additional curriculum support will be provided to aid students' academic success while working on independent study projects.

Identifying English Learners

Home Language Survey - Vista Oaks Charter School administers the home language survey at the student's initial enrollment into a California public school. Upon enrollment the home language survey is reviewed to determine if students need to be administered the English Language Proficiency Assessments for California ("ELPAC"). Students whose Home Language Survey lists a language other than English for any of the first three questions are identified to be assessed for the English Language Proficiency.

ELPAC - An initial assessment is administered for all students that have been identified to test based on the Home Language Survey. Testing for the initial assessment is administered and locally scored with thirty days of enrollment.

Annual assessments are administered each Spring to students that have previously identified as an English Learner.

Vista Oaks notifies all parents of its responsibility for ELPAC testing and of the ELPAC results within thirty days of receiving them from the publisher. The ELPAC shall be used to fulfill the requirements ESSA for annual English proficiency testing.

RECLASSIFICATION PROCEDURES

Reclassification procedures use criteria from multiple sources when determining whether to reclassify a student as proficient in English. Those considerations include, but are not limited to those listed below.

- Assessment of language assessment results from current ELPAC
- Results from NWEA's MAP assessments
- Scores from the State's standardized tests

- Input and recommendations made by the student's teachers who have direct knowledge of the student's mastery of grade level standards
- Parental opinion and consultation, provided through written notification and an opportunity for a face-to-face meeting

Vista Oaks notifies parents and guardians of reclassification, updates the Charter School's records, as well as monitors the student's progress for four years.

PROVIDING ENGLISH LEARNERS WITH ACADEMIC SUPPORT

Assessment Coordinator – Vista Oaks' staff includes an Assessment Coordinator. One of the Assessment Coordinator's responsibilities is to identify EL students. In addition, the Assessment Coordinator is responsible for:

- Providing assessment data to teachers, families, and appropriate staff
- Monitoring growth and progress of each EL student toward English language proficiency
- Leading collaboration with staff in modifying curriculum and support resources to better support the academic language growth of our English Learners.

Providing English Learners with Academic Support (Integrated & Designated ELD) – Vista Oaks ensures all English Learners receive robust academic support aligned with State Standards through two distinct instructional delivery models adapted for an independent study environment:

- **Integrated ELD Instruction:** Integrated ELD occurs continuously through the student's daily asynchronous learning across all core content areas (such as math, science, and history). Vista Oaks supports this by equipping credentialed teachers and homeschooling families with specialized scaffolding strategies and assignments. This ensures EL students can fully access grade-level core curriculum at home while simultaneously developing their academic English language proficiency.
- **Designated ELD Instruction:** Designated ELD is provided through targeted, explicit language instruction that builds into and from the student's core content. In our independent study model, this is delivered through a combination of independent work using tools like IXL, Rosetta Stone, etc. for language development in addition to their core curriculum, scheduled check-ins, and dedicated individual use of state-aligned standards, curricula tailored to the student's specific English proficiency level.

Professional Development – All teachers are given professional development in teaching English Learners. Professional development includes strategies and practices that are proven to have the greatest impact on increasing language acquisition. In addition, staff allots time to modifying curriculum and organizing resources to meet the needs of EL students enrolled in an independent study program.

Accessible Curriculum – Vista Oaks utilizes a variety of curricula to support English Learners.

- *All About Reading (K-2nd)*
- *Lightning Literature (3rd-8th)*

- *Edge* (middle school and high school)
- StudySync (middle school)
- Expository Reading and Writing Curriculum (high school)
- Edgenuity
- IXL (supplemental)
- Rosetta Stone (supplemental)

These programs provide comprehensive, standards-based literature that is engaging and relevant. They also use specialized strategies for language development to develop reading and writing. Content is available for newcomers and preliterate students and at a range of reading levels. In addition, other core subjects will have supplemental resources and texts available to support EL students' comprehension as they master state standards. For example, there are three different Biology textbooks available to our high school students, each with a different level of complexity, but each meeting state standards.

Manipulatives, Visuals and Graphic Organizers – The use of manipulatives, hands-on activities, visuals and graphic organizers increase the learning of all students, but it is especially needed for those learning the English language. Therefore, each weekly assignment sheet and project includes additional support for EL students. This ELD support may come in the form of manipulatives, visuals (pictures, maps, props, graphs, multimedia presentations, story maps, etc.) or a graphic organizer.

Use of Technology – EL students have access to a wide range of technology to support their learning and their English language development. EL students have access to a wide range of technology, including adaptive online ELD programs that provide audio, visual, and feedback to improve language acquisition. Students' use of these additional online resources supports their language development and allows credentialed teachers to monitor real-time proficiency data asynchronously.

VISTA OAKS PLAN FOR SUPPORTING HIGH-ACHIEVING STUDENTS

Because Vista Oaks prioritizes personalized learning, high-achieving and academically advanced students receive the tailored extension and complexity necessary to reach their academic potential. Students working above grade-level have access to high academic rigor, depth, and pacing that would be difficult to replicate in a traditional, large classroom setting.

High-achieving elementary and middle school students are identified through internal assessments, teacher consultation, and parent input, receiving access to the following:

- **Accelerated and Specialized Curricula:** Access to core curriculum above the student's grade level, as well as highly rigorous programs designed for advanced conceptual depth, such as Art of Problem Solving.
- **Advanced Enrichment Programs:** Opportunities to enroll in specialized online courses designed specifically for gifted and talented students, such as those offered through the Northwestern University Center for Talent Development.

- **Complex Problem-Solving:** Participation in non-routine math challenges, including "Math Problem of the Month" initiatives that emphasize critical thinking and multi-step problem-solving.
- **Applied Learning and Research:** Opportunities to engage in cross-grade, project-based learning alongside older peers or siblings, as well as developing independent research initiatives for presentation at the school's Science Fair.

At the high school level, high-achieving students also have access to a wide range of educational opportunities that are rich with depth and complexity that prepares them for their postsecondary plans. This includes access to:

- **Dual Enrollment and Concurrent Enrollment:** Vista Oaks emphasizes college-credit pathways, enabling qualified students to enroll in rigorous community college or university courses. This allows high-achieving students to navigate authentic higher education coursework, challenging their academic limits while simultaneously earning both high school and transferable college credit.
- **Advanced Placement and Honors Courses:** Students seeking elevated academic rigor have access to a wide selection of Honors and AP courses delivered through accredited, UC a–g approved online providers.
- **Academic Competitions:** Opportunity for students to travel regionally and nationally to represent Vista Oaks in specialized homeschool academic competitions, fostering leadership and high-level collaborative skills.
- **Targeted Academic Counseling:** High-achieving students work closely with an academic counselor who provides individualized guidance to ensure all UC/CSU a–g requirements are strategically met, while tailoring the student's high school four-year plan to align with their specific higher education and career ambitions.

VISTA OAKS PLAN FOR SUPPORTING STRUGGLING STUDENTS

Vista Oaks is dedicated to meeting the needs of any student whose assessment results show that they are working below grade level. The Charter School implemented a system to identify and support all students needing academic interventions. This includes reviewing a variety of assessments, including oral reading assessments, NWEA's MAP assessment and CAASPP assessments, as well as receiving input from parents and teachers. Those students who have demonstrated they are working below grade level are invited to participate in one or more of the following intervention programs. Information gathered from assessments is used to target each student's areas of need.

To support students with varying levels of need, Vista Oaks has implemented Multi-Tiered System of Supports ("MTSS") and Response to Intervention ("RTI") programs. All students participate in a general education program where Tier 1 strategies are in place. If it is determined that the student is functioning more than one grade level below their current grade level or is at-risk to being below grade level, the student will be recommended for participation in one of the Charter School's Tier 2 or 3 intervention programs.

TIER 1 INSTRUCTION - CORE INSTRUCTION

Vista Oaks understands the need for State Standards-based, logically sequenced instruction and curriculum for all of its students. In addition, teachers use assessment data to drive their instructional decisions on a regular basis for each student with the simple goal of helping that student reach their academic potential. These beliefs guided the Charter School's decisions in choosing curriculum, creating assignments and in developing engaging learning opportunities for all students.

Tier 1 includes:

- High quality, research-based instruction designed to improve student achievement across all content areas and across all grade levels, such as:
 - Identifying similarities and differences
 - Summarizing and note-taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting objectives and providing feedback
 - Generating and testing hypotheses
 - Cues, questions and advance graphic organizers
- Dedication to ongoing staff development and collaboration that improves our core instruction and objectives as listed above
- Continuous monitoring of student's progress
- Use of technology integrated throughout student learning

TIER 2 - STRATEGIC INTERVENTIONS

Vista Oaks offers a variety of research-based intervention programs to support students for whom core instruction is simply not enough. As mentioned earlier, the Charter School administers ongoing assessments, including NWEA's Measurement of Academic Progress, to monitor academic growth. Students identified as not meeting grade level expectations will be enrolled in the Tier 2 intervention program that will meet their academic needs.

To help students bridge the academic gaps in their learning, Tier 2 intervention programs follow research-based principles, including:

- A belief that we can effectively teach all students
- Intervention as soon as a need is identified
- Use of assessment as a diagnostic tool
- Use assessment data to closely monitor progress in the intervention programs, modifying instruction as needed

Vista Oaks has implemented outstanding intervention programs that have been proven effective. Below are some of the programs that the Charter School offers.

Strategic Interventions for Grades K-8

- **Math:**
 - **Onsite Instruction:** Onsite small group instruction is available for those struggling with mastering math concepts.
 - **Tutoring:** Students have access to one-on-one and small group tutoring through both onsite tutors, as well as through approved vendors.
 - **Intervention Specialist:** An Intervention Specialist provides targeted instruction to both small groups and individual students enrolled in grades K-8.
 - **Increased Time for Direct Instruction:** The Charter School has increased the time allotted for direct instruction for two onsite math classes by two hours per week, targeting middle school students who are working below grade level.
- **Access to Online Instructional Programs:** Students have access to a variety of online programs that provide additional support. This includes online programs such as IXL, ZEAR, Khan Academy, and others **English/Language Arts:**
 - **Reading Groups:** Students in grades K-3 who have been identified as reading below grade level are invited to participate in leveled reading groups led by a well-qualified, credentialed teacher. The groups meet weekly and additional activities are provided for parents to continue at home that reinforce what is covered in the group.
 - **Tutoring:** Students have access to one-on-one and small group tutoring through both onsite tutors, as well as through approved vendors.
 - **Intervention Specialist:** An Intervention Specialist provides targeted instruction to both small groups and individual students enrolled in grades K-8. Students are grouped based on identified needs.
 - **Access to Online Instructional Programs:** Students have access to a variety of online programs that provide additional support. This includes online programs such as Reading Eggs, Write2Learn and Read Naturally.

Strategic Interventions for High School

- **Math:**
 - **Math Support Labs:** Students who need additional support may attend weekly labs. In addition, topic specific classes are held throughout the year to support targeted needs.
 - **Tutoring:** Students have access to one-on-one and small group tutoring, through both onsite opportunities and approved vendors.
 - **Access to Online Instruction:** Students have access to a wide-variety of targeted online programs, including Edgenuity, ALEKS, Khan Academy and Edmentum's PLATO.
- **English/Language Arts:**
 - **Targeted Literacy Interventions using ERWC and Novel Studies:** Vista Oaks embeds Tier 2 academic supports by pairing the CSU-designed Expository Reading and Writing Curriculum

- ("ERWC") with rigorous, novel-based studies. Teachers utilize these frameworks to provide targeted, small-group interventions that focus on specific skill deficits in reading comprehension, rhetorical analysis, and structured writing. Through instructional scaffolding, such as guided close-reading protocols, explicit vocabulary front-loading, and text-dependent questioning, teachers differentiate texts to ensure struggling readers and English Learners can access grade-level standards and move toward proficiency.
- **Additional Support for Grade Level:** Vista Oaks has designed onsite courses to build in Tier 2 intervention time to support student individual needs. In addition, students have access to a variety of online programs to support their learning, including IXL, Redline, and Khan Academy.
 - **Tutoring:** Vista Oaks has tutoring and open lab times available to provide additional support that responds to an individual student's needs.

TIER 3 - INTENSIVE INTERVENTIONS

If a student is unable to make the expected progress, the student will receive a greater degree of intensive interventions.

Tier 3 Academic Intervention Program: Think Tank

Vista Oaks' Think Tank serves as the school's Tier 3 intensive intervention program, providing targeted, skill-specific support to students demonstrating significant academic or executive gaps.

- *Data-Driven Placement:* Staff administer diagnostic assessments to identify exact learning gaps, clustering students into highly targeted, small-group cohorts of 2 to 4 individuals.
- *Targeted Content Areas:* Intensive, skill-specific sessions are delivered across grade levels for ELA and Mathematics. At the high school level, support expands to include dedicated interventions for executive functioning skills (e.g., organization, time management, and task initiation).
- *Frequent Progress Monitoring:* Student growth is continuously evaluated using frequent progress monitoring tools to measure the efficacy of the intervention and dynamically adjust instruction.
- *Parent and Family Engagement:* Instructors maintain an active, transparent line of communication with parents, providing frequent feedback and engaging in ongoing conversations regarding the student's progress and next steps.

Other Tier 3 Interventions

For students who are not making reasonable progress, a Student Study Team ("SST") meeting will be held to allow those who work closely with the student (including parents/guardians) to meet with instructional experts, including a representative from the Special Education Team, in any of the core areas there is a deficit. The team will design a plan that will provide more intensive interventions that may better meet the student's needs. Interventions are based on each student's specific set of needs. For example, the team may decide that a student with early reading may benefit from Barton Reading and Spelling System. Teachers, students, parents/guardians will be responsible for the daily implementation of the plan.

Each student's academic progress is closely monitored so that the team can make informed decisions. Data is collected regularly, with modifications made to instruction as needed. The SST team schedules and holds follow up meetings to formally monitor student's progress. If the intensive interventions do not produce the desired results, the team may recommend a formal evaluation be conducted in accordance with all of the laws governing special education.

VISTA OAKS COMMITMENT TO SERVING STUDENTS WITH SPECIAL NEEDS

Vista Oaks complies with all applicable state and federal laws, including, but not limited to, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, Title II of the American with Disabilities Act related to civil rights enforced by the U.S. Office for Civil Rights ("OCR") and Education Code Part 30. Vista Oaks complies with these laws in order to ensure all of its students have access to a free appropriate public education.

All students are enrolled regardless of a disability or a special need. Vista Oaks Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practice of the Special Education Local Plan Area ("SELPA").

All students are given equal access to the Charter School regardless of disabilities. Vista Oaks does not discriminate against any student based on their disabilities. The Charter School ensures that all students with disabilities are accorded a Free Appropriate Public Education. The Charter School provides appropriate services for students with exceptional needs according to their Individualized Education Programs ("IEP").

Vista Oaks offers an independent study program for all its students. Special education students may be served outside of the general education program for periodic services as called for in their IEP, but shall otherwise be fully included in a general education program.

Vista Oaks operates as an independent local educational agency ("LEA") for purposes of special education, and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). As such, the Charter School receives state and federal special education revenues, less SELPA fees.

Staffing for Special Education

Vista Oaks is committed to providing outstanding services to our students with special needs, as is outlined in each student's IEP. Vista Oaks Charter School maintains a Director of Special Education who holds a Pupil Personnel Services, Education Specialist Instruction or a Speech-Language Pathology Services Credential and is responsible for ensuring that each student with an active IEP is receiving the services outlined within that IEP. All services are provided through well-qualified, appropriately credentialed, in-house staff, as well as through approved service providers. Services provided are based on identified needs and include the following:

- Specialized academic instruction
- Transitional services and support
- Speech and language services

- Occupational therapy
- Counseling services
- Adaptive physical education
- Assessments and support from specialists in assistive technology
- Residential placement, as needed, to meet more intensive needs

Child Find

The Charter School participates in a comprehensive “child find” system to identify students who have or may have exceptional needs. The Charter School participates in the child find systems of the SELPAs in which its students reside. The Charter School anticipates that these systems include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the Charter School is aware of all students who have identified special needs.
- Development of relationships with all feeder local education agencies and schools to request and obtain cumulative files, and other documents in a timely fashion.
- Notification of each school district of the students enrolled at Vista Oaks that formerly attended the district. Each school district is then responsible for ensuring that Vista Oaks receives in a timely fashion any active IEPs for students that formerly attended its schools and are currently enrolled at Vista Oaks. Vista Oaks notifies the home district when a student becomes ineligible or leaves the charter school. These processes occur by mailing these lists and notices to each district’s special education director and via phone calls for follow up as necessary.
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs.
- Review of assessment data, including but not limited to state-mandated testing and local measures, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

Enrollment

Students enrolling at Vista Oaks with an active IEP receive placement and services as called for in their IEP. A 30-day placement IEP meeting is held for a full review of the student’s placement to determine the need for evaluations, appropriate placement, and/or changes to the student’s IEP relative to the alternative education delivery.

Referral

Vista Oaks has an evaluation process that includes a formal, on-going review of information related to students who may have a need for special education or related services. If Vista Oak’s Response to Intervention programs have not shown the expected progress, a team holds a Student Study Team meeting to make modifications to the student’s instruction. The staff makes every effort to ensure that students who have continuously struggled are identified and assessed regularly and referred to special education should they continue to struggle despite intervention efforts. A parent, guardian or any other person with an investment in the student’s education, may also refer a student.

Individualized Education Programs and Service Delivery

Vista Oaks plans and conducts the IEP team meetings and processes. The Charter School implements all special education and related services called for by the IEP in partnership with the District and/or SELPA. Vista Oaks is committed to educating students with disabilities in the least restrictive environment.

Students with disabilities are instructed for as much of the school day as possible in the school's regular education program. The Charter School understands that the student's progress toward the goals specified in the IEP will be monitored regularly and formally reviewed by the IEP team on at least a triennial basis. Students who meet the eligibility guidelines for participation in the California Alternate Assessments ("CAA") will take those assessments in lieu of the CAASPP.

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.

Section 504 Special Needs

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the IDEA, but who may require accommodations or services pursuant to the terms of Section 504. The Charter School is responsible for planning and implementing any such accommodations or services. 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 School Director will be the 504 Coordinator unless they choose to delegate that responsibility. The 504 Team conducts Section 504 evaluations and includes persons knowledgeable about the student, suspected disability condition, evaluative procedures, the meaning of evaluative data, and accommodation and placement options. If that knowledge is not present among the 504 Team's regular members, the Charter School may hire or invite additional 504 Team members who bring that expertise according to the needs at hand.

VISTA OAKS' ANNUAL GOALS AND ANNUAL ACTIONS FOR THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual 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"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School 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. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget for parents on or before February 28 of each year as part of a nonconsent item 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 the Charter School at the school site.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

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

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

Vista Oaks has high expectations and goals for both its students and staff. In following Vista Oaks' annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), are outlined in Element 1, with relevant measurable student outcomes in Vista Oaks' LCAP. Each goal addresses the unique needs of the students Vista Oaks serves, including our numerically significant student subgroups.

VISTA OAKS' 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 the Charter School's annual 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 LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget for parents on or before February 28 of each year as part of a nonconsent item 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 the Charter School at the school site.

ELEMENT THREE: METHODS TO ASSESS STUDENT PROGRESS

Governing Law: *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)

Vista Oaks creates a respectful learning environment where each student can reach their fullest potential through an individualized, standards-based, educational program structured for each student's success. To monitor student progress and achievement, Vista Oaks uses a comprehensive set of assessments, including state-mandated, diagnostic, interim, and local assessments. Vista Oak's LCAP (see Appendix Q) specifies how we measure student progress and outcomes. Thus, Vista Oaks is well-equipped to assess, monitor, report, and implement new strategies to ensure each student's success and progress towards proficiency on State Standards.

The Charter School is committed to using assessment data to drive instruction and to respond to student needs. Vista Oaks uses several assessment systems to monitor student's progress, including NWEA's MAP, CAASPP, ELPAC and local assessments. In addition, Vista Oaks strives to inform all stakeholders of the progress that students are making towards proficiency through reports, such as the LCAP and School Accountability Report Card ("SARC"), presentations to the Board of Directors, and information regarding results is available on the school website and the Dashboard.

Vista Oaks achieved substantial growth on the 2025 CAASPP assessments, achieving a 20+ point increase in both ELA (+6.5 points from proficiency) and Mathematics (-35 points from proficiency) compared to the previous year. Vista Oaks outperformed the State in both ELA and math in 2025. In 2026, the school maintained its progress in Mathematics while experiencing a slight decline in ELA. To address areas where schoolwide scores remain below proficiency, Vista Oaks utilizes a robust, data-driven collaborative model. Staff regularly engage in PLCs, staff and department meetings, and IEP and SST meetings to analyze student performance data. These collaborative sessions allow educators to make informed adjustments to instruction and curriculum, ensuring targeted next steps are implemented. Vista Oaks is fully committed to improving these outcomes and continues to execute targeted strategies that foster measurable student progress and achievement.

Vista Oaks affirms that its methods for measuring pupil outcomes for the Eight State Priorities are consistent with the information reported in the SARC as described in Education Code Section 47605(c)(5)(C).

Methods to Assess Student Progress	
State & Local Assessments	
	Description & Methodology
State Assessment: CAASPP & CAA	• Administered each spring in English and math for grades 3-8 and grade 11 and science for grades 5, 8, and high school. • Data is analyzed by administration, Board of Directors, and staff. The data is reviewed to look for trends within various subgroups, including but not limited to ethnicity, socioeconomic status and students with disabilities. • The data is also reviewed in staff meetings to analyze specific areas of growth and strength to inform instruction. • CAASPP and CAA results inform our LCAP so that the goals of the school align with state standards. • Teachers review scores and student achievement with parents and students.
State Assessment: ELPAC	• Students that have a primary language other than English or are identified as an English Learner are annually assessed to monitor students' progress towards English proficiency. • The data from this assessment and other data, such as the CAASPP, MAP testing, and local benchmarks, inform the type of instructional supports teachers utilize. • Students' progress from year to year is also monitored and reviewed by the teacher and administration annually.
Local Assessment: NWEA's MAP Assessment	• This adaptive test is used to measure and monitor student progress and proficiency in ELA and math for grades 2-12. • The test is administered as a diagnostic/placement, interim (for intervention students), and annual assessment. • The results are reviewed by teachers, students, parents, and are presented to the Board of Directors. • Vista Oaks' staff uses the assessment data to place students, inform instruction, make appropriate curriculum decisions, and monitor student growth from year-to-year.
Local Assessment: UCSF Multitudes	• This evidence-based, digital screening tool is administered to grades K-2 to evaluate foundational literacy skills and identify early risks for reading difficulties, including dyslexia. • The assessment is administered in both English and Spanish (as applicable) to measure core language and literacy components such as phonological awareness, decoding, and rapid automatized naming. • Vista Oaks' staff utilizes the universal screening data to implement early, targeted reading interventions and to differentiate foundational literacy instruction.

	● Results are reviewed by teachers and administration to monitor student progress over time and ensure alignment with structured literacy goals. ● Data from this assessment is shared with parents to keep them informed of their student's foundational reading development and risk profiles.
Local Assessment: Local Math & English & Curriculum Assessments	● In order to monitor student's progress more frequently, teachers administer local assessments to ensure proficiency with the concepts covered, which are CCSS aligned. ● Students are assessed in math and English courses a minimum of four times per year, while other courses vary in frequency. ● Each assessment is created and revised in direct correlation with the curriculum, the concepts covered, and CCSS. ● Assessments include tests, quizzes, projects, presentations, portfolios, and oral discussion. ● The data from the formative assessments is analyzed and used to inform instruction. ● Students in grades TK-5th are regularly assessed on essential standards throughout the school year. ● ● The data from all assessments is shared with teachers, students and parents to show student progress and achievement.
Monitoring & Reporting	
Monitoring & Reporting Progress Reports & Report Cards	● Progress reports and report cards show a student's progress towards proficiency in their coursework. ● Progress reviews are given annually to grades 3rd-8th. ● Progress reports are mailed out biannually for all students that do not maintain a C average to inform all stakeholders of progress made and determine additional supports if needed.
Monitoring & Reporting Online Gradebook	● Vista Oaks uses Pathway's online gradebook to ensure all appropriate stakeholders have access to monitor each student's progress in their courses. ● A teacher's gradebook is updated regularly and helps to inform if a student needs additional support. ● Reviewing grades with students and/or parents regularly, providing access to Pathway's online gradebook for both students and parents, and using progress reports/report cards, Vista Oaks empowers students, parents/guardians, and teachers to reflect on the learning process.

Monitoring & Reporting Student Work Samples	- Teachers use student work samples to review and analyze to inform instruction and monitor progress of each student. - Academic Work Records are submitted each semester as per State regulation.
Monitoring & Reporting Master Agreements & Transcript Review	- The Written Agreement lists the courses a student has agreed to complete in a school year. - Upon enrollment, the teacher and student review the transcript to place students in the appropriate and rigorous coursework. - At the end of each semester, the transcript is reviewed to ensure the student is on track for graduation. - Each school site has an Academic Counselor available to assist with the transcript review process. Academic Counselors also use School Pathways to monitor students' progress towards graduation and ensure requirements are met.
Monitoring & Reporting Weekly/Monthly Meetings	- Teachers meet with students weekly or at least every twenty days for homeschool students. - The weekly and monthly one-on-one student-teacher meetings enable teachers to monitor and evaluate student progress academically and with personal goals. - During meetings, teachers and students have in-depth discussions, students answer differentiated questions to explain their understanding, and teachers encourage students to continually apply effort in areas of interest, strength, and growth. - This one-on-one time also enables students to self-assess their progress and work habits. - Teachers are regularly available via email, in-person meetings, and the Charter School's text-based communication platform that translates messages into families' home languages. These tools allow teachers to monitor academic and personal goals, discuss curriculum choices and instruction, and address individual student needs.
Monitoring & Reporting School-Parent Compact	- Vista Oaks' School-Parent Compact, which was jointly developed with parents, outlines how parents, the school staff, and students share the responsibility for student academic achievement. - The compact discusses the school's responsibility to provide high-quality curriculum and instruction, the ways in which parents can support their child's education, and the importance of ongoing communication between parents and teachers.
Monitoring & Reporting Warning Letters Success Meeting	Warning letters are sent home for an academic, behavioral, or dress code issue to correct an unwanted behavior and maintain a strong school-home commitment based on communication.

	● Success Meetings are a means of intervention for students who receive warning letters. A meeting is held which includes the administration, teacher, student, and parent/guardian. ● A plan is developed and modifications are put in place, such as coming in for extra tutoring time or requesting a parent attend weekly meetings with the student, to support the student academically and with their personal goals.
Monitoring & Reporting Special Education Team ("SPED")	● Education Specialists are available to students and their families weekly, as outlined within the IEP, to provide additional support and monitor progress. ● IEP meetings are held as required and students are administered initial and triennial assessments along with the standardized assessment to reassess eligibility. ● Various services are available on- and off-site, such as speech therapy, occupational therapy, and counselors. ● Accommodations are implemented, and teachers collaborate with the Special Education teachers, the students, and the parents/guardians to assist in student achievement and monitor progress. ● The SPED team effectively informs students, parents/guardians, general education teachers and other stakeholders of student progress.
Monitoring & Reporting Professional Learning Communities & Department Teams	● The staff works in PLC Teams and Department Teams to analyze subject area data and student progress. ● These teams meet frequently to review and analyze assessment data, such as MAP results, local benchmark data, CAASPP results, and subject based projects and assignments, to make informed decisions on curriculum and instruction.
Monitoring & Reporting A-g, CTE, & Community College	● Vista Oaks offers all courses necessary for students to meet a-g requirements. ● A-g courses are tracked through School Pathways, enabling the counselors, teachers, students, and parents to monitor progress. ● The alignment of the CCSS with the school curriculum and a-g courses ensure that the students meet the requirements that will prepare them for college and their careers. ● Students are also highly encouraged to take Dual Enrollment college courses and Lincoln Tech CTE classes.
Monitoring & Reporting Perception Data	● Vista Oaks has intentionally nurtured a sense of community, with each stakeholder considered a valued member of the greater school community. ● Vista Oaks is committed to providing a safe, welcoming learning environment with high standards and a dedicated staff.

	VOCS maintained a stakeholder satisfaction rate of more than 90% “satisfied” or “highly satisfied” on the climate survey 2026.
Monitoring & Reporting School Site Council	- The SSC is composed of an administrator, teachers, school personnel, parents, and students who voice their interests and concerns regarding various school programs. The members of the SSC are annually selected by their peers. - The VOCS SSC meets quarterly to help develop, review, and evaluate school programs and the school budget. In addition, the SSC annually reviews the Comprehensive School Safety Plan Members also act as facilitators of communication among the school, parents, and the community.
Monitoring & Reporting Local Control and Accountability Plan	- The LCAP provides ways for Vista Oaks parents, students, and staff to actively engage in the school’s decision-making process. - Vista Oak’s LCAP addresses each of the eight areas identified as state priorities and outlines how the school’s budget will help the school achieve its goals and how VOCS monitors its progress.
Monitoring & Reporting SARC	The SARC is released to the general public and provides information about Vista Oak’s mission and vision, school description, conditions of learning, as well as textbooks, school facility, and pupil outcomes.

The table below lists the various assessments, the objectives they are intended to measure, the grade levels they are utilized for, and frequency of the assessment.

Assessments Used to Measure Academic Progress			
Assessment	Objectives Measured	Grade(s)	Frequency
ENGLISH LANGUAGE ARTS			
Local Assessments	Measure competency against standards	TK-12	Weekly
Qualitative Reading Inventory	Measure competency against standards	K-3	Upon Enrollment 2 times annually or as needed
UCSF Multitudes	Foundational literacy skills and risk for reading difficulties	K-2	Annually
NWEA MAP	National Norm-Referenced Test	3-12	Upon Enrollment Annually 3 times annually for Intervention Students and based on student needs

CAASPP or CAA	State Criterion-Based Assessment	3-8 & 11	Annually
MATHEMATICS			
Local Assessments	Measure competency against standards	TK-12	Weekly
NWEA MAP	National Norm-Referenced Test	3-12	Upon Enrollment Annually 3 times annually for Intervention Students
CAASPP	State Criterion-Based Assessment	3-8 & 11	Annually
SCIENCE			
Local Assessments	Measure competency against standards	TK-12	Weekly
California Science Test	State Criterion-Based Assessment	5, 8 & High School	Annually
SOCIAL STUDIES			
Local Assessments	Measure competency against standards	TK-12	Weekly
ENGLISH LEARNER			
NWEA MAP	National Norm-Referenced Test	3-12	Upon Enrollment Annually 3 times annually for Intervention Students
ELPAC	Measure English language acquisition	K-12	Annually Or upon initial enrollment in a California school
SPECIAL EDUCATION			
IEPs	Measure student progress	TK-12	Annually

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: 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)

GOVERNANCE STRUCTURE

The Vista Oaks Charter Board of Directors (“Board”) will govern the Vista Oaks Charter School. The Vista Oaks Charter School operates as a California nonprofit public benefit corporation pursuant to California law. The Charter School will be governed by the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Attached, as Appendices J, K, and L, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School’s Board will consist of a minimum of three (3) members and a maximum of seven (7) members. Each director shall hold office for four (4) years, and can serve additional terms if elected by the Board. The Board will strive to include members who are diverse in ethnicity, gender and background. The Board will seek members who have expertise in school, business, law, nonprofit management, and youth development.

In accordance with the Bylaws, the Board shall meet at least once annually within thirty (30) days of the beginning of the Academic school year for the purpose of reorganizing the Board, which includes electing Directors to fill vacancies. The Chairman of the Board of Directors or, if none, the President, the Executive Director, or both, may nominate qualified candidates for election to the Board of Directors. The Executive Director may also select a student currently enrolled in Vista Oaks Charter School from solicitations of nominees. Nominations will be made at least seven (7) days before the date of any election of directors. Additionally, the Board may elect directors at other times as needed to fill vacancies.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors 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 of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

While the Charter School's Executive Director (see Element 5) and staff will carry out the day-to-day operations of the Charter School, the responsibilities of the Board of Directors include:

- Upholding the Charter School's mission
- Developing and approving short and long-term goals
- Establishing and implementing the school's policies
- Approving and monitoring the Charter School's annual budget
- Approval of any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars (\$100,000) in a fiscal year.
- Contracting an external auditor to produce an annual financial audit according to generally accepted practices
- Hiring and evaluating the Executive Director
- Monitoring the organizational performance, including student, financial, legal, and operational performance
- Monitoring the board's performance
- Executing all other responsibilities provided for in the California Corporations Code.
- The Board will meet regularly, at least five times per academic year and in accordance with the Brown Act and Education Code Section 47604.1(c).
- Approve the school calendar and schedule of board meetings.
- Board of Directors will receive periodic education for the purposes of training individual board members regarding their conduct, roles and responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640). The Charter School's legal counsel, the California Charter Schools Association or the Charter Schools Development Center, may provide those trainings.

CORPORATE OFFICERS

- There shall be four officers of the corporation, consisting of the President, Vice President, Secretary and Treasurer.
- The President shall convene regularly scheduled board meetings, shall preside or arrange for other members to preside at each meeting in the following order: Vice President, Secretary and Treasurer.
- The Vice President shall chair committees on special subjects as designated by the Board.
- The Secretary shall keep or cause to be kept keeping records of Board's actions, including overseeing the taking of minutes at all meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each member. The Secretary will also ensure that corporate records are maintained.

- The Board will seek to include at least one parent of a currently enrolled student from each learning center.

BOARD MEMBERS

- Kim Cardiel, President: Local business leader and former homeschool parent-educator
- Lisa Misasi: Credentialed teacher and former homeschool parent-educator
- Mary Wright: Credentialed teacher, early literacy specialist
- Tiffany Violich: Credentialed teacher
- Shelly Williams: Local community leader and business manager
- Katy Anderson: Veteran homeschool parent-educator

BOARD MEETINGS

- Board meetings are held a minimum of five times per school year. Board meetings are held at the Byron Learning Center, while also offering community members who live closer to the Lodi Learning Center the option to attend in person at that location.
- Board meetings are open to the public and held in accordance with the Brown Act and Education Code Section 47604.1(c).
- Board meeting dates and times are listed on the Charter School's website and information is posted at the learning centers in accordance with the Brown Act. Board agendas and minutes are also available on the Charter School's website.
- Board agendas are designed to ensure the needs of each program within the greater school community are reviewed.

SCHOOLSITE COUNCIL AND PARENT ADVISORY COMMITTEES

Vista Oaks and its supporting Board of Directors recognize that parents/guardians are a child's most influential teachers. Continuous family involvement in a child's education contributes greatly to student achievement and success. In order to support and promote essential family involvement, Vista Oaks provides a variety of programs and activities for parent involvement. These opportunities encourage and validate family participation in decision making related to a child's education. Parents can take part in the Schoolsite Council ("SSC"), Parent Advisory Committee ("PAC"), English Learner Advisory Committee, informational meetings and workshops, and are encouraged to attend their student's meetings with their teacher.

Schoolsite Council

The SSC includes stakeholders who represent students, parents/guardians and staff. SSC meetings are held a minimum of four times per year and meet in accordance with the Brown Act. The SSC works to develop, annually review and update the LCAP. Anyone is welcome to attend and meetings are publicized in advance.

Parent Advisory Committees

Vista Oaks has two PAC which meet quarterly. The first focuses on the needs of students at the Byron Learning Center, while the second focuses on the Lodi Learning Center . PACs are open to all, with flyers and further information sent through the Weekly Update, as well as by personal invitation. The input and guidance shared within both the Byron Learning Center and the Lodi Learning Center Parent Advisory Committees have led to positive improvements throughout the Charter School.

ASSURANCES

Conflict of Interest Code – The Vista Oaks Board of Directors will follow its adopted Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.* as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest laws or regulations. This Code meets all applicable legal requirements and is included in Appendix L.

Nonsectarian - The Vista Oaks Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. It will not charge tuition. It shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Additional Documentation Included as Appendix Items

- Vista Oaks Articles of Incorporation
- Vista Oaks Bylaws and Board Governance Policies
- Vista Oaks Conflict of Interest Code
- Vista Oaks Tax Exempt Status Letter from the IRS
- Vista Oaks Fiscal Policies

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.
Education Code Section 47605(c)(5)(E)*

Vista Oaks Charter School believes that all persons are entitled to equal employment opportunity. Vista Oaks will not discriminate against qualified applicants or employees on the basis of race, color, religion, creed, sex, gender identity, gender expression, gender related appearance and behavior, sexual orientation, pregnancy, national origin, ethnicity, ancestry, citizenship, age, marital status, citizenship status, physical disability, mental disability, sex and pregnancy, medical condition, genetic information, military and veteran status, denial of family and medical care leave, 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. Equal opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Prior to employment, all staff must complete a LiveScan background check through the Department of Justice, which will be reviewed by the Executive Director. The Executive Director receives ongoing update notifications from the Department of Justice. In addition, potential employees must demonstrate a negative tuberculosis ("TB") risk assessment or test within the past 60 days prior to being hired, as well as a risk assessment or testing every four years.

OVERVIEW OF STAFF ASSIGNMENTS

SCHOOL LEADERSHIP

Vista Oaks employs a dedicated team of professionals to coordinate and develop specific programs. Each of the positions listed below is essential to the effectiveness and success of the educational program. In addition, Vista Oaks staffing structure is consistent with the Charter School's mission and vision.

EXECUTIVE DIRECTOR

The Executive Director is responsible for managing the daily operations of the Charter School and works closely with the Board of Directors to execute the long-term, strategic growth of the Charter School, its mission and vision. The ideal candidate will hold a California Administrative Credential and have a minimum of three years of experience managing a charter school. The responsibilities of the Executive Director include, but are not limited to, the following:

School Development

- Develop and refine strategic goals with the Board of Directors, school leadership and staff
- Development and implementation of school policies and advice to the Board in analyzing policy options
- Ensure operational integrity of the school including compliance with all applicable laws, reporting, contractual obligations
- Ensure all District, County and State reporting is completed

- Inform and ensure that the Board of Directors has the necessary information to effectively perform its duties
- Represent and advocate for Vista Oaks Charter School at the local, district and state levels, building and keeping positive relationships at each level
- Leading the annual school review, including analysis of student data

Instruction and Learning

- Be the instructional and educational leader
- Support the on-going improvement of instruction for all staff using observations, review of data, collaborative planning, coaching, and professional development
- Lead coordination of on-site and off-site professional development opportunities
- Ensure curriculum and instruction is aligned to the State Standards, structured in a manner that supports all students' learning
- Monitor progress of all students, as well as the effectiveness of the instructional programs serving those students

School Culture

- Develop high expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's mission and vision
- Create a culture where students are motivated to learn and can develop meaningful relationships with their teachers and school staff
- Build mutually supportive relationships with parents, communicating and involving them in the growth of the school

Management and Development of People, Systems and Resources

- Recruit, hire, supervise, develop and manage all employees of the Charter School, either directly or through the Associate Director or Site Coordinator, providing ongoing feedback
- Develop annual budget with input from staff and the finance committee of the board
- Manage a budget that ensures fiscal solvency and long-term school sustainability
- Create systems, procedures and policies that ensure the school will run smoothly and efficiently in the areas of facilities, personnel, student data, state reporting, and contracted services
- Ensure policies and plans are in place to provide a safe and healthy school environment

Executive Director Qualifications

Instructional Leadership & Expertise

- Proven ability to serve as an instructional and educational leader.
- Experience supporting the ongoing improvement of instruction through observations, data review, collaborative planning, coaching, and professional development.
- Expertise in ensuring curriculum and instruction are aligned to the State Standards.
- Demonstrated ability to monitor the progress of all students and assess the effectiveness of instructional programs.

Operational Integrity & Compliance

- Deep knowledge of operational integrity, including compliance with all applicable laws, reporting, and contractual obligations.

- Experience ensuring all District, County, and State reporting is accurately completed.
- A track record of creating systems, procedures, and policies for efficient operations in areas like facilities, personnel, student data, and state reporting.
- Experience establishing policies and plans for maintaining a safe and healthy school environment.

Financial Management

- Proven ability to manage a budget to ensure fiscal solvency and long-term school sustainability.
- Experience developing annual budgets with input from staff and a finance committee.

Governance and External Relations

- Experience in developing and refining strategic goals in collaboration with a Board of Directors.
- Skill in representing and advocating for the Charter School at local, district, and state levels.
- Demonstrated ability to build and maintain positive relationships with community members and other stakeholders.
- Experience in leading the annual school review, including the analysis of student data.

Personnel Management

- Experience in recruiting, hiring, supervising, developing, and managing all school employees.
- Skills in providing ongoing feedback and management either directly or through an Associate Director or Site Coordinator.

School Culture and Community Engagement

- Ability to create a school culture that develops meaningful relationships between students and staff.
- Experience aligning students, teachers, staff, and parents around the school's mission and vision.
- Demonstrated ability to build mutually supportive relationships with parents and involve them in the growth of the school.

ASSOCIATE DIRECTOR

The Associate Director will work collaboratively with the Executive Director and will be an important member of the Charter School's leadership. The ideal candidate has a California teaching credential and a minimum of seven years teaching experience, three of which have been in a leadership role. In addition to managing a range of special projects, the Associate Director will be responsible for the following:

School Development

- Support the Executive Director in managing the Charter School's budget
- Coordinate and monitor all school grants
- Support the development and implementation of the school's strategic goals

Management and Development of People, Systems and Resources

- Manage human resources, including hiring process, payroll, benefits
- Coordinate all of the school's technology and technology resources
- Review and implement the school safety plan
- Supervise and develop all tutors and aides
- Assist in management of behavior issues

Instruction and Learning

- Be an instructional and educational leader
- Coordinate and monitor all student assessment and assessment data
- Support the Executive Director in the coordination and implementation of the school's professional development plans
- Provide support to teachers in the form of observations, coaching, and mentoring
- Support Executive Director in coordination of intervention programs

School Culture

- Develop a culture where students are motivated to learn and can develop meaningful relationships with their teachers and school staff
- Develop a culture of high expectations for student's academic achievement and behavior
- Support a culture of collaboration, respect and teamwork among staff

ASSOCIATE DIRECTOR QUALIFICATIONS

The ideal candidate has a California teaching credential and a minimum of seven years teaching experience, three of which have been in a leadership role.

School Development

- Experience supporting the management of a Charter School's budget.
- Ability to coordinate and monitor all school grants.
- Demonstrated ability to support the development and implementation of strategic goals.

Management and Systems

- Proven ability to manage human resources, including hiring, payroll, and benefits.
- Experience coordinating school technology and resource management.
- Knowledge and experience in reviewing and implementing school safety plans.
- Ability to supervise and develop tutors and aides.
- Experience assisting in the management of student behavior issues.

Instructional Leadership

- Proven capacity to serve as an instructional and educational leader.
- Skill in coordinating and monitoring student assessment and data analysis.
- Experience supporting the coordination and implementation of professional development plans.
- Ability to provide teacher support through observations, coaching, and mentoring.
- Experience supporting the coordination of intervention programs.

School Culture

- Demonstrated success in developing a positive school culture focused on student motivation and meaningful relationships.
- Ability to foster a culture of high expectations for academic achievement and behavior.
- Skill in supporting a culture of staff collaboration, respect, and teamwork.

DIRECTOR OF SPECIAL EDUCATION

The Director of Special Education will be responsible for overseeing all aspects of Vista Oaks' special education department. The ideal candidate will have a minimum of 2 years prior experience and hold a credential in Pupil Personnel Services, Education Specialist Instruction or a Speech-Language

Pathology Services Credential. The Director of Special Education will be a key member of the Charter School's staff and an active member of Vista Oaks' Leadership Team. General responsibilities will include:

Administration

- Supervise special education staff members
- Coordinate case management for all students with IEPs
- Ensure school maintains compliance of all requirements as outlined by the Department of Education and the SELPA
- Coordinate the special education parent advisory committee
- Participate in Leadership Team meetings and activities
- Collaborate with Executive Director to monitor and manage special education budget and expenditures
- Collaborate with SELPA

Initial Assessments and New Students

- Member of Student Study Team
- Coordinate referrals for evaluations, assessments, IEP meetings
- Placement of new students and support in coordinating services

Program Growth and Improvement

- Provide on-going training and professional development to special education staff members
- Provide professional development to general education staff, as needed
- Work with Leadership Team to reflect on student learning and growth, set goals to improve learning and lead special education staff towards achieving set goals

Service Providers

- Develop a strong network of service providers
- Implement clear, reasonable expectations with service providers
- Monitor service providers to ensure students are receiving the highest quality services

DIRECTOR OF SPECIAL EDUCATION QUALIFICATIONS

The ideal candidate possesses a credential in Pupil Personnel Services, Education Specialist Instruction, or Speech-Language Pathology, with a minimum of two years of experience in special education leadership.

Administration and Leadership

- Proven ability to supervise special education staff and coordinate case management for students with IEPs.
- Deep knowledge of compliance requirements as outlined by the Department of Education and the SELPA.
- Experience collaborating with executive leadership to monitor and manage special education budgets and expenditures.
- Skill in participating in Leadership Team activities and coordinating parent advisory committees.

Assessment and Student Support

- Demonstrated expertise as a member of a Student Study Team, coordinating referrals for evaluations and IEP meetings.
- Experience in the placement of new students and the coordination of necessary support services.

Instructional Leadership and Growth

- Proven capacity to provide ongoing training and professional development to both special and general education staff.
- Ability to analyze student learning and growth to set and achieve goals for program improvement.

External Relations and Service Management

- Skill in developing and maintaining a strong network of high-quality service providers.
- Experience implementing and monitoring clear expectations for service delivery to ensure student success.

DIRECTOR OF EDUCATIONAL SERVICES

The ideal candidate will hold a teaching credential and will have a minimum of two years' experience in school leadership. General responsibilities will include:

- Provide leadership and oversight for instructional programs, curriculum development, College and Career readiness, and a–g, Honors, and AP course development.
- Develop and coordinate student intervention programs and monitor student achievement and assessment data to guide instructional improvement.
- Plan and lead professional development aligned with student needs, school priorities, and data-driven instructional practices.
- Support schoolwide program implementation, compliance, and reporting, including CALPADS, LCAP, WASC, and related back-office functions.

DIRECTOR OF EDUCATIONAL SERVICES QUALIFICATIONS

The ideal candidate will hold a teaching credential and will have a minimum of two years' experience in school leadership.

Instructional Leadership and Curriculum

- Experience providing leadership for College and Career readiness initiatives.
- Experience overseeing the Charter School's development and approval of a–g courses.
- Experience coordinating and developing student intervention programs.
- Skill in overseeing the development of high school Honors and AP level courses.

Professional Development and Data Analysis

- Proven ability to develop and implement a professional development plan that responds to identified student needs.
- Experience coordinating monthly professional development opportunities.
- Proven ability to monitor student assessment data.

- Skill in leading data-driven dialogues to ensure teachers modify instruction based on student progress.
- Experience monitoring the academic progress of students enrolled in intervention programs.

Administration and Reporting

- Demonstrated ability in effective program implementation.
- Experience supporting the back office team.
- Experience supporting staff responsible for completing reports required for CALPADS, LCAP, and WASC.
- Skill in providing progress reports to the Executive Director and the Board of Directors.
- Experience overseeing the Title I program and compliance requirements, including coordination of the School Site Council.
- Experience serving in Student Services roles, such as the Homeless Liaison.

SITE DIRECTOR

The Site Director for the Byron Learning Center leads the daily activities at this site. The ideal candidate will hold a teaching credential and will have a minimum of two years' experience in school leadership. In addition to the following responsibilities, the Site Director will be an important member of the Charter School's leadership.

The Site Director's responsibilities include:

- Scheduling, coordination and supervision of K-8 Enrichment Days
- Supervision and coordination of onsite high school teachers
- With input from the Executive Director, hiring, supervision, evaluation and scheduling of Enrichment and office staff
- Coordination, review and implementation of 504s for students attending the Byron Learning Center
- Facilitation and coordination of Student Study Team meetings
- Organization and training needed for successful participation in state mandated assessments
- Scheduling and leading of the K-8 Parent Advisory Committee and the High School Parent Advisory Committee
- Preparation and distribution of communication to parents and community members, including Weekly Updates.

At the Lodi Learning Center, the above responsibilities are shared between the Associate Director and the Student Services Coordinator.

SITE DIRECTOR QUALIFICATIONS

The ideal candidate will hold a teaching credential and will have a minimum of two years experience in school leadership.

Instructional and Program Leadership

- Experience in the scheduling, coordination, and supervision of site-wide programs or activities.
- Proven ability to supervise and coordinate onsite high school teachers.
- Experience organizing and providing training for successful participation in state mandated assessments.

Administration and Personnel Management

- Skills in the hiring, supervision, evaluation of staff.

Student Services and Compliance

- Experience in the coordination, review, and implementation of 504s for students.
- Demonstrated ability to facilitate and coordinate Student Study Team meetings.
- Demonstrated skill in collaborative partnering with students, families and staff

Community and Parent Engagement

- Skill in scheduling and leading parent advisory committees.
- Experience preparing and distributing communication to parents and community members.

At the Lodi Learning Center, the above responsibilities are shared between the Associate Director and the K-8 Coordinator.

K-8 SITE COORDINATOR QUALIFICATIONS

The ideal candidate will hold a teaching credential and will have a minimum of two years' experience in school leadership.

Instructional and Program Leadership

- Experience in the scheduling, implementation, and supervision of K-8 site-wide programs or activities.
- Proven ability to supervise and coordinate onsite K-8 teachers and staff.

Administration and Personnel Management

- Skills in the hiring, supervision, and evaluation of K-8 site staff.
- Demonstrated skill in collaborative partnering with students, families and staff.

Student Services and Compliance

- Demonstrated ability to facilitate and coordinate Student Study Team meetings for K-8 students.
- Demonstrated skill in collaborative partnering with K-8 students, families, and teachers.

Community and Parent Engagement

- Skill in scheduling and leading K-8 parent advisory committees.
- Experience preparing and distributing communication to K-8 parents and community members.

ADDITIONAL LEADERSHIP POSITIONS**SPECIAL EDUCATION PROGRAM COORDINATOR QUALIFICATIONS**

The ideal candidate for this position will have a minimum of two years of experience in special education or school leadership and hold a credential in Pupil Personnel Services, Education Specialist Instruction or a Speech-Language Pathology Services Credential with a strong background in IEP management and legal compliance.

Instructional and Programmatic Leadership

- The ability to provide instructional leadership for the Special Education program.

- Experience in overseeing data collection, analysis, and reporting for the program.
- The ability to coordinate instructional and health aides, and paraeducators.
- Experience in providing support and management for Special Education staff.

IEP and Legal Compliance

- The ability to serve as an expert on legal and procedural requirements during IEP meetings.
- Experience in ensuring full compliance in IEP management.
- The ability to implement systems for ensuring all IEPs are legally defensible.
- Experience in monitoring and enforcing compliance with all special education timelines.

LEAD TEACHERS

Lead Teachers will be responsible for the development and growth of instruction and curriculum. Currently there are four lead teachers supporting the Charter School. These staff members will possess the CTC certificate, permit, or other document required for the teacher's certificated assignment, have a minimum of seven years of teaching experience and work with the Executive Director to:

- Provide direct support and training to new staff
- Lead a Professional Learning Community
- Work with school administration to monitor student growth, providing leadership in modifying instruction as needed
- Coordinate intervention programs

LEAD TEACHER QUALIFICATIONS

The ideal candidate will possess a valid California teaching credential (or other required CTC certificate/permit), have a minimum of seven years of teaching experience, and demonstrate a strong capacity for instructional leadership.

Instructional Leadership and Curriculum

- Experience in the development and growth of instruction and curriculum.
- Ability to work with school administration to monitor student growth and provide leadership in modifying instruction as needed.
- Experience in coordinating intervention programs.

Staff Support and Development

- Ability to provide direct support and training to new staff members.
- Experience in leading a Professional Learning Community (PLC).

Testing and Assessment Coordinator - The Testing and Assessment Coordinator will hold a valid California teaching credential, have a minimum of three years of teaching experience and be responsible for the following:

- Development and implementation of NWEA's Measures of Academic Progress assessments
- Coordination of all mandated testing
- Coordination and implementation of online assessment and data management program
- Collaboration with the leadership team to review and monitor results from all tests and assessments

TESTING AND ASSESSMENT COORDINATOR QUALIFICATIONS

The ideal candidate will hold a valid California teaching credential and have a minimum of three years of teaching experience.

Assessment Program Management

- Experience in the development and implementation of NWEA's Measurements of Academic Progress assessments.
- The ability to coordinate all mandated testing.
- Experience in the coordination and implementation of online assessment and data management programs.

Data Analysis and Leadership Collaboration

- The ability to collaborate with the leadership team to review and monitor results from all tests and assessments.

ACADEMIC COUNSELORS

The Academic Counselors will be responsible for advising and guiding students as they work towards earning a high school diploma, as well as those goals beyond high school. Currently there is one part-time academic counselor for each learning center. The Academic Counselors will hold a valid California teaching credential, have a minimum of three years of teaching experience and be expected to:

- Coordinate class schedules and course loads needed for students to earn a high school diploma
- Interview and assess students in order to help them determine goals and plans for after high school
- Provide educational guidance and assistance for all types of students
- Assist students in exploring careers
- Guide students as they develop action plans to achieve their goals
- Collaborate with leadership team in student placement into intervention programs and monitoring of growth
- Coordinate guest speakers and field trips to local colleges and vocational centers
- Provide support and guidance for each student applying for a four-year university, as well as those applying to a community college
- Lead financial aid workshops and other informational sessions

ACADEMIC COUNSELOR QUALIFICATIONS

The ideal candidate will hold a valid California teaching credential and have a minimum of three years of teaching experience, with a demonstrated ability to advise students on academic and post-secondary goals.

Student Advising and Academic Planning

- Experience in coordinating class schedules and course loads necessary for high school graduation.
- The ability to provide guidance and support to students to help them determine post-secondary goals and action plans.
- Experience in providing educational guidance and career exploration assistance to a diverse student body.

College Readiness and External Relations

- The ability to provide comprehensive support for university and community college applications.
- Experience in coordinating financial aid workshops, guest speakers, and college visits.
- The ability to collaborate with the leadership team on student placement and progress monitoring.

CERTIFICATED TEACHERS

The Vista Oaks Charter School will only retain and employ teaching staff who hold the CTC certificate, permit, or other document required for the teacher's certificated assignment.. In addition, all teachers will possess a Cross-cultural Language Acquisition Development Certificate ("CLAD") or EL Authorization. Certificated staff will also include experienced, dedicated special education teachers and speech therapists to ensure our students with disabilities have access to high-quality instruction.

Vista Oaks will employ fully credentialed teachers to meet an average of 25:1 or better student to teacher ratio.

All prospective staff members must demonstrate a deep commitment to teaching and serving the students of Vista Oaks. They must be committed to working a non-traditional school day in a unique learning environment. In addition, they must be committed to:

- Participating in extensive professional development
- Providing individualized teaching and supervision for a group of students who may be enrolled in a wide-range of classes
- Participating in a Professional Learning Community team that will work collaboratively to improve the instruction and better engage the learners of Vista Oaks
- Closely monitoring the academic growth of each of the students on their caseload
- Providing personal mentoring and guidance to each of their students
- Communicating regularly with parents and guardians
- Adding to the positive school culture, dedicated to the growth and success of each student enrolled
- Sharing in on-going reflection, growth and development as educators

The ideal candidate will hold the CTC certificate, permit, or other document required for their certificated assignment and demonstrate a deep commitment to teaching and serving students in a unique, non-traditional learning environment.

Instructional Practice and Student Support

- Ability to provide individualized teaching and supervision for a diverse group of students enrolled in a wide-range of classes.
- Experience closely monitoring the academic growth of each student that they serve as the teacher of record.
- Demonstrated commitment to personal mentoring and guidance for each student.

Professional Growth and Collaboration

- Commitment to working a non-traditional school day in a unique learning environment.
- Willingness to participate in extensive professional development.
- Experience participating in a Professional Learning Community team to collaboratively improve instruction and student engagement.

- Dedication to ongoing reflection, growth, and development as an educator.

School Culture and Communication

- Experience communicating regularly with parents and guardians.
- Ability to contribute to a positive school culture dedicated to the growth and success of each enrolled student.

Vista Oaks Charter School may hire non-certificated staff with subject expertise for non-core, non-college prep courses. The instructional staff will not assign grades or approve work assignments for core and college-preparatory courses.

ADDITIONAL ROLES

Additional roles will be filled with staff who have experience or knowledge of the responsibilities and tasks required of them. Vista Oaks will ensure that staff be provided on-going professional development opportunities to ensure that they remain up-to-date on any changes to guidelines, laws, or other requirements. Vista Oaks teachers will assume additional roles in addition to teaching responsibilities.

REGISTRAR AND DATA SPECIALIST

Vista Oaks' registrar and data specialist is responsible for the following:

- Enrollment of new students, including records requests
- Completion of attendance reports
- Coordinating with the Associate Director and the student informational system contractor to complete and submit required CALPADS reports
- Withdrawal of students, including completing appropriate exit codes

REGISTRAR AND DATA SPECIALIST QUALIFICATIONS

The ideal candidate for this position will have a minimum of two years of experience in student data systems, with a strong background in records maintenance and enrollment procedures.

Enrollment and Records Management

- Experience in the enrollment of new students, including managing records requests and processing withdrawals with appropriate exit codes.
- The ability to ensure all student records are maintained accurately and in compliance with state regulations.
- Experience in running school lotteries equitably.

Data Analysis and State Reporting

- Experience in the completion and submission of accurate attendance reports.
- The ability to coordinate with leadership to ensure accurate records are maintained.

OTHER SUPPORT STAFF

Vista Oaks will employ additional non-certificated staff who will also be responsible for the overall efficiency and success of the Charter School as needed. This may include:

Accounts Payable Support Staff

The Accounts Payable position is responsible for managing the full accounts payable cycle, including processing invoices, purchase orders, and student reimbursements. The role ensures timely payment processing, maintains accurate financial records, and requires close coordination with the Executive Director and external finance partners like EdTec/Vertex.

Essential Duties and Responsibilities

- **Process Invoices:** Receive, review, and code incoming invoices, submitting reviewed invoices to Vertex and reviewing their weekly aging report.
- **Payment Processing:** Collaborate with back office partners and the Executive Director to manage daily outgoing payments, including processing checks, handling stop payment/reissue requests.
- **Purchase Orders and Reimbursements:** Manage the entire purchase order lifecycle, including review, submission to vendors, inventory, and distribution. Review and manage student academic budget reimbursement packets.
- **Record Keeping:** Maintain all receipts for debit/credit card purchases, including coding and submission to back office partners. Ensure all student academic budget documents, bills, invoices, and deposit backup are easily accessible.
- **Cross-Functional Collaboration:** Partner with site leadership on materials and curriculum orders, and collaborate with other back office staff on projects like compiling curriculum totes.

Qualifications

- High school diploma or equivalent required.
- Strong organizational skills and ability to manage multiple projects and priorities simultaneously.
- Excellent communication and interpersonal skills for interacting with staff, students, and vendors.

OFFICE CLERKS

Vista Oaks' office clerks are responsible for the following:

- Managing the front desk, greeting visitors, and answering and routing incoming phone calls
- Providing general clerical support, including copying, scanning, and filing documents
- Assisting with student check-ins, check-outs, and maintaining daily campus visitor logs
- Ordering, organizing, and distributing school and office supplies

Office Clerk Qualifications

The ideal candidate for this position will have a minimum of one to two years of experience in clerical support or office administration, with a strong background in customer service and general office workflows.

Administrative Support and Front Office Operations

- Experience in managing a front-desk environment, directing phone inquiries, and welcoming families and visitors professionally.
- The ability to perform high-volume clerical tasks accurately, such as digital filing, scanning, and managing school correspondence.
- Experience in tracking office supply inventory and ensuring the reception area remains organized and efficient.

Communication and School Community Support

- Experience in assisting school staff, students, and parents with daily administrative requests and basic inquiries.
- The ability to handle sensitive student information with complete confidentiality and adhere to school safety policies.

TUTORS

Vista Oaks' tutors are responsible for the following:

- Working one-on-one or in small groups to help students understand their schoolwork and homework
- Reviewing classroom lessons and guiding students through practice exercises
- Keeping track of student attendance and taking brief notes on their weekly progress
- Checking in with classroom teachers to make sure tutoring sessions align with what students are working on in class

Tutors Qualifications

The ideal candidate for this position will have a patient, encouraging attitude and a strong grasp of basic school subjects, with some experience helping kids or teens learn.

Student Support and Communication

- Experience working with youth.
- The ability to explain school subjects patiently and break down assignments into easy-to-understand steps.
- A welcoming approach that helps students feel comfortable asking questions and builds up their confidence.

Organization and Teamwork

- Experience keeping accurate, simple records of student progress.
- The ability to check in and collaborate with teachers and staff to support student goals.

SPECIAL EDUCATION INSTRUCTIONAL AIDES

Vista Oaks' Special Education Instructional Aides are responsible for the following:

- Provide instructional and behavioral support to students with disabilities under the direction of certificated staff.
- Assist with implementation of IEP accommodations, modifications, goals, and behavior support plans.
- Support students in accessing curriculum, completing assignments, and participating in school activities.
- Collect and report student progress and behavioral data to appropriate certificated staff.
- Promote student independence through prompting, modeling, redirection, and other appropriate supports.
- Assist with supervision, mobility, personal care, and safety needs when assigned and appropriately trained.

- Maintain student confidentiality and comply with all applicable special education policies and procedures.

Special Education Instructional Aides Qualifications

The ideal candidate for this position will have a patient, encouraging attitude and experience working with children who have diverse learning and behavioral needs.

Instructional and Behavioral Support

- Experience working with students with special needs in a classroom, camp, childcare setting or other setting.
- The ability to break down instructions patiently and adapt to different learning styles and behavioral needs.
- A positive, encouraging approach that helps students build independence and confidence in their schoolwork.

Collaboration and Progress Tracking

- Experience observing student progress and sharing helpful feedback with teachers and specialists.
- The ability to follow established educational plans consistently and maintain strict student confidentiality.

HEALTH AIDES

Vista Oaks' health aides are responsible for the following:

- Administering prescribed medications to students according to school policies and doctor instructions
- Maintaining accurate, confidential student health logs, and incident reports
- Contacting parents or guardians regarding student illnesses, injuries, or medical updates

Health Aides Qualifications

The ideal candidate for this position will have a calm, caring demeanor, excellent organizational skills, and valid First Aid and CPR certifications.

Student Care and First Aid Response

- Experience providing basic first aid care or working in a medical, childcare, or school health office environment.
- The ability to respond calmly and efficiently to minor medical situations or student injuries.
- Up-to-date CPR and First Aid certifications (or the ability to obtain them upon hire) and knowledge of basic safety standards.

Records Management and Communication

- Experience maintaining organized, accurate paperwork and digital records while protecting private student information.
- The ability to communicate clearly and reassuringly with parents and staff about student health needs.

FISCAL, ACCOUNTING, PAYROLL, AND ACCOUNTS PAYABLE SUPPORT

Vista Oaks contracts will contract business services with a well-respected charter school business operations company. Contracted work includes:

- Coordination with the Executive Director, Associate Director and Board of Directors in the development and monitoring of the budget
- Completion of all required state fiscal reports
- Direct support in completing monthly payroll, including the submission of taxes, benefits, CALSTRS and retirement for classified staff
- Tracking of budget, including tracking of revenue and expense categories
- Processing and recording of all payments
- Direct support with all audit requirements

STAFF DEVELOPMENT AND ON-GOING TRAINING

As mentioned in Element 1, Vista Oaks is dedicated to on-going, outstanding professional development and understands how critical this is to the Charter School's success. The Charter School will hire individuals who have demonstrated a desire to be a life-long learner and are eager to grow and improve as educators. In addition, staff hired will be individuals who are eager to work collaboratively with fellow educators. Each year the Executive Director, with the support of school leadership, will create a Professional Development Plan that identifies and targets needed staff learning goals.

Non-certificated staff will also participate in on-going training to ensure the office is well run, efficient and meeting all current policies and procedures needed to meet current state requirements.

Vista Oaks is also dedicated to providing a work and learning environment that is free of bullying and cyberbullying. To that end, it will annually make available the online training modules developed by the California Department of Education relating to bullying and cyberbullying to all certificated employees and other school employees who have regular interactions with pupils.

Vista Oaks is further dedicated to providing a work and learning environment that is free of harassment, discrimination and retaliation. Vista Oaks will provide at least two hours of sexual harassment training to all supervisory employees and at least one hour of sexual harassment training to all nonsupervisory employees every two years, or as otherwise may be required by law.

STAFF EVALUATION AND GOAL SETTING

Vista Oaks will encourage teachers and staff to participate in self-reflection and self-evaluation of their instructional effectiveness. In addition, staff are provided with opportunities to work with their peers to observe, coach and plan. Lead Teachers provide additional guidance and coaching. The Executive Director, Associate Director, Director of Special Education and the Site Director will conduct walk-throughs and informal observations.

At the end of each school year, the Executive Director, Associate Director, Director of Special Education or Site Director will meet with each staff member to review performance. The evaluation criteria for certificated staff will be based on the California Teaching Standards as well as other Vista Oaks expectations. Non-certificated employees will be evaluated based on the core competencies specific to their job title. Staff members not meeting the expectations of Vista Oaks and not fulfilling the commitment to making progress towards their goals will not receive an employment contract for the following school year.

STAFF RECRUITMENT

The Charter School will implement a comprehensive and equitable plan for the recruitment, selection, and development of qualified, mission-aligned staff and the charter school leader. This plan is designed to ensure the Charter School attracts, hires, and retains individuals who are committed to student achievement, equity, and continuous improvement. The Charter School will ensure all recruitment, hiring, and employment practices comply with applicable federal and California laws and reflect a commitment to equal employment opportunity.

Recruitment:

The Charter School will actively recruit diverse and qualified candidates through a variety of channels, including regional and statewide education job boards, professional organizations, and community networks. Targeted outreach will focus on candidates with experience serving English learners, students with disabilities, and historically underserved populations.

Selection:

The Charter School will implement a structured, transparent, and legally compliant selection process for all positions. Candidates will be evaluated based on appropriate credentials, demonstrated effectiveness, alignment with the Charter School's mission and instructional model, and commitment to equity and professional growth. The selection process may include application screening, performance tasks or demonstrations, structured interviews, and reference checks. Final hiring decisions will be made using clear, role-specific criteria to ensure the highest-quality staff and leadership.

Development and Support:

The Charter School is committed to ongoing professional development and support for all staff.

- **New Staff** - New hires will participate in onboarding aligned to the Charter School's mission, instructional practices, and operational systems.
- **Collaboration and Coaching** - The School prioritizes intentional opportunities for collaboration and planning, which are embedded within the weekly and monthly schedule. Professional Learning Community focus areas are determined through the analysis of student achievement data, along with input from staff and the broader school community.
- **Continuous Professional Learning Opportunities** - The Charter School provides ongoing professional development opportunities led by outside resources. Staff have access to both schoolwide and/or program specific learning opportunities, as well as professional development training and programs that are more specialized in focus.
- **Induction Programs** - The Charter School supports participation in accredited Induction programs by covering program and mentor costs and by providing dedicated time for participants to complete all program requirements.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*

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

Vista Oaks has implemented a full set of health and safety policies and procedures and risk management policies in consultation with risk management experts and its insurance carriers. Vista Oaks trains staff annually in health and safety policies and procedures. A Health and Safety Committee reviews and updates health and safety procedures each year. Vista Oaks Board reviews the annually updated health and safety procedures. The School Safety Plan is attached as Appendix I.

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 school's procedures for complying with existing laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. Child abuse reporting procedures
- b. Routine and emergency disaster procedures
- c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations.
- d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- e. A discrimination and harassment policy consistent with the Education Code Section 200.
- f. The provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. Procedures for safe ingress and egress of pupils, parents, and school employees to and from the Charter School.
- h. A safe and orderly environment conducive to learning.
- i. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.
- j. Procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan.

- l. 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 by the school, or on a school bus serving the school.
- m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- n. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite.
- o. 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 Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Section 41422 or 46392(a).

Immunizations and Tuberculosis Risk Assessment and Examination

All enrolling students and all employees provide records documenting immunizations, as a condition of school attendance, and Vista Oaks maintains records, to the extent required for enrollment or employment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 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.

Vista Oaks follows the requirement of Education Code Section 49406 in requiring tuberculosis risk assessments of all employees and regular volunteers who have frequent or prolonged contact with students, prior to commencing employment and working with students, and for employees at least once each four years thereafter. Employees select the site for the TB risk assessments and are responsible for the cost of such testing.

Prescription Medications

Vista Oaks adheres to Education Code Section 49423 and CCR Title 5, Article 4.1, regarding administration of medication in school, including the designation of staff or contracted service providers to perform related functions. If needed, Vista Oaks will identify a contracted service provider to come to the school to perform nursing services. Designated staff put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration.

The Charter School 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.

Criminal Background Checks

Each employee and contractor of the school submits a criminal background check and furnishes a criminal record summary as required by Education Code Sections 44237 and 45125.1. Employees submit fingerprints to the Department of Justice via LiveScan processing. 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 Executive Director is responsible for ensuring compliance with this policy on an annual basis and as new employees are processed. Volunteers and contractors who have contact with students outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering outside of the direct supervision of a credentialed employee. Vista Oaks maintains on file and available for inspection evidence that Vista Oaks has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Vista Oaks also ensures that the Executive Director receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

Drug Free/Alcohol Free/Smoke Free Environment

Vista Oaks functions as a drug, alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

Vista Oaks is committed to providing a school that is free from 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. Vista Oaks has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Vista Oaks (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Vista Oaks' anti-discrimination and harassment policies.

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

FERPA

Vista Oaks, its employees and officers, comply with FERPA at all times.

Student Records

Vista Oaks has established and adheres to procedures related to confidentiality and privacy of student records. Vista Oaks will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies adopted by the Charter School's governing board. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. In the event that a student enters the Charter School upon transfer from an existing district school, the student's records are requested from the respective district.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteer, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Facilities

The Charter School is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. Vista Oaks complies with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan. The Charter School complies 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. At the Lodi Learning Center, Vista Oaks test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times as required under Education Code Section 32001.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School 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. The Charter School will provide

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

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 stock the school's restrooms at all times 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

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites 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.

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

Workplace Violence Prevention Plan

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Bullying Prevention

The Charter School 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 schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one 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.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil’s LGBTQ+ identity to any other person without the pupil’s consent unless

otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

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 annually, 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.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT SEVEN: STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

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

The Vista Oaks Charter School has implemented a student outreach strategy that includes, but is not necessarily limited to, the following strategies to achieve a racial and ethnic balance among students, including special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the District:

- An enrollment process that incorporates a timeline that allows for a broad-based outreach and application process
- The development of informational material that appeals to all of the various racial and ethnic groups, including special education and English learners, represented in the District
- The development of informational materials in languages other than English to appeal to limited English proficient population
- Sharing of information to a broad variety of community groups and agencies that serve the various racial, ethnic, ability and linguistic groups represented in the district
- Recruitment efforts will include appropriate foreign language-speaking staff as available
- Encourage referrals from Vista Oaks students and families

In its outreach efforts Vista Oaks, will provide translated promotional material in other languages as appropriate to our communities' foreign-born demographics. The Charter School will collaborate with trusted community members and organizations to ensure families can have a clear understanding of the Charter School and its programs.

Vista Oaks will also keep accurate accounting of the racial and ethnic, special education, and English learner balance of students through the Charter School's student information system.

As mentioned above, Vista Oaks seeks to reflect the diversity of the region we serve. Based on 2025–26 CDE DataQuest records, the Charter School and the District demonstrate a highly reflective enrollment balance.

Vista Oaks and Byron Union Demographic Balance Analysis		
Student Subgroup	Vista Oaks Charter	Byron Union
White	51.8%	46.5%
Hispanic or Latino	25.0%	29.7%

Two or More Races / Other / Multi	12.7%	12.0%
Asian and/or Pacific Islanders	8.0%	7.5%
African-American	1.9%	3.5%
American Indian or Alaskan Native	0.6%	0.8%
<i>Students with Disabilities (Subgroup)</i>	19.6%	16.0%
<i>English Learners (Subgroup)</i>	2.2%	4.5%

The Charter School's student balance strongly mirrors the authorizing District's baseline across primary demographics, and notably exceeds the authorizer and regional averages for specialized student support systems, enrolling a significant 19.6% population of students with disabilities. To ensure that the Charter School's student population reflects this healthy demographic balance, and to address minor regional variances in subgroups such as African-American and English Learner populations, the Charter School maintains low-resource, targeted equity outreach policies:

- **Targeted Community Document Sharing:** The Charter School shares informational materials with multi-service community centers, civic groups, and regional organizations that directly serve historically underserved populations within Contra Costa and San Joaquin counties.
- **Grassroots Multi-Lingual Networks:** Vista Oaks leverages its internal network of current families to engage in organic, word-of-mouth outreach within distinct neighborhood groups, ensuring families of all backgrounds understand how to access the lottery window.
- **Digital and Software Translation Supports:** To eliminate immediate communication barriers for prospective families applying to the waitlist, Charter School staff utilize digital translation software resources and multi-lingual application tools as needed to interact effectively across diverse language backgrounds.
- **On-Demand Translation Support:** All primary physical enrollment applications, program overviews, and vital timeline documents are provided in translated formats as needed. For public informational meetings or specific waitlist inquiries, the Charter School coordinates external translation services on an as-needed basis to assist non-English speaking households.
- **A Dedicated Supervisor Teacher:** Each student and family is assigned a supervising teacher. Part of the supervising teacher's role is to ensure each student has the support and resources needed to succeed, which leads to a maintained enrollment balance.

As an internal monitoring benchmark, Vista Oaks may identify racial or ethnic student groups whose representation differs from the District population by ten or more percentage points for further review of outreach and recruitment practices. This benchmark is used to inform outreach efforts and does not constitute an enrollment quota or admissions preference.

Once enrolled, Vista Oaks is committed to providing an educational program in collaboration with all parents and students. Parents from all key subgroups are recruited to participate on the Board of Directors, School Site Council, School Safety Committee or Parent Advisory Committees. Each meeting is open to the public with agendas designed to allow for input from various perspectives. In addition, the Charter School provides a translator at school events or meetings as needed, making them more accessible to the non-English speaking members of our community.

To ensure English Learners receive the instructional support needed, the Testing and Assessment Coordinator provides ongoing information and training to staff. All teachers assigned to EL students are well-qualified, with the required certification to serve these students. Additionally, academic counselors, tutors, and other support staff provide ongoing instructional assistance. Information regarding educational support for EL students can be found in Element 1.

ELEMENT EIGHT: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).

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

Vista Oaks Charter School will actively recruit a diverse student population from the District and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission to the Charter School shall be open to all students as outlined in Education Code 47605(e)(2)(A).

Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and will be informed of the Charter School's student-related policies. The Charter School will establish an annual recruiting and admission cycle, which shall include reasonable time for all of the following: (1) outreach (2) available orientation sessions for parents and students as requested, (3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using a random public lottery or other non-discriminatory process.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered prior to acceptance and enrollment into the Charter School. However, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil, 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.

Vista Oaks will not enroll students over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward graduation. The Charter School will comply with all laws establishing minimum age for public school attendance.

Vista Oaks will adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Vista Oaks will include specific information on its website notifying parents that the Charter School is open to enroll and provide services for all students which shall include a contact number to access additional information regarding enrollment.

The enrollment application process includes the following:

- Optional parent or guardian attendance at a school orientation meeting
- Completion of student online registration
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records¹

Upon admission and at least annually thereafter, all students and their parents are required to sign the Student Written Agreement (Appendix C).

PUBLIC RANDOM DRAWING

If the number of applications for admission in any grade exceeds the capacity of the Charter School for that grade, the spaces in that grade will be filled by a public random drawing/lottery. Applicants who are not enrolled in the program will be placed on a numbered waiting list. The public random drawing will be completed by grade or by grade level span and will be held in a public physical or virtual forum large enough to accommodate all those that wish to attend. The public random drawing will be conducted in accord with the admission policies as set forth in Education Code Section 47605(e)(2)(b).

The public random drawing will be conducted with the following admission preferences and exemptions being given:

- Continuing students who have been admitted to the Charter School do not need to reapply.
- Preference is given to siblings of students already admitted to or attending the charter school.
- Preference is given to the children of the Charter School's founders and active staff members (so long as the total number of students allowed under this exemption constitutes a small percentage (less than 10%) of the school's total enrollment).
- Preference is given to students who reside in the Byron Union School District.

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- The Charter School will notify the family of acceptance for admission. Should the family decline or fail to respond within 3 days, the next family on the list will be contacted until the opening is filled.
- Applications received after the deadline for the public random drawing will be placed in numbered order at the end of the established waiting list.

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). Preferences, if given, are not likely to negatively impact the racial, ethnic, or unduplicated balance the Charter School strives to reflect.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Because the Charter School operates two distinct learning centers to serve its regional student body, separate lotteries shall be conducted for each learning center location/region, and further segmented by grade level or grade span in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single physical or virtual location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level by the designated lottery official (appointed by the Executive Director).

Admission preferences shall be administered through a hybrid system consisting of prioritized tiers followed by a weighted general pool. Within each grade level, vacancies will first be filled sequentially by applicants qualifying for the first preference category (siblings of currently enrolled students) and then the second preference category (children of charter school staff). If there are more students in these priority categories than there are spaces available, a random drawing will be held strictly within that specific priority category.

If all applicants from these first two priority categories have been accommodated and vacancies remain, all remaining applicants shall be placed into a single general lottery pool (the "General Pool"). To provide the statutory preference required by law while maintaining a balanced regional student body and protecting local district enrollment, applicants who reside within the territorial boundaries of the Byron Union School District shall be assigned a slight statistical weight within this General Pool. This preference shall be executed via the Charter School's electronic lottery platform by assigning Byron Union School District residents a 1.1-to-1 weighting advantage (or a ratio of 11 lottery entries to every 10 lottery entries assigned to non-resident applicants). The random drawing will be conducted from this combined General Pool until all remaining spaces are filled and the chronological waitlist is established.

Readmission Restrictions

It is the policy of Vista Oaks that any student who unenrolls or withdraws immediately forfeits their enrollment status. Returning students are not guaranteed readmission, receive no legacy or return priority, and must re-apply as a new applicant through the general public lottery pool for the following school year.

Vista Oaks anticipates maintaining enrollment at approximately 1,080 students. However, full enrollment will always depend on ensuring that each student has access to a dedicated and well-qualified teacher.

ELEMENT NINE: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: 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 are 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 or youth, 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)(I)

Vista Oaks Charter School will enjoy a culture of respect and have a high expectation of students' behavior. This Pupil Suspension and Expulsion Policy has been developed in order to promote a learning environment that protects the safety and well-being of each of its students and staff at the Charter School.

Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the

lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from the charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the 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.

Vista Oaks staff will enforce disciplinary rules and procedures fairly and consistently among all students. These policies and procedures will be provided to students and their families at enrollment and/or the beginning of each school year as a part of the Parent Handbook . It will clearly describe the school's rules and discipline expectations. Discipline includes, but is not limited to, advising and counseling students, conferencing with parents/guardians, and the use of modifying the schedule of the student's on-site appointments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by Vista Oaks does not limit the rights of a Vista Oaks employee to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians^[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School 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 requires additional or different procedures. The 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 the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less

than five (5) school days 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 and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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 written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Executive Director or designee may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance and Absence Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior

interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds for Suspension and Expulsion of Students

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

- While on school grounds
- While going to or coming from school
- During a break between classes or appointments
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the school.

Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when it is determined the student:
 - a. Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
 - 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 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - 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 the same as a 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. Students who voluntarily disclose their use of a tobacco product in

order to seek help through services or supports shall not be suspended solely for that disclosure.

- i. Committed an obscene act of engaged in habitual profanity or vulgarity
- j. Unlawfully possessed or 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. "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. "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 Education Code Section 233(e). 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. "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 directed toward one or more students that has or can be reasonably predicated to have the effect of one or more the of the following:
 - 1. Placing a reasonable student(s) in fear of harm to that student(s)' person or property. A "reasonable student" means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs;
 - 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health;
 - 3. Causing a reasonable student to experience substantial interference with their academic performance;
 - 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school)

An electronic act, for purposes of the immediately preceding paragraph, means the transmission, 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:

- 1. A message, text, sound or image.
- 2. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the pupil 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 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.
- 3. An act of cyber sexual bullying.
 - i. For purposes of this section, "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 above. A photograph or other visual recording 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. 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.
 - 4. 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.
- 21. A student who aids or abets, as defined in Penal Code Section 31, 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 pursuant to subdivision (1)(a)-(b).
 - 22. 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.
 - 23. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- 2. Non-Discretionary Suspension and Expulsion 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 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 the expulsion hearing entity determines 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.

The Charter School will apply the following definitions:

§ The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

§ The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

1. Investigation

The Executive Director, Associate Director or designee shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student’s attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by the Executive Director or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Prohibited items shall be confiscated and may be turned over to the police.*

2. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher,

supervisor or Charter School employee who referred the student to the Executive Director or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Executive 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 Charter 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 recount their version of the incident and provide any evidence in their defense. 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. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian, at the conference.

3. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include:

- a) the specific offense(s) committed by the student,
- b) duration and specific dates of the suspension,
- c) the date the student may return to school following the suspension, and
- d) an explanation of the evidence that supports the charges

If Charter 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.

4. Suspension Time Limits/Recommendation for 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 Executive Director or designee, the student and the student’s parent/guardian will be invited to an in-person, telephonic, or virtual 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 and 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 Executive Director or designee upon either of the following: 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.

5. 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 school days, 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.

6. Re-Entry Post-Suspension

The Executive Director may require the student and the student's parent/guardian to sign a contract that states the conditions that the student is expected to meet upon re-entry to campus following the suspension. Copies of the signed contract are kept by the school and given to the parent/guardian.

Authority to Expel

A student may be recommended for expulsion by the Charter School Executive Director or designee.

The Charter School may expel a student following a hearing adjudicated by a neutral Hearing Officer or Expulsion Panel ("Panel") selected by the Executive Director or designee to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

The Panel shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson. The Hearing Officer or 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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Executive Director or designee and student's parent/guardian.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

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

The date and place of the expulsion hearing;

- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- An explanation of the opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing;
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony
- 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 a complete written transcription of the proceedings can be made.

Presentation of Evidence

While the 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 Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony.

Expulsion Decision The determination of the Hearing Officer or Panel shall be in the form of a written findings of fact and recommendation to the Board of Directors, who will make a final determination regarding the expulsion. The final decision by the Vista Oaks' Board of Directors shall be made within 10 days of the conclusion of the hearing. If the Hearing Officer or Panel decides not to recommend expulsion, or the Vista Oaks' Board of Directors ultimately decides not to expel, the student shall be returned to their educational program at the Charter School. The decision not to recommend expulsion shall be final.

Notice of Expulsion Decision

The **Executive Director** or designee shall send written notice of the expulsion decision to the student and parent/guardian within ten (10) school days of the expulsion hearing. The notice shall include the following:

1. The Findings of Fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
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 (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

Disciplinary Records

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

No Right of Appeal

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

Expelled Students/Alternative Education

Expelled students are 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.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

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 district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director and the student and the student's parent/guardian 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. 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.

Notice to Teachers

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

Involuntary Removal for Unexcused Absences

In accordance with Education Code Section 51747, Charter School will evaluate whether it is in the best interest of the student to remain in independent study if the student fails to complete the requisite number of assignments or make satisfactory progress as delineated in the student's independent study written agreement and Charter School's independent study policy. If Charter School determines that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Expulsion Panel may, upon a finding of 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 that shall be examined only by the Hearing Officer or Panel. 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 (5) days' notice of their scheduled testimony; and (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel.
2. The Charter School must also provide the complaining witness 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 expulsion 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 Hearing Officer or Expulsion Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Expulsion Panel 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 will be reminded that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Panel from removing a support person whom the Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel 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 is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel 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 Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel 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 hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have their testimony heard via alternative means that may include but are not limited to, videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 Hearing Officer or Panel 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.

Special Procedures for the Consideration of Suspension and Expulsion with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the 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 parent/guardian to determine:

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

If the Charter School, the parent/guardian, 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.

4. 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.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 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.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School'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 had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to 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 Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

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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.

ELEMENT TEN: RETIREMENT SYSTEMS

Governing Law: *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)(J)

Vista Oaks participates in the State Teachers' Retirement System ("STRS"). All certificated employees who are eligible will participate in STRS. The Associate Director will be responsible for ensuring that arrangements for coverage are made, under direction from the Board of Directors. Employees will contribute the required percentage, and Vista Oaks will contribute the employer's portion required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. Vista Oaks will submit all retirement data through the Contra Costa County Office of Education and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Vista Oaks accepts and understands obligations to comply with Education Code Section 47611.

Vista Oaks does not participate in the Public Employees' Retirements System.

Social Security payments will be contributed for all employees not eligible for STRS in accordance with Federal and State laws. In addition, Vista Oaks contributes to a 403(b) Plan for each non-certificated employee. The Vista Oaks Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The Board of Directors will approve salary scales, health, dental and vision benefits and working conditions. The Board will also approve the school calendar, workdays, holidays, as well as the work year.

Each year the Board of Directors will evaluate salary scales and benefits offered, making changes as needed. The Board will commit to make improvements to the salary and benefits as the budget allows.

To ensure the following retirement program data, paperwork, and payments are submitted in a timely manner, Vista Oaks' Associate Director will work closely with a back-office organization, Vertex, who provides business services support to charter schools, including the set up and management of retirement systems.

ELEMENT ELEVEN: ATTENDANCE ALTERNATIVES

Governing Law: *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)(K)

No student shall be required by the Charter School or by another local education agency to attend Vista Oaks.

Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms of their right to admission.

Students who opt not to attend the Charter School may attend other schools within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

ELEMENT TWELVE: EMPLOYEE RETURN RIGHTS

Governing Law: *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)(L)

Leave and return rights for union-represented employees who accept employment with Vista Oaks will be administered in accordance with applicable collective bargaining agreements between the employee's union and the school district and also in accordance with any applicable judicial rulings.

The governing board of any school district shall not require any employee to work at Vista Oaks, nor can a district require the Charter School to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the Charter School as part of administrative services paid for by the Charter School under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of that employee. Service credit and accumulated sick leave earned at the District or any other school district will be accepted and transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT THIRTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

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

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden to the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The staff and governing board members of the Charter School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and board members of the Charter School shall be resolved pursuant to policies and processes developed by the Charter School.

The District shall not intervene in any such internal disputes without the consent of the Board or its designee for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of the Charter School has requested the District to intervene in the dispute.

DISPUTES BETWEEN THE SCHOOL AND THE DISTRICT

In the event that the Charter School or District have disputes regarding the terms of this charter or any other issue regarding the Charter School and District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and governing board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and the Executive Director of the Charter School, or their respective designees.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion, no later than 10 business days from receipt of the dispute statement, to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School, or their respective designees, within 20 business days from receipt of the dispute statement and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. All timelines in this section may be revised upon mutual agreement of the District and the Charter School.

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The Byron Union School District may inspect or observe any part of the Charter School at any time, but shall provide reasonable notice to the Executive Director of the Charter School prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The Byron Union School District shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the Charter School's Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Byron Union School District without the consent of the governing board of the Charter School.

The Charter School will submit quarterly fiscal reports in accordance with the timelines stated in the Education Code. The Charter School and the District will jointly develop a timeline of other required ongoing monitoring documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The chartering authority should make annual oversight visits to Vista Oaks. The Charter School will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

Dispute concerns, facts, or circumstances that may be cause for revocation of the charter, the District shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

ELEMENT FOURTEEN: SCHOOL CLOSURE

Governing Law: *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)(N)

If the Charter School ceases operation, then the Charter School's Board shall designate an entity or individual shall be known as the "Authorized Closer." The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, the District, the County Office of Education, the SELPA in which the Charter School participates, the retirement systems in which the Charter School's employees participate, and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupils' districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The Charter School shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Notification to the CDE will also include a description of the circumstances of the closure and the location of student and personnel records. In addition to the four required items above, notification to parents, guardians, and students will also include:

- Information on how to transfer the student to an appropriate school and a process for the transfer of all student records. The Charter School will provide the District with original cumulative files pursuant to District policy for all students, both active and inactive at the Charter School. Parents will be provided with a copy of their child's cumulative records from the Charter School.
- A certified packet of the student's information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former pupils of the Charter School. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

The Charter School will update all student records in the California Longitudinal Pupil Achievement Data System ("CALPADS") prior to closing.

For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and pupil transfers.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the charter, are required to be transferred to a different entity. All transfers of student records will be made in compliance with FERPA. Personnel records shall be maintained and transferred in accordance with applicable law.

The Charter School shall complete an independent final audit within six months of the Charter School's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the school.

In addition to a final audit, Vista Oaks will also submit any required year-end financial reports to the California Department of Education and the District, in the form and time frame required. The Authorized Closer must provide for the completion and filing of any annual reports required by Education Code Section 47604.33.

The Charter School shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The Charter School shall provide the District prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final closure, Vista Oaks will do all of the following as applicable on behalf of the Charter School's employees, and anything else required by applicable law:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63)
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165)
- File the final return with the IRS (Form 990 and Schedule)

The Charter School is a California nonprofit public benefit corporation. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed to another public school that satisfies the requirements of paragraph (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or

instrumentality thereof.. Prior to the distribution of any remaining net assets, the nonprofit corporation shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For the purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating government agency.

Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

ADDITIONAL REQUIREMENTS

FACILITIES

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

Vista Oaks occupies two sites that support the Charter School's ability to achieve its mission and goals. The Charter School will adhere to all legal compliance with health and safety, ADA, and applicable building codes. The Charter School will not be making a request for Prop 39 facilities.

Byron Learning Center – The Byron Learning Center is located on a site owned by Byron Union School District that was previously not in use at 14301 Byron Hwy, Byron, CA 94514. The agreement for use of this space is outlined in an MOU. Vista Oaks rents this space from Byron Union School District that is used for the following:

- Onsite classes for high school students
- Onsite enrichment opportunities for students in grades TK – 8
- Providing services to students with disabilities
- Providing tutoring, small group instruction and intervention programs
- Meetings between teachers, parents and students
- Parent workshops and training opportunities
- Staff meetings and professional development opportunities
- Limited administrative services

Lodi Learning Center – The Lodi Learning Center is located in Lodi at 315 S. Lower Sacramento Rd., Lodi, CA 95242 along public transportation routes and is easily accessible to its students. This center has been approved by the Lodi Unified School District, consistent with Education Code Section 47605.1(c). The Lodi Learning Center meets all zoning and building code requirements and provides a warm, welcoming space that is used for the following:

- Onsite classes for high school students
- Onsite enrichment opportunities for students in grades TK – 8
- Providing services to students with disabilities
- Providing tutoring, small group instruction and intervention programs
- Meetings between teachers, parents and students
- Parent workshops and training opportunities
- Staff meetings and professional development opportunities
- Administrative services and front office space

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

Vista Oaks Charter School manages its administrative services, including support with human resources, payroll, budget reports, accounting and other services through a contract with Vertex, a well-respected organization that provides business services to charter schools across California. Vista Oaks will not request to purchase support services from the authorizer. For services that can be completed by

qualified staff, Vista Oaks manages tasks and responsibilities within the Charter School. The staff consults with attorneys to ensure compliance on contractual agreements, as needed.

Vista Oaks guarantees against conflict of interest through a system of checks and balances that include:

- Relatives of any employee shall not be responsible nor allowed to oversee or provide performance reviews of relatives employed by the Charter School
- Hiring of contractual services through relatives of Vista Oaks employees will complete the same review policy by non-related Vista Oaks employees to ensure the quality and cost of services compared to competing services

ATTENDANCE ACCOUNTING

Vista Oaks Charter School utilizes School Pathways, a widely used, web-based student informational system, to manage its daily attendance reports. The Charter School will complete and generate all attendance requirements and reports to the District and other requesting agencies. These reports will be completed in accordance with P-1, P-2 and P-Annual reporting deadlines.

BUDGET AND FUNDING

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Vista Oaks Charter School has a variety of funding sources. The Charter School receives per-pupil payments from local and state sources, as well as federal school funding programs. In addition, the Charter School pursues other grants and donations.

During the spring of each year, the Executive Director and Associate Director works closely with the contracted business manager, Vertex, to prepare and submit an annual budget to the Charter School's Board of Directors. Vista Oaks's annual fiscal period begins on July 1 and ends on June 30 of each year. For each fiscal year, the Board of Directors, per its by-laws, must approve the annual budget by June 30 providing the state of California has approved its budget.

Vista Oaks contracts with Vertex to track all revenue and expenses using accepted accounting practices. Vertex maintains the financial reports and is responsible for presenting this report at each Board of Directors Meeting.

SYSTEMS FOR MANAGING CASH FLOW, PURCHASING, PAYROLL AND AUDITS

Vista Oaks has established and follows strict policies governing internal controls, which are outlined in the school's Fiscal Policies and Procedures.

TOOLS FOR TRACKING AND REPORTING FINANCIAL MATTERS

Vista Oaks contracts with the contracted back office service provider, Vertex, for business services, which include preparing of monthly financial reports, as well as end-of-the-year audits. Using traditional means, Vista Oaks' accounts payable staff work closely with Vertex's accounts payable staff to manage day-to-day record keeping. Vertex's business manager will prepare true financial reports for each Board of Directors meeting. Vertex's business manager prepares all required financial reports and submits them by given deadlines, including:

- By July 1, a preliminary budget for the current fiscal year.

- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Attached, as Appendices N, O and P please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

PURCHASING

The Executive Director and Associate Director are responsible for seeking and reviewing bids from various vendors. All purchasing follows the guidelines outlined in the Board's approved Fiscal Policies and Procedures.

IMPACT OF VISTA OAKS ON BYRON UNION SCHOOL DISTRICT AND LIABILITIES

A California non-profit public benefit corporation, Vista Oaks Charter School, Inc., shall operate Vista Oaks Charter School. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

ENROLLMENT

Vista Oaks had approximately 1065 students enrolled for the 2025-26 school year. The Charter School anticipates a growth of 5% or less per school year.

FINANCIAL BENEFITS

A supervisory fee of 3% of public funds, excluding funds secured by the Charter School on its own behalf and restricted funds designated for solely specific purposes, is eligible for collection by the District for actual costs of oversight. The operating budget reflects this allocation. In addition, the Charter School and the District may continue to come to an agreement on the purchase of additional services, such as professional development services and/or use of additional facilities, for an amount agreed upon by both parties. Any such agreements will be outlined in the MOU.

INSURANCE COVERAGE

Vista Oaks retains insurance, which is based on policies that other charter schools in California currently maintain. A signed copy of each policy shall be kept on file.

SPECIAL EDUCATION

Vista Oaks Charter School is a member of the El Dorado County Charter SELPA. Vista Oaks' Director of Special Education works closely with SELPA staff and submits information and reports as needed.

LABOR RELATIONS

The Vista Oaks Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

As such, Vista Oaks Charter School will comply with the provisions of the EERA and will act independently for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an at-will basis.

LEGAL STRUCTURE

Vista Oaks Charter School, Inc., an independent, non-profit corporation registered in the State of California will hold Vista Oaks Charter School. Vista Oaks' Board of Directors will govern the organization.

LIABILITY

Governing law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The District will be held harmless to all debts accrued by Vista Oaks Charter School. Vista Oaks does not expect the District to assume any debt on its behalf. The Charter School will hold its own liability insurance and hold harmless and indemnify the District from all liabilities.

TRANSPORTATION

Vista Oaks is a school of choice and therefore it will be the responsibility of the parents/guardians to provide transportation to and from the Charter School.

MISCELLANEOUS CLAUSES

Term of Charter – The term of this charter shall begin on July 1, 2027 and expire 5 years thereafter.

Material Revisions – Any material revisions to this charter shall be made by mutual agreement of the governing board of the Charter School and the charter-granting agency, Byron Union School District's Board of Education. Material revisions shall be made pursuant to the standards, criteria and timelines in Education Code Section 47605.

Severability – The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed upon otherwise by the Byron Union School District and the Board of the Charter School. The District and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

APPENDIX ATTACHMENTS

APPENDIX A

GRADUATION REQUIREMENTS

VOCS Graduation Requirements and Minimum College Admission "a-g" Requirements

Subjects	Minimum Graduation Requirements for VOCS High School Diploma <i>220 credits needed</i>	University of California <i>"a-g" Requirement (GPA must be 3.0 or higher)</i> <i>Grade C or higher</i>	California State University <i>"a-g" requirements (GPA must be 2.5 or higher)</i> <i>Grade C or higher</i>
History/Social science "a" Requirement	3 Years (30 Credits) World History US History Government and Economics	2 Years (20 Credits) World History & US History Or World History, US History (.5 year), & Government (.5 year)	2 Years (20 Credits) World History & US History or World History, US History (.5 year), & Government (.5 year)
English "b" Requirement	4 Years (40 Credits) Four years of approved English courses	4 Years (40 Credits) Four years of an approved college preparatory English	4 Years (40 Credits) Four years of an approved college preparatory English
Mathematics "c" Requirements	3 Years (30 Credits) Algebra required (1 year), 2 Years of additional math courses	3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i>	3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i>
Laboratory Science "d" Requirement	2 Years (20 Credits) Life Science Physical Science	2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i>	2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i>
Language Other Than English "e" Requirement	1 Year (10 Credits) Can be taken in lieu of VPA, but not required	2 Years (20 Credits) Same World Language <i>3 years or more recommended</i>	2 Years (20 Credits) Same World Language <i>3 years or more recommended</i>
Visual and Performing Arts "f" Requirement	1 Year (10 Credits) Cannot be combined with Foreign Language Credits	1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts.	1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts.
Electives	70 Credits	Must meet minimum graduation requirements	Must meet minimum graduation requirements
College-preparatory Elective "g" requirement	Not required	1 year (10 Credits) Additional one year course chosen from "a-f" courses above	1 year (10 Credits) Additional one year course chosen from "a-f" courses above
PE	2 Years (20 Credits)	2 Years (20 Credits)	2 Years (20 Credits)
Credits to Graduate	220 Credits	220 Credits	220 Credits
Assessments	None	SAT or ACT Assessment (optional) May be required for out of state or private colleges.	SAT or ACT Assessment (optional) May be required for out of state or private colleges.

Class of 2030 and Beyond*

Graduation Requirements and Minimum College Admission “a-g” Requirements

Subjects	Minimum Graduation Requirements for VOCS High School Diploma <i>220 credits needed</i>	University of California “a-g” Requirement (GPA must be 3.0 or higher) <i>Grade C or higher</i>	California State University “a-g” requirements (GPA must be 3.0 or higher) <i>Grade C or higher</i>
History/Social science “a” Requirement	3 Years (30 Credits) World History US History Government and Economics	2 Years (20 Credits) World History & US History or World History, US History (.5 year), & Government (.5 year)	2 Years (20 Credits) World History & US History or World History, US History (.5 year), & Government (.5 year)
English “b” Requirement	4 Years (40 Credits) Four years of approved English courses	4 Years (40 Credits) Four years of an approved college preparatory English	4 Years (40 Credits) Four years of an approved college preparatory English
Mathematics “c” Requirements	3 Years (30 Credits) Algebra required (1year), 2 Years of additional math courses	3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i>	3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i>
Laboratory Science “d” Requirement	2 Years (20 Credits) Life Science Physical Science	2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i>	2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i>
Language Other Than English “e” Requirement	1 Year (10 Credits) Can be taken in lieu of VPA, but not required	2 Years (20 Credits) Same World Language <i>3 years or more recommended</i>	2 Years (20 Credits) Same World Language <i>3 years or more recommended</i>
Visual and Performing Arts “f” Requirement	1 Year (10 Credits) Cannot be combined with Foreign Language Credits	1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts.	1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts.
Ethnic Studies*	1 Semester (5 credits) *Pending CDE Guidance	Must meet min. graduation requirements	Must meet min. graduation requirements
Electives	65 Credits	Must meet min. graduation requirements	Must meet min. graduation requirements
College-preparatory Elective “g” requirement	Not required	1 year (10 Credits) Additional one year course chosen from “a-f” courses	1 year (10 Credits) Additional one year course chosen from “a-f” courses
PE	2 Years (20 Credits)	2 Years (20 Credits)	2 Years (20 Credits)
Credits to Graduate	220 Credits	220 Credits	220 Credits
Assessments	None	SAT or ACT Assessment	SAT or ACT Assessment

APPENDIX B
INDEPENDENT STUDY POLICY



INDEPENDENT STUDY POLICY

These policies apply to all students participating in the independent study program at Vista Oaks Charter School (referred to as the “School” in this policy). Each student’s independent study will be coordinated, evaluated, and carried out under the general supervision of an assigned certificated teacher or teachers.

Maximum Length of Assignment: For students in all programs and grade levels of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work is 20 school days, with the exception of students who are in Tier 3 Supports as defined by the Vista Oaks Charter School “Levels of Support for Independent Study. (“Tier 3”). For Tier 3 students, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work is 5 school days. When special or extenuating circumstances justify a longer time for an individual student, the Executive Director or Associate Director may approve a period not to exceed eight weeks.

Best Interest Evaluation: When a student **fails to complete 25% of assigned work (or for Tier 3 students, 10% of assigned work) or fails to make satisfactory progress** (as defined below) the School will conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision will be treated as a mandatory interim student record. The record will be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record will be forwarded to that school.

When determining whether a student is making satisfactory educational progress, the evaluation is based on all of the following indicators:

A) The student’s achievement and engagement in the independent study program indicated by performance on applicable pupil level measures and student engagement.

Pupil-level measures include, as applicable:

- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a. “CAASPP”, or any other subsequent assessment as certified by the state board of education).
- Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
- Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
- If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency o If an English learner, whether the student is reclassified
- Whether the student has passed an advanced placement examination with a score of 3 or higher

- Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness
- Student engagement includes, as applicable:
 - School attendance
 - Chronic absenteeism
 - Middle school dropout status
 - High school dropout status
 - High school graduation status

B) Completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

C) Learning required concepts as determined by the supervising teacher

D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

Academic Content: The School will provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For its high school students, the School will include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

Time Value: Existing law authorizes school districts, charter schools, and county offices of education to claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher or the combined time value of pupil work product and pupil participation in synchronous instruction. Below are the expectations for daily and annual time value of pupil work product for students enrolled at Vista Oaks Charter School, which meets the minimum state requirements to be offered by Vista Oaks Charter School. ·

- Kindergarten: 210 minutes per day/36,750 minutes per academic school year
- 1st-3rd Grade: 290 minutes per day/50,750 minutes per academic school year
- 4th-8th Grade: 310 minutes per day/54,250 minutes per academic school year
- 9th-12th Grade: 375 minutes per day/65,625 minutes per academic school year

Tiered Reengagement: For those students who are not generating attendance for (1) **more than 10 percent** of required minimum instructional time **over four continuous weeks** of the school's approved instructional calendar, (2) pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span pursuant to Education Code Section 51747.5, or (3) students who are **in violation of the written Master Agreement** for Independent Study. The procedures for tiered reengagement shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- A. Verification of current contact information for each enrolled student
- B. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation
- C. Plan for Outreach - A plan for outreach from the School to determine student needs, including connection with health and social services as necessary which will be coordinated by the Student Services Coordinator and in collaboration with site leaders and mental health staff.
- D. Pupil-Parent-Educator Conference - Once a student is **absent for 12 days**, or sooner if requested by the teacher of record due to missed assignments or lack of satisfactory progress, a pupil-parent-educator conference will be held to review a student's written agreement, and reconsider the independent study program's impact on the student's achievement and well-being, consistent with the policies requiring evaluation after missed assignments/lack of satisfactory progress as defined above. When special or extenuating circumstances justify a longer time for an individual student, an extension may be granted by the Executive Director or Associate Director.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Instruction: "Live Interaction" means interaction between the student and the School classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication. "Synchronous Instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and the student. Synchronous instruction shall be provided by a teacher or teachers of

record for that student pursuant to Section 51747.5.

- TK - Grade 3: The School will provide opportunities for daily synchronous instruction for all students throughout the school year.
 - Daily Synchronous - A teacher will provide opportunities at regularly scheduled times for daily synchronous instruction and may include both in-person and virtual options.
- Grades 4 - 8: For students in grades 4 to 8, inclusive, the School will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all students throughout the school year by
 - Daily Live Interaction - School staff will provide opportunities for regularly scheduled, daily live interaction and may include both in-person and virtual options.
 - Weekly Synchronous - A teacher will provide opportunities at regularly scheduled times for weekly synchronous instruction and may include both in-person and virtual options.
- Grades 9 - 12: For students in grades 9 to 12, inclusive, the School will provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year. These opportunities will be scheduled by a teacher and may include both in-person and virtual options.

Transition to In-Person Instruction: Any student whose family wishes to return to in-person instruction, the School will provide the student's family with the name of the student's school district of residence so that the student may return to in person instruction at that school expeditiously and in no case later than five instructional days.

Written Agreement: A written independent study Master Agreement (MA) will be executed for each participating student. Each MA will be signed and in effect prior to the start of reporting average daily attendance (ADA) pursuant to that agreement. The student's independent study MA requires and must cover a study plan that represents the same amount of study that would be required of a student in a classroom. In addition, the required study time must be equivalent to a minimum school day for the student's grade level for every school day covered by the agreement.

Agreement Content: Each independent study written agreement will contain all of the following provisions:

1. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding the pupil's academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the student in order to attain the objective. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study MA, including the beginning and ending dates for the student's participation in independent study, recognizing that no independent study MA will be valid for any period longer than one school year.
6. A statement of the number of course credits, or for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailed in the Master Agreement will outline the provided academic and other supports to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973(20 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports:
 - Staff collaboration meetings will be held at a minimum each September, January, May to identify students who need additional support and resources. A plan will be developed and implemented that appropriately responds to the pupil's needs and may include the following:
 - Targeted small-group or one-on-one instructional time
 - Access to social-emotional staffing and resources
 - A broad range of tiered curriculum
 - The Site Leaders will coordinate access to additional school and community resources.
 - Staff collaboration meetings will be held at a minimum each September, January, and May to identify students who need additional support and resources. A plan will be developed and implemented that appropriately responds to the pupil's needs and may include the following:
 - Targeted small-group or one-on-one instructional time
 - Access to social-emotional staffing and resources

- A broad range of tiered curriculum
 - The Site Leaders will coordinate access to additional school and community resources.
8. The inclusion of a statement in each independent study MA that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code section 48915 or 48917, the agreement shall also include the statement that instruction may be provided to the pupil through independent study only if the student is offered the alternative of classroom instruction.

9. Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and are intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied. For purposes of this policy, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

Option to Request Meeting: Before signing a written agreement, the parent or guardian of a student may request that the Charter School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Ongoing Legal Compliance: The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under. The Executive Director may establish regulations to implement these policies in accordance with the law.

Amendments to the Independent Study Written Agreement During Term of Agreement

If a material change to the student's independent study program occurs during the term of the independent study written agreement, the Charter School shall provide written notification of the change.

A "material change" may include but is not limited to the following:

- Change of course(s);
- Change of teacher or teachers of record;
- Change of certificated employee responsible for special education programming;
- Change of grade level;

Required Notification

Written notification shall be provided to:

1. All individuals who signed the original independent study written agreement;
2. Any newly assigned teacher or teachers of record; and
3. Any newly assigned certificated employee responsible for the student's special education programming, if applicable.

Such written notification shall be in an electronic form and shall describe the change and the effective date of the modification.

No Requirement for Re-Execution

Unless otherwise required by law or regulation, changes to the student's independent study program during the term of an agreement shall not require the execution of a new independent study written agreement, nor an addendum to the agreement. The written notification described above shall serve to document the modification.

Maintenance of Records

The School shall maintain documentation of any written notifications of modifications to the independent study written agreement in the student's educational record.



VISTA OAKS
CHARTER SCHOOL

Master Agreement for Independent Study

Student:**Student Number: Address:****Location:****1st Phone Number:****DOB:****Program Placement:****Contract Term:****Beginning Date****End Date:****Year:****2nd Phone Number:****Grade Level:****School for Classroom Option:****It is understood that:****Objectives:**

The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein.

Course Credits or Other Measures of Academic Achievement (elementary grade levels): The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
Language Arts	English/Language Arts	36 Weeks
Mathematics	Mathematics	36 Weeks
Science	Science	36 Weeks
Social Studies	Social Studies	36 Weeks
PE	Physical Education	36 Weeks
Enrichment	Electives	36 Weeks

Methods of Study:

Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses, and/or synchronous instruction.

Specific Resources:

The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation:

Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals, Assessments.

Students are Required to Report to Their Teacher as Scheduled:

Manner of Reporting: One-on-One, Small Group, Email, Fax, Online. Time: During school hours. Day: Monday - Friday.

Frequency: Once every 20 days. Duration: Full Year. Location: School Learning Center or Library Location.

Parent Guardian Communication:

Parents/Guardians are to receive communications regarding their student's academic progress as follows: Manner of Reporting may include any or all of the following: in person, via telephone, email, or in writing.

Voluntary Statement:

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies:

Maximum Length of Assignment: According to the Board Policy for grades TK through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, with the exception of students who are in Tier 3 Supports as defined by the Vista Oaks Charter School "Levels of Support for Independent Study" ("Tier 3"). For Tier 3 students, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work is 5 school days. When special or extenuating circumstances justify a longer time for an individual student, the Executive Director or Associate Director may approve a period not to exceed eight weeks.

Best Interest Evaluation: When a student **fails to complete 25% of assigned work (or for Tier 3 students, 10% of assigned work) or fails to make satisfactory progress** (as defined below) the School will conduct an evaluation to determine whether it is in the best interest of the student to remain in the School's independent study program or return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision will be treated as a mandatory interim student record. The record will be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record will be forwarded to that school.

When determining whether a student is making satisfactory educational progress, the evaluation is based on all of the following indicators:

A) The student's achievement and engagement in the independent study program indicated by performance on applicable pupil level measures and student engagement.

Pupil-level measures include, as applicable:

- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a. "CAASPP", or any other subsequent assessment as certified by the state board of education).
- Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
- Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
 - If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency or If an English learner, whether the student is reclassified
- Whether the student has passed an advanced placement examination with a score of 3 or higher
 - o Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness
- Student engagement includes, as applicable:
 - o School attendance
 - o Chronic absenteeism
 - o Middle school dropout status

- o High school dropout status
 - o High school graduation status
- B) Completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
- C) Learning required concepts as determined by the supervising teacher
- D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

Additional Board Policies / Academic and Other Supports:

Each student's independent study will be coordinated, evaluated, and carried out under the general supervision of an assigned certificated teacher or teachers.

Academic Content:

The School will provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For its high school students, the School will include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

Time Value:

Existing law authorizes school districts, charter schools, and county offices of education to claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher or the combined time value of pupil work product and pupil participation in synchronous instruction. Below are the expectations for daily and annual time value of pupil work product for students enrolled at Vista Oaks Charter School, which meets the minimum state requirements to be offered by Vista Oaks Charter School.

- Kindergarten: 210 minutes per day/36,750 minutes per academic school year •
- 1st-3rd Grade: 290 minutes per day/50,750 minutes per academic school year •
- 4th-8th Grade: 310 minutes per day/54,250 minutes per academic school year
- 9th-12th Grade: 375 minutes per day/65,625 minutes per academic school year

Special Populations:

A statement detailed in the Master Agreement will outline the provided academic and other supports to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports:

- a) Staff collaboration meetings will be held at a minimum each September, January, May to identify students who need additional support and resources. A plan will be developed and implemented that appropriately responds to the pupil's needs and may include the following:
- b) Targeted small-group or one-on-one instructional time
- c) Access to social-emotional staffing and resources
- d) A broad range of tiered curriculum
- e) The Site Leaders will coordinate access to additional school and community resources.

Written Agreements:

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Option to Request Meeting:

Before signing a written agreement, the parent or guardian of a student may request that the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil,

parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Additional Courses:

Courses may be added, removed, or changed during the term of this agreement. The School shall provide written electronic notification describing the change and its effective date to all individuals who signed the original agreement and to any newly assigned teacher of record or certificated employee responsible for the student’s special education programming, if applicable. The notification shall be maintained with and incorporated into this agreement. Unless otherwise required by law or regulation, the change shall not require re-execution of the Written Agreement or execution of an addendum.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

(Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.)

_____ Student Signature Signature	_____ Date
_____ Parent/Guardian/Caregiver Signature Signature	_____ Date
_____ Supervising Teacher Signature Signature	_____ Date
_____ Certificated employee designated as having responsibility for the special education programming of the pupil Signature	_____ Date

APPENDIX C
SAMPLE WRITTEN AGREEMENT



Vista Oaks Charter School

Master Agreement for Independent Study

Student: Student, Jane
Student Number: 12128
Address: 1234 Anystreet
Location: City, CA 12345
1st Phone Number:
DOB: 12/10/2017
Program Placement: General Education

Contract Term: Full Year
Beginning Date: 08/10/2026
End Date: 05/25/2027
Year: 2026 - 2027
2nd Phone Number:
Grade Level: 02
School for Classroom Option: Folsom-Cordova Unified

It is understood that:

Objectives:

The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein.

Course Credits or Other Measures of Academic Achievement (elementary grade levels) : The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Methods of Study:

Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses, and/or synchronous instruction.

Specific Resources:

The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation:

Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals, Assessments.

Students are Required to Report to Their Teacher as Scheduled:

Manner of Reporting: One-on-One, Small Group, Email, Fax, Online. Time: During school hours . Day: Monday - Friday. Frequency: Once every 20 days. Duration: Full Year. Location: School Learning Center or Library Location.

Parent Guardian Communication:

Parents/Guardians are to receive communications regarding their student's academic progress as follows: Manner of Reporting may include any or all of the following: in person, via telephone, email, or in writing.

Voluntary Statement:

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies:

Student: Student, Jane Teacher: Micco, Kendall

Maximum Length of Assignment: According to the Board Policy for grades TK through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, with the exception of students who are in Tier 3 Supports as defined by the Vista Oaks Charter School “Levels of Support for Independent Study” (“Tier 3”). For Tier 3 students, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work is 5 school days. When special or extenuating circumstances justify a longer time for an individual student, the Executive Director or Associate Director may approve a period not to exceed eight weeks.

Best Interest Evaluation: When a student **fails to complete 25% of assigned work (or for Tier 3 students, 10% of assigned work) or fails to make satisfactory progress** (as defined below) the School will conduct an evaluation to determine whether it is in the best interest of the student to remain in the School's independent study program or return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision will be treated as a mandatory interim student record. The record will be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record will be forwarded to that school.

When determining whether a student is making satisfactory educational progress, the evaluation is based on all of the following indicators:

A) The student's achievement and engagement in the independent study program indicated by performance on applicable pupil level measures and student engagement.

Pupil-level measures include, as applicable:

- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a. “CAASPP”, or any other subsequent assessment as certified by the state board of education).
- Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
- Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
- If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency or If an English learner, whether the student is reclassified
- Whether the student has passed an advanced placement examination with a score of 3 or higher
 - o Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness
- Student engagement includes, as applicable:
 - o School attendance
 - o Chronic absenteeism
 - o Middle school dropout status
 - o High school dropout status
 - o High school graduation status

B) Completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

C) Learning required concepts as determined by the supervising teacher

D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

Additional Board Policies / Academic and Other Supports:

Each student's independent study will be coordinated, evaluated, and carried out under the general supervision of an assigned certificated teacher or teachers.

Academic Content:

The School will provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For its high school students, the School will include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

Time Value:

Existing law authorizes school districts, charter schools, and county offices of education to claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher or the combined time value of pupil work product and pupil participation in synchronous instruction. Below are the expectations for daily and annual time value of pupil work product for

students enrolled at Vista Oaks CharterSchool, which meets the minimum state requirements to be offered by Vista Oaks Charter School.

- Kindergarten: 210 minutes per day/36,750 minutes per academic school year
- 1st-3rd Grade: 290 minutes per day/50,750 minutes per academic school year
- 4th-8th Grade: 310 minutes per day/54,250 minutes per academic school year
- 9th-12th Grade: 375 minutes per day/65,625minutes per academic school year

Special Populations:

A statement detailed in the Master Agreement will outline the provided academic and other supports to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports:

- a) Staff collaboration meetings will be held at a minimum each September, January, May to identify students who need additional support and resources. A plan will be developed and implemented that appropriately responds to the pupil's needs and may include the following:
 - b) Targeted small-group or one-on-one instructional time
 - c) Access to social-emotional staffing and resources
 - d) A broad range of tiered curriculum
 - e) The Site Leaders will coordinate access to additional school and community resources.

Written Agreements:

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Option to Request Meeting:

Before signing a written agreement, the parent or guardian of a student may request that the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Additional Courses:

Courses may be added, removed, or changed during the term of this agreement. The School shall provide written electronic notification describing the change and its effective date to all individuals who signed the original agreement and to any newly assigned teacher of record or certificated employee responsible for the student's special education programming, if applicable. The notification shall be maintained with and incorporated into this agreement. Unless otherwise required by law or regulation, the change shall not require re-execution of the Written Agreement or execution of an addendum.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

(Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.)

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Supervising Teacher Signature

Date

Certificated employee designated as having responsibility for the
special education programming of the pupil Signature

Date

Additional, as needed Signature

Date

APPENDIX D
SAMPLE TK-8 ONSITE SCHEDULES

Vista Oaks Charter School

Lodi K-8 Class Schedule

2026-27

Monday			Tuesday			Wednesday			Thursday			
Think Tank	Classroom 1	Classroom 2	Think Tank	Classroom 1	Classroom 2	Think Tank	Classroom 1	Classroom 2	Think Tank	Classroom 1	Classroom 2	
Enrichment Grade K-5	Enrichment Grade K-5	Enrichment Grade K-5	Think Tank (by appointment) TT Coaches 9:00-3:00	Math Grade 7 Lauren M. 9:30-11:00	Language Arts Grade 8 Sandi 9:30-11:00	Think Tank (by Appointment) TT Coaches 9:00-3:00	Staff Meeting 9:00 - 11:00 Campus Closed		Think Tank (by appointment) TT Coaches 9:00-3:00	Math Grade 7 Lauren M. 9:30-11:00	Language Arts Grade 8 Sandi 9:30-10:30	
	Ann 10:00-12:00	Jenn 10:00-12:00		Lauren T. 10:00-12:00							Science Grade 7 Kari 11:15-12:15	Math Grade 8 Laura 10:45-12:15
			Language Arts Grade 7 Jenn 11:15-12:45	Math Grade 8 Laura 11:15-12:45						Robotics Grade 7/8 Matt 11:00-12:00	Science Grade 6 Kari 11:00-12:00	
Think Tank (by appointment) TT Coaches 12:15-3:30	ELA Grade 6 Lilia 12:15-1:45		TK-5 Parent Workshop Students Lilia 1:00-2:30	Parent Workshops TBD DeDe 1:00-2:30	Math Lab Grade 6 Kari/Laura 1:15-2:15	Math Lab Grade 7 Lauren 12:15-1:15	ELA Grade 6 Lilia 12:15-1:15	Math Lab Grade 8 Laura 12:15-1:15	Science Grade 8 Lauren M. 12:45-2:15	Science Grade 7 Kari 11:15-12:15	Math Grade 8 Laura 10:45-12:15	
	W.I.N. Class (Grade 7-8) Jenn & Lilia 2:00-3:00	Math Grade 6 Laura 2:00-3:30										
				</								

Byron Onsite Schedule 2026-2027

TUESDAY					WEDNESDAY					THURSDAY				
Room 4	Room 10	Room 11	Room 12		Room 3	Room 4	Room 10	Room 12		Room 3	Room 4	Room 10	Room 11	Room 12
	P Algebra 1 Call 9-10:20	7th/8th Science Enrichment Sec A Kane 9-10:20	P Honors English Lit 11/12 King 9-10:20		Live Interaction McCarthy Zoom			English Lab King 9-10:20		7th/8th Art Enrichment Sec A McCarthy 9-10:20		P Algebra 1 Call 9-10:20	P Chemistry Shears 9-10:20	P Honors English Lit 11/12 King 9-10:20
MS ELA 7th/8th Sec A Fox 10:25-11:45	P Geometry Call 10:25-11:45	7th/8th Science Enrichment Sec B Kane 10:25-11:45	P English 9 King 10:25-11:45		Publications McCarthy 10:25-11:45		Math Lab Call 10:25-11:45	English Lab King 10:25-11:45		7th/8th Art Enrichment Sec B McCarthy 10:25-11:45	MS ELA 7th/8th Sec A Fox 10:25-11:45	P Geometry Call 10:25-11:45	P Physics Shears 10:25-11:45	P English 9 King 10:25-11:45
Lunch 11:45-12:15					Lunch 11:45-12:15					Lunch 11:45-12:15				
MS ELA 7th/8th Sec B Fox 12:15-1:35	P Algebra 2 Call 12:15-1:35		P English 10 King 12:15-1:35		Live Interaction McCarthy Zoom		Math Lab Call 12:15-1:35	P Photography Moran 12:15-1:35			MS ELA 7th/8th Sec B Fox 12:15-1:35	P Algebra 2 Call 12:15-1:35	P Biology Shears 12:15-1:35	P English 10 King 12:15-1:35
	MS Pre-Algebra Call 1:40-3		P English 11/12 King 1:40-3			P Foundations for Success Fox 1:40-3	Math Lab Call 1:40-3					MS Pre-Algebra Call 1:40-3	Robotics/ Forensics Shears 1:40-3	P English 11/12 King 1:40-3

DELTA CLASSES:

emester: COMMC 1000 - Intro to Public Speaking, M/W 9-10:20 Zoom or in person in Lodi | OR M/W 12:30-1:55-zoom or in person in Lodi | ART 3 - Art Appreciation, Fully asynchronous
Spring Semester: AJ 21 - Criminal Justice in Society, M/W 12:30-1:50 Zoom or in person in Lodi | ECE 21 - Child & Adolescent Development, M/W 9:00-10:20 Zoom or in person in Lodi

Oak Room/School Hours 8:30-3:30 (closes at 3:00 on Fridays)

APPENDIX E
SAMPLE HIGH SCHOOL ONSITE SCHEDULES

Lodi - High School Class Schedule 2026 - 2027

Monday Grade 11/12			Tuesday Grade 9/10			Wednesday Grade 11/12			Thursday Grade 9/10			Friday Grade 11/12		
Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3
Delta FA: Pub. Speak. 9:00 - 10:25 Section A			Geometry 9:15 - 10:35 Lucy Section B	English 9 9:15 - 10:35 Emma Section A	Reserved 9:00 - 10:30	Staff Meeting 9:00 - 11:00 <i>Delta Class on Zoom 9:00 - 10:25</i> FA: Public Speaking SP: Child Development			Geometry 9:15 - 10:35 Lucy Section B	English 9 9:15 - 10:35 Emma Section A		US History 9:00 - 10:25 Oscar		
	English 11 10:30 - 11:25 Emma	Reserved 10:30 - 12:00	English 10 10:40 - 12:00 Laura	English 9 10:40 - 12:00 Emma Section B	Algebra 10:40 - 12:00 Al Section A				English 10 10:40 - 12:00 Laura	English 9 10:40 - 12:00 Emma Section B	Algebra 10:40 - 12:00 Al Section A	Honors English 10:30 - 11:55 Laura	Math Homework Help 10:30 - 11:55 Al	Chemistry 10:30 - 11:55 Matt Section A
Algebra 2 11:30 - 12:25 Lucy				15 Minute Break		Honors English 11:00 - 12:25 Laura	English 11 11:30 - 12:25 Emma	English 12 11:00 - 12:25 Sandi	Algebra 12:15 - 1:40 Al Section B	Geometry 12:15 - 1:40 Lucy Section C	Art 12:15 - 1:40 Kristen Section A	Government (Fa) Economics (Sp) 12:00 - 1:30 Oscar		Chemistry 12:00 - 1:25 Matt Section B
Delta FA: Pub. Speak. 12:30 - 1:55 Section B		Delta FA: Art Apprec. 12:30 - 1:55	Algebra 12:15 - 1:40 Al Section B	Geometry 12:15 - 1:40 Lucy Section C	Biology 12:15 - 1:40 Matt Section A	(Spring) Delta FA: Pub. Speak. Sp: Crim. Inv. 12:30 - 1:55	Math Lab 12:30 - 1:55 Lucy		World History 1:45 - 3:15 Oscar	Math Lab 1:45 - 3:00 Lucy	Art 1:45 - 3:15 Kristen Section B			Physics 1:30 - 3:00 Matt
Math Applications 2:00 - 3:30 Emma		FA: Robotics SP: Forensic Sci. 2:00 - 3:30 Matt	Leadership 1:45 - 2:45 Sandi	English Think Tank 1:45 - 2:45 Shannon	Biology 1:45 - 3:15 Matt Section B	Algebra 2 2:00 - 3:30 Lucy								
School Open 8:30 - 3:45			School Open 8:30 - 3:45			School Open 11:00 - 3:45			School Open 8:30 - 3:45			School Open 8:30 - 3:15		

Important Dates

Fall - Classes Start
 Fall - Finals Week
 Fall - Classes End
 Fall - Semester Ends

Monday, August 10
 December 14 - 18
 Friday, December 18
 Friday, December 18

Monday, January 4
 May 17 - 21
 Thursday, May 21
 Monday, May 25

Byron Onsite Schedule 2026-2027

TUESDAY					WEDNESDAY					THURSDAY				
Room 4	Room 10	Room 11	Room 12		Room 3	Room 4	Room 10	Room 12		Room 3	Room 4	Room 10	Room 11	Room 12
	P Algebra 1 Call 9-10:20	7th/8th Science Enrichment Sec A Kane 9-10:20	P Honors English Lit 11/12 King 9-10:20		Live Interaction McCarthy Zoom			English Lab King 9-10:20		7th/8th Art Enrichment Sec A McCarthy 9-10:20		P Algebra 1 Call 9-10:20	P Chemistry Shears 9-10:20	P Honors English Lit 11/12 King 9-10:20
MS ELA 7th/8th Sec A Fox 10:25-11:45	P Geometry Call 10:25-11:45	7th/8th Science Enrichment Sec B Kane 10:25-11:45	P English 9 King 10:25-11:45		Publications McCarthy 10:25-11:45		Math Lab Call 10:25-11:45	English Lab King 10:25-11:45		7th/8th Art Enrichment Sec B McCarthy 10:25-11:45	MS ELA 7th/8th Sec A Fox 10:25-11:45	P Geometry Call 10:25-11:45	P Physics Shears 10:25-11:45	P English 9 King 10:25-11:45
Lunch 11:45-12:15					Lunch 11:45-12:15					Lunch 11:45-12:15				
MS ELA 7th/8th Sec B Fox 12:15-1:35	P Algebra 2 Call 12:15-1:35		P English 10 King 12:15-1:35		Live Interaction McCarthy Zoom		Math Lab Call 12:15-1:35	P Photography Moran 12:15-1:35			MS ELA 7th/8th Sec B Fox 12:15-1:35	P Algebra 2 Call 12:15-1:35	P Biology Shears 12:15-1:35	P English 10 King 12:15-1:35
	MS Pre-Algebra Call 1:40-3		P English 11/12 King 1:40-3			P Foundations for Success Fox 1:40-3	Math Lab Call 1:40-3					MS Pre-Algebra Call 1:40-3	Robotics/ Forensics Shears 1:40-3	P English 11/12 King 1:40-3

DELTA CLASSES:

emester: COMMC 1000 - Intro to Public Speaking, M/W 9-10:20 Zoom or in person in Lodi OR M/W 12:30-1:55-zoom or in person in Lodi | ART 3 - Art Appreciation, Fully asynchronous
Spring Semester: AJ 21 - Criminal Justice in Society, M/W 12:30-1:50 Zoom or in person in Lodi | ECE 21 - Child & Adolescent Development, M/W 9:00-10:20 Zoom or in person in Lodi

Oak Room/School Hours 8:30-3:30 (closes at 3:00 on Fridays)

APPENDIX F PARENT HANDBOOK

The Parent Handbook is [linked here.](#)

APPENDIX G
STAFF ORGANIZATIONAL CHART

Vista Oaks Charter School
Who do I go to if I need...?
2026-2027

Administration			
Schoolwide			
Joy Groen Executive Director	Alton Seyford Associate Director	Kendall Micco Director of Ed Programs	Lucy Berk-Fisher Director of SpEd
Site Leadership			
Megan Balderas Byron Learning Center		Alton Seyford and DeDe Wall Lodi Learning Center	

Back Office Team Responsibilities							
	Al Seyford	Mui Van	Kendall M	Kelli Garcia	Kylie	Janelle	Shannon L
Payroll	✓	✓					
Onboarding New Employee	✓						
Health Insurance	✓	✓					
Technology	✓						
Master Agreements			✓	✓			
School Pathways			✓	✓			
Student Email Passwords					✓		
Enrollment/ Lottery				✓			
Withdrawals				✓			
Immunizations				✓			
Report Cards				✓			
Stud Records/Warn Letter				✓ (Byron)	✓ (Lodi)		
College Course Transcripts & New to VO HS Transcripts					✓ (Lauren T)		
Edgenuity					✓		
POs & Invoices						✓	
Reimbursements						✓	
State Testing							✓
Website							✓

Site Level Resources									
	Byron Campus					Lodi Campus			
	Rachael	Megan	Margie	Dana	Kelly G	Suelynn	Al	Kendall	Kristen
SSTs	✓				✓	✓			
504s		✓				✓			
HS Classes/Transcript			✓					✓	
College/Career Info				✓				✓	✓
Work Permits									✓

APPENDIX H EMPLOYEE HANDBOOK

The Employee Handbook is [linked here](#).

APPENDIX I
COMPREHENSIVE SCHOOL SAFETY PLAN

The Comprehensive School Safety Plan is [linked here](#).

APPENDIX J
VISTA OAKS ARTICLES OF INCORPORATION

Nonprofit Public Benefit Corporation

To form a **nonprofit public benefit corporation** in California you can fill out this form or prepare your own document, and submit for filing along with.

- A \$30 filing fee
- A separate non-refundable \$15 service fee also must be included, if you drop off the completed form or document

Important! Nonprofit corporations in California are not automatically exempt from paying California franchise tax or income tax each year. For information about tax requirements and/or applying for tax-exempt status in California, go to https://www.ftb.ca.gov/businesses/exempt_organization or call the California Franchise Tax Board at (916) 845-4171.

Note: Before submitting this form you should consult with a private attorney for advice about your specific business needs.

FILED *on 5/30/13*
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAY 30 2013

This Space For Office Use Only *200*

For questions about this form, go to www.sos.ca.gov/business/befiling-tip.htm

Corporate Name (List the proposed corporate name. Go to www.sos.ca.gov/business/befiling-name-availability.htm for general corporate name requirements and restrictions.)

① The name of the corporation is Vista Oaks Charter School, Inc.

Corporate Purpose (Item 2a Check one or both boxes. Item 2b The specific purpose of the corporation must be listed if you are organizing for "public" purposes or if you intend to apply for tax-exempt status in California.)

- ② a. This corporation is a nonprofit **Public Benefit Corporation** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☒ public ☐ charitable purposes
- b. The specific purpose of this corporation is to advance public education

Service of Process (List a California resident or an active 505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation.)

③ a. Jay Green
Agent's Name

b. 11024 42nd St Sacramento CA 95819
Agent's Street Address (if agent is not a corporation) City (no abbreviations) State Zip

Corporate Addresses

④ a. 11024 42nd St Sacramento CA 95819
Initial Street Address of Corporation City (no abbreviations) State Zip

b. _____
Initial Mailing Address of Corporation (if different from 4a) City (no abbreviations) State Zip

Additional Statements (The following statements are for tax-exempt status in California.)

- ⑤ a. This corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof within the meaning of Internal Revenue Code section 501(c)(3)
- b. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
- d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3)

This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.

Jay D. Green
Incorporator - Sign here

Jay D. Green
Print your name here

Make check/money order payable to: **Secretary of State**
Upon filing we will return one (1) uncertified copy of your filed document for free and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P O Box 944260
Sacramento, CA 94244-2600

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814

APPENDIX K
VISTA OAKS BYLAWS AND BOARD GOVERNANCE POLICIES

Vista Oaks bylaws and governance policies are [linked here.](#)

APPENDIX L
VISTA OAKS CONFLICT OF INTEREST CODE



Policy: 1.5

Section: Section 10 - Board Governance

Conflict of Interest Code

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Vista Oaks Charter School, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Vista Oaks Charter School, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect,

distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

1. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

2. Governing Board Member Designated Employees

he Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

EXHIBIT A Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Associate Director	2
	1, 2
Treasurer	3
Director of Special Education	3
Site Director	*
Consultants/New Positions	

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Govt. Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Vista Oaks Charter School, Inc., including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Vista Oaks Charter School, Inc.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

4908-3223-2457, v. 1

Adoption Date: **February 03, 2014**
Last Revised: **January 27, 2025**

APPENDIX M
VISTA OAKS IRS CONFIRMATION OF TAX EXEMPT STATUS

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 29 2014

VISTA OAKS CHARTER SCHOOL INC
C/O JOY GROEN
1624 42ND ST
SACRAMENTO, CA 95819

Employer Identification Number:
46-3769300
DLN:
17053140383024
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
May 30, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations



State of California

Franchise Tax Board

PO Box 1286

Rancho Cordova CA 95741-1286

VISTA OAKS CHARTER SCHOOL, INC.
ATTN: JOY GROEN
1624 42ND ST
SACRAMENTO CA 95819

Date: 08.08.15
Case: 26610579451181830
Case Unit: 26610579451181833
In reply refer to: 760:MLO:F120

Regarding:	Tax-Exempt Status
Organization's Name:	Vista Oaks Charter School, Inc.
CCN:	3575643
Purpose:	Educational
R&TC Section:	23701d
Form of Organization:	Affirmation Incorporated
Accounting Period Ending:	06/30
Tax-Exempt Status Effective:	05/30/2013

Exempt Acknowledgement Letter

We have received your federal determination letter that shows tax exemption under Internal Revenue Code (IRC) Section 501(c)(3).

Under California law, Revenue and Taxation Code (R&TC) Section 23701 provides that an organization is exempt from taxes imposed under Part 11 upon submission of the federal determination letter approving the organization's tax-exempt status.

Generally, the effective date of an organization's California tax-exempt status is the same date as the federal tax-exempt status.

To retain tax-exempt status, the organization must be organized and operating for nonprofit purposes within the provisions of the above R&TC section. An inactive organization is not entitled to tax-exempt status.

In order for us to determine any effect on the tax-exempt status, the organization must immediately report to us any change in:

- Operation
- Character
- Purpose
- Name
- Address

For filing requirements, refer to FTB Pub.1068, *Exempt Organizations - Filing Requirements and Filing Fees*. Go to **ftb.ca.gov** and search for **1068**.

This exemption is for state franchise or income tax purposes only. For information regarding sales tax exemption, contact the State Board of Equalization at 800.400.7115 or go to their website at **boe.ca.gov**.

Monalisa
Telephone: 916.845.4171
Fax: 916.843.5884

APPENDIX N
VISTA OAKS FISCAL POLICIES AND PROCEDURES

Vista Oaks fiscal policies and procedures are [linked here.](#)

APPENDIX O
VISTA OAKS FINANCIAL FORECAST NARRATIVE

Vista Oaks School Charter School

Narrative of Assumptions Used for 5-Year Budget & 5-Year Cash Flow

Vista Oaks Charter School's (VOCS) financial plan outlines the sustainable growth of a TK-12 public charter school in Contra Costa County. The attached budget projection is based on conservative estimates of the actual costs to implement VOCS's program as described in the charter renewal for the period of FY28 – FY32. Assumptions that are being used to create the analysis are based on historical financial data, rates published by the state of California and federal government, and future estimates.

The table below is a summary of VOCS's conservative Multi-Year Projections:

VOCS Charter School
Multi-year Projection
As of August FY2027

VOCS Charter School Multi-year Projection	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
SUMMARY					
Revenue					
LCFF Entitlement	14,337,038	14,848,764	15,381,517	15,934,332	16,487,356
Federal Revenue	332,086	332,811	333,536	334,261	334,986
Other State Revenues	2,247,328	2,260,993	2,274,855	2,287,697	2,100,708
Local Revenues	25,000	25,000	25,000	25,000	25,000
Fundraising and Grants	-	-	-	-	-
Total Revenue	16,941,452	17,467,568	18,014,908	18,581,290	18,948,050
Expenses					
Compensation and Benefits	11,177,416	11,609,197	12,010,350	12,448,156	12,905,360
Books and Supplies	1,182,680	1,218,529	1,255,464	1,293,519	1,332,727
Services and Other Operating Expenditures	3,674,365	3,784,824	3,899,119	4,017,344	4,139,035
Depreciation	44,703	6,853	-	-	-
Other Outflows & Amortization	-	-	-	-	-
Total Expenses	16,079,164	16,619,403	17,164,933	17,759,019	18,377,122
Net Income	862,288	848,165	849,975	822,271	570,928
Fund Balance					
Beginning Balance (Unaudited)	5,542,772	6,405,059	7,253,223	8,103,199	8,925,470
Audit Adjustment					
Beginning Balance (Audited)	5,542,772	6,405,059	7,253,223	8,103,199	8,925,470
Net Income	862,288	848,165	849,975	822,271	570,928
Ending Fund Balance	6,405,060	7,253,224	8,103,198	8,925,470	9,496,398
Fund Balance as a % of Expenses	40%	44%	47%	50%	52%

I. Revenues

a. Enrollment and Attendance Assumptions

- Enrollment is projected to increase by 5 students every year starting with 1,085 students in FY28. This assumption is supported by VOCS's historical enrollment performance and continued demand for the program. The school intentionally projects slow enrollment growth to maintain conservative revenue assumptions.

Grade Level	2027-28	2028-29	2029-30	2030-31	2031-32
TK through 3	354	355	356	357	358
4 through 6	251	252	253	254	255
7 through 8	172	173	174	175	176
9 through 12	308	310	312	314	316
Total	1085	1090	1095	1100	1105

- The average daily attendance is projected at 99.2%, producing an average yearly ADA of 1,076-1,096. This attendance rate is aligned to historical percentage seen at VOCS. The most recent certified P2 attendance percentages for VOCS were 98.9% and 99.0% in FY25.
- VOCS's unduplicated percentage is projected to be approximately 31.5% over the next 6 years. The FY26 unduplicated pupil percentage was 31.33%.

Academic Year	Attendance %	ADA
2027-28	99.20%	1,076.3
2028-29	99.20%	1,081.3
2029-30	99.20%	1,086.2
2030-31	99.20%	1,091.2
2031-32	99.20%	1,096.2

b. Local Control Funding Formula (LCFF)

- VOCS is using the Local Control Funding Formula to drive the general-purpose entitlements. The FY27 LCFF rates are based on the School Services of California's estimates drawn from the Governor's June Budget for FY27.
- The table below shows the implementation schedule of the LCFF from FY28 through FY32 and the general-purpose rates that are generated over that period. The first four years are based on FCMAT's LCFF calculator V27.1c. Since there are no LCFF projections for the last year of the five-year budget projection, we have assumed COLA to continue at 3.0%.
- To estimate the amount of funding that is coming from local In-Lieu of Property Taxes, VOCS is using the FY26 P2 rate of \$3,787 per ADA. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200 per ADA.

LCFF Implementation	2027-28	2028-29	2029-30	2030-31	2031-32
Statutory COLA	3.30%	3.09%	3.11%	3.12%	3.00%
LCFF Entitlement/ADA	\$13,214	\$13,623	\$14,047	\$14,486	\$14,921
Total LCFF Entitlement	\$14,337,038	\$14,848,764	\$15,381,517	\$15,934,332	\$16,487,356

c. Special Education Revenue

- VOCS is a member of the El Dorado County SELPA. Future projected revenues are below and are based on the latest projections from the El Dorado County SELPA as reflected in the June Budget for FY27. VOCS has also allocated a percentage of its special education revenue to the SELPA's administrative fees following SELPA guidelines.

SPED	2027-28	2028-29	2029-30	2030-31	2031-32
State	\$1,340	\$1,340	\$1,340	\$1,340	\$1,340
Federal	\$145	\$145	\$145	\$145	\$145

d. Other Federal Revenue

- Other Federal Revenues include Title Funding. VOCS is expected to continue to apply for Title I, II, IV, and V funding.

e. Other State Revenue

- State Lottery revenues for FY28 are set at a rate of \$274 per ADA based on School Services of California's projections. This rate remains consistent for the subsequent four years of the budget projection with no COLA growth included.
- Mandated Cost Reimbursements are projected at \$21 per PY K-8 and \$60 per 9-12 ADA over the 5 years with COLA growth included. The projections also come from the most recent School Services of California's projections.
- VOCS will allocate its one-time FY27 Student Support and Professional Development Discretionary Block Grant over a 5-year period at \$196,595 per year.
- VOCS is projecting Prop 28 revenue at a rate of \$128 per enrollment student and \$87 per FRPM

f. Other Local Revenue

- To provide a conservative projection, VOCS is not budgeting for the receipt of any local revenues, including donations or fundraising.

II. Expenses

- Expenses are largely based on prior year's expenditures. Given the success of VOCS to date, the school leadership believes these are reasonable assumptions to make in ensuring that the school will continue to be able to deliver a successful program while maintaining financial stability. Most expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the underlying assumptions.

a. Salaries and Benefits

- VOCS's salaries for teachers are based on its board-approved pay schedule. Salaries will increase at a rate of 3.29% for FY29 and 3% in the following years. VOCS will continue to offer health benefits for all full-time staff members. The average expected cost of health benefits is estimated at approximately \$35,330 per employee in FY28 and is assumed to grow at a rate of 8% each year. The school participates in CalSTRS and has budgeted the annual contribution percentages below for certificated employees. For classified staff, a 403(b) contribution by the school at a maximum amount of 8% of salary has been budgeted.
- The school is using the estimated STRS employer contribution rates below:

STRS	2027-28	2028-29	2029-30	2030-31	2031-32
Employer Contribution	19.10%	19.10%	19.10%	19.10%	19.10%

- A summary of the school's staffing is included in the table below:

FTE Breakdown	2027-28	2028-29	2029-30	2030-31	2031-32
Teachers	55.78	55.78	55.78	55.78	55.78
Cert Admin	4	4	4	4	4
Classified Other	14.08	14.08	14.08	14.08	14.08
Classified Admin	7.06	7.06	7.06	7.06	7.06
Total FTE	80.92	80.92	80.92	80.92	80.92

b. Books and Supplies

- VOCS is budgeting \$1,183K for Books and Supplies for FY28 (\$1,090 per student). Books and Supplies are expected to increase at 3% year-over-year. Some of the main expenses include:
 - Books and Other Reference Materials: \$66/student
 - Educational Software: \$211/student
 - Instructional Materials and Supplies: \$611/student (includes art supplies and office supplies)
 - Computers: \$98/student
 - Furniture: \$20/student
 - Food Services: \$72/student

c. Services and Other Operating Expenses

- VOCS has a lease with Westgate Shopping Center that will expire on June 30, 2029. Rent for FY27 is set at \$214K, inclusive of CAM charges, and increases at 3% annually.

First Amendment	
<u>Months of Option Term:</u>	<u>Monthly Minimum Rent</u>
July 1, 2024 – June 30, 2025	\$12,759.45
July 1, 2025 – June 30, 2026	\$13,219.25
July 1, 2026 – June 30, 2027	\$13,679.05
July 1, 2027 – June 30, 2028	\$14,138.85
July 1, 2028 – June 30, 2029	\$14,598.65

- VOCS also pays Prop 39-related costs to Byron Union School District at a forecasted rate of approximately \$300K per year.
- General Liability Insurance is projected at \$78 per student in FY28, increasing 3% annually. Worker's compensation insurance is forecasted at 0.4% of payroll.
- VOCS will pay 3% of general-purpose revenues for oversight to its authorizing district
- VOCS will use a back-office service provider to support the financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, student data management and assessment analysis. The cost for these services is approximately \$229K per year in all 5 years of the budget.
- VOCS plans to invest heavily in Student Activities in FY28 through FY32 (from \$1,082K in FY28 to \$1,217K in FY32).
- Other significant expenses include
 - Legal Fees (\$127K in FY28), increasing 3% annually
 - Special Ed Contractor Instructors (\$350K in FY28), increasing 3% annually
 - Travel and Lodging (\$87K in FY28), increasing 3% annually
 - Professional Development (\$77K in FY28), increasing 3% annually
 - Student Information Systems (\$148K in FY28), increasing 3% annually
 - Technology Services (\$106K in FY28), increasing 3% annually

III. Conclusion

- By maintaining a positive operating income in all of five years, VOCS will grow its fund balance to 52% of its yearly expenses by the end of the fifth year. VOCS has taken a conservative approach to the budgeted expenses. If state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered in future years.
- VOCS regularly evaluates financial risks associated with changes in state funding, enrollment fluctuations, staffing costs, and inflationary pressures. The school's strong reserve position provides flexibility to absorb unforeseen expenditures or temporary revenue reductions without negatively impacting instructional services.
- VOCS will continue to build cash reserves throughout the term of the charter. During the 5-year period, the school will maintain a monthly end cash balance of at least \$2.8M.

- Based on the assumptions outlined above, VOCS Charter School is projected to remain fiscally solvent throughout the charter renewal term. The school maintains positive operating results, strong cash reserves, and substantial fund balances while continuing to invest in instructional programming and student services. The governing board will continue to monitor financial performance through regular budget reviews and updates to ensure the school's long-term financial health.

APPENDIX P
VISTA OAKS MULTI-YEAR BUDGET

Vista Oaks Charter School
Multi-year Projection
As of Aug FY2027

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
SUMMARY						
Revenue						
LCFF Entitlement	13,827,850	14,337,038	14,848,764	15,381,517	15,934,332	16,487,356
Federal Revenue	330,491	332,086	332,811	333,536	334,261	334,986
Other State Revenues	2,296,341	2,247,328	2,260,993	2,274,855	2,287,697	2,100,708
Local Revenues	25,000	25,000	25,000	25,000	25,000	25,000
Fundraising and Grants	-	-	-	-	-	-
Total Revenue	16,479,682	16,941,452	17,467,568	18,014,908	18,581,291	18,948,050
Expenses						
Compensation and Benefits	10,725,659	11,177,416	11,609,197	12,010,350	12,448,156	12,905,360
Books and Supplies	1,147,886	1,182,680	1,218,529	1,255,464	1,293,519	1,332,727
Services and Other Operating Expenditures	3,563,364	3,674,365	3,784,824	3,899,119	4,017,344	4,139,035
Depreciation	44,703	44,703	6,853	-	-	-
Other Outflows & Amortization	-	-	-	-	-	-
Total Expenses	15,481,612	16,079,165	16,619,404	17,164,933	17,759,019	18,377,122
Net Income	998,069	862,287	848,164	849,975	822,271	570,928
Fund Balance						
Beginning Balance (Unaudited)	4,544,703	5,542,772	6,405,059	7,253,223	8,103,199	8,925,470
Audit Adjustment						
Beginning Balance (Audited)	4,544,703	5,542,772	6,405,059	7,253,223	8,103,199	8,925,470
Net Income	998,069	862,287	848,164	849,975	822,271	570,928
Ending Fund Balance	5,542,772	6,405,059	7,253,223	8,103,199	8,925,470	9,496,399
Total Revenue Per ADA	15,382	15,740	16,155	16,585	17,028	17,286
Total Expenses Per ADA	14,450	14,939	15,370	15,802	16,275	16,765
Net Income Per ADA	932	801	784	782	754	521
Fund Balance as a % of Expenses	36%	40%	44%	47%	50%	52%

Vista Oaks Charter School
Multi-year Projection
As of Aug FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
Key Assumptions						
Enrollment Breakdown						
TK	45	45	45	45	45	45
K	76	77	78	79	80	81
1	70	70	70	70	70	70
2	79	79	79	79	79	79
3	83	83	83	83	83	83
4	92	93	94	95	96	97
5	87	87	87	87	87	87
6	71	71	71	71	71	71
7	88	89	90	91	92	93
8	83	83	83	83	83	83
9	88	88	88	88	88	88
10	82	82	82	82	82	82
11	73	75	77	79	81	83
12	63	63	63	63	63	63
Total Enrolled	1,080	1,085	1,090	1,095	1,100	1,105
ADA %						
K-3	99.2%	99.2%	99.2%	99.2%	99.2%	99.2%
4-6	99.2%	99.2%	99.2%	99.2%	99.2%	99.2%
7-8	99.2%	99.2%	99.2%	99.2%	99.2%	99.2%
9-12	99.2%	99.2%	99.2%	99.2%	99.2%	99.2%
Average ADA %	99.2%	99.2%	99.2%	99.2%	99.2%	99.2%
ADA						
K-3	350	351	352	353	354	355
4-6	248	249	250	251	252	253
7-8	170	171	172	173	174	175
9-12	304	306	308	310	311	313
Total ADA	1,071	1,076	1,081	1,086	1,091	1,096

Vista Oaks Charter School
Multi-year Projection
As of Aug FY2027

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	9,556,712	10,046,127	10,538,079	11,051,059	11,584,100	12,117,350
8012	Education Protection Account Entitlement	214,272	215,264	216,256	217,248	218,240	219,232
8096	Charter Schools in Lieu of Property Taxes	4,056,865	4,075,647	4,094,429	4,113,211	4,131,992	4,150,774
	SUBTOTAL - LCFF Entitlement	13,827,850	14,337,038	14,848,764	15,381,517	15,934,332	16,487,356
Federal Revenue							
8181	Special Education - Entitlement	155,005	156,600	157,325	158,050	158,775	159,500
8291	Title I	110,650	110,650	110,650	110,650	110,650	110,650
8292	Title II	20,023	20,023	20,023	20,023	20,023	20,023
8294	Title IV	10,000	10,000	10,000	10,000	10,000	10,000
8295	Title V	34,813	34,813	34,813	34,813	34,813	34,813
	SUBTOTAL - Federal Revenue	330,491	332,086	332,811	333,536	334,261	334,986
Other State Revenue							
8381	Special Education - Entitlement (State	1,435,622	1,442,269	1,448,915	1,455,562	1,462,208	1,468,854
8382	Mental Health	94,069	97,623	101,104	104,726	108,487	108,980
8550	Mandated Cost Reimbursements	34,213	35,865	37,169	38,528	38,730	38,931
8560	State Lottery Revenue	306,604	308,023	309,443	310,862	312,282	313,701
8590	All Other State Revenue	260,521	196,565	196,565	196,565	196,565	-
8591	Prop 28 Arts & Music in Schools	165,312	166,982	167,797	168,612	169,426	170,241
	SUBTOTAL - Other State Revenue	2,296,341	2,247,328	2,260,993	2,274,855	2,287,697	2,100,708
Local Revenue							
8699	All Other Local Revenue	25,000	25,000	25,000	25,000	25,000	25,000
	SUBTOTAL - Local Revenue	25,000	25,000	25,000	25,000	25,000	25,000
Fundraising and Grants							
	SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-
TOTAL REVENUE							
		16,479,682	16,941,452	17,467,568	18,014,908	18,581,291	18,948,050

Vista Oaks Charter School
Multi-year Projection
As of Aug FY2027

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	4,469,597	4,649,038	4,801,992	4,929,059	5,076,930	5,229,238
1148	Teacher - Special Ed	1,510,091	1,559,924	1,611,246	1,659,583	1,709,370	1,760,651
1300	Certificated Supervisor & Administrator Salaries	696,982	719,982	743,670	765,980	788,959	812,628
SUBTOTAL - Certificated Salaries		6,676,670	6,928,945	7,156,907	7,354,621	7,575,260	7,802,518
Classified Salaries							
2100	Classified Instructional Aide Salaries	751,987	776,803	802,359	826,430	851,223	876,760
2400	Classified Clerical & Office Salaries	457,354	472,447	487,990	502,630	517,709	533,240
SUBTOTAL - Classified Salaries		1,209,341	1,249,249	1,290,350	1,329,060	1,368,932	1,410,000
Employee Benefits							
3100	STRS	1,231,577	1,278,320	1,320,377	1,356,743	1,397,445	1,439,369
3300	OASDI-Medicare-Alternative	203,501	210,680	217,611	223,893	230,610	237,528
3400	Health & Welfare Benefits	1,243,094	1,342,542	1,449,945	1,565,941	1,691,216	1,826,513
3500	Unemployment Insurance	26,712	26,712	26,712	26,712	26,712	26,712
3600	Workers Comp Insurance	29,967	32,713	35,478	38,208	39,354	40,535
3900	Other Employee Benefits	104,797	108,255	111,817	115,172	118,627	122,185
SUBTOTAL - Employee Benefits		2,839,648	2,999,222	3,161,941	3,326,668	3,503,964	3,692,842
Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	70,000	72,100	74,263	76,491	78,786	81,149
4315	Custodial Supplies	7,879	8,115	8,358	8,609	8,867	9,133
4320	Educational Software	222,348	229,019	235,889	242,966	250,255	257,763
4325	Instructional Materials & Supplies	525,000	540,750	556,973	573,682	590,892	608,619
4326	Art & Music Supplies	43,744	45,056	46,408	47,800	49,234	50,711
4330	Office Supplies	75,000	77,250	79,568	81,955	84,413	86,946
4345	Non Instructional Student Materials & Supplies	5,315	5,474	5,638	5,808	5,982	6,161
4410	Classroom Furniture, Equipment & Supplies	5,150	5,305	5,464	5,628	5,796	5,970
4420	Computers: individual items less than \$5k	103,000	106,090	109,273	112,551	115,927	119,405
4430	Non Classroom Related Furniture, Equipment & Supplies	15,450	15,914	16,391	16,883	17,389	17,911
4710	Student Food Services	75,000	77,608	80,304	83,093	85,976	88,958
SUBTOTAL - Books and Supplies		1,147,886	1,182,680	1,218,529	1,255,464	1,293,519	1,332,727
Services & Other Operating Expenses							
5210	Conference Fees	6,000	6,180	6,365	6,556	6,753	6,956
5215	Travel - Mileage, Parking, Tolls	13,000	13,390	13,792	14,205	14,632	15,071
5220	Travel and Lodging	65,000	66,950	68,959	71,027	73,158	75,353
5305	Dues & Membership - Professional	6,896	7,103	7,316	7,535	7,761	7,994
5450	Insurance - Other	78,584	84,871	91,661	98,994	106,913	115,466
5510	Utilities - Gas and Electric	35,931	37,008	38,119	39,262	40,440	41,653
5515	Janitorial, Gardening Services & Supplies	42,012	43,272	44,570	45,907	47,284	48,703
5605	Equipment Leases	37,390	38,512	39,667	40,857	42,083	43,346
5610	Rent	204,485	214,397	220,829	227,454	234,278	241,306
5611	Prop 39 Related Costs	289,503	298,188	307,134	316,348	325,838	335,613
5615	Repairs and Maintenance - Building	21,453	22,096	22,759	23,442	24,145	24,870
5625	Storage	10,719	11,041	11,372	11,713	12,065	12,427
5803	Accounting Fees	49,392	50,874	52,400	53,972	55,591	57,259
5809	Banking Fees	470	484	498	513	529	544
5812	Business Services	229,175	229,175	229,175	229,175	229,175	229,175
5820	Consultants - Non Instructional - Custom 1	2,000	2,060	2,122	2,185	2,251	2,319
5824	District Oversight Fees	414,423	429,683	445,020	460,986	477,554	494,129
5833	Fines and Penalties	5,150	5,305	5,464	5,628	5,796	5,970
5836	Fingerprinting	721	743	765	788	811	836
5839	Fundraising Expenses	1,697	1,748	1,801	1,855	1,910	1,968
5845	Legal Fees	123,600	127,308	131,127	135,061	139,113	143,286
5848	Licenses and Other Fees	11,286	11,625	11,974	12,333	12,703	13,084
5857	Payroll Fees	15,141	15,595	16,063	16,545	17,041	17,553
5860	Printing and Reproduction	25,000	25,750	26,523	27,318	28,138	28,982
5863	Professional Development	75,000	77,249	79,567	81,954	84,413	86,945
5869	Special Education Contract Instructors	350,000	360,500	371,315	382,454	393,928	405,746
5872	Special Education Encroachment	84,159	87,124	90,152	93,282	96,520	99,867
5877	Student Activities	1,050,000	1,081,500	1,113,945	1,147,363	1,181,784	1,217,238

Vista Oaks Charter School
Multi-year Projection
As of Aug FY2027

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
5878 Student Assessment	21,218	21,855	22,510	23,185	23,881	24,597
5881 Student Information System	143,580	147,887	152,324	156,894	161,600	166,448
5887 Technology Services	103,000	106,090	109,273	112,551	115,927	119,405
5893 Transportation - Student	11,160	11,494	11,839	12,194	12,560	12,937
5910 Communications - Internet / Website Fees	28,263	29,111	29,984	30,884	31,810	32,765
5915 Postage and Delivery	7,957	8,195	8,441	8,695	8,955	9,224
SUBTOTAL - Services & Other Operating Exp.	3,563,364	3,674,365	3,784,824	3,899,119	4,017,344	4,139,035
Depreciation Expense						
6900 Depreciation	44,703	44,703	6,853	-	-	-
SUBTOTAL - Depreciation Expense	44,703	44,703	6,853	-	-	-
Other Outflows & Amortization						
SUBTOTAL - Other Outflows & Amortization	-	-	-	-	-	-
TOTAL EXPENSES	15,481,612	16,079,165	16,619,404	17,164,933	17,759,019	18,377,122

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	Jul Actuals	2026-27 Actuals & Forecast												Forecast	Jun Forecast	Forecast	Remaining Balance
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul				
		Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast				
Beginning Cash	2,777,798	1,800,085	2,472,004	2,006,013	2,089,210	2,279,727	2,384,486	2,392,388	2,554,280	2,874,183	2,882,158	3,099,334					
REVENUE																	
LCHF Entitlement	-	843,387	825,371	1,226,580	1,173,740	1,173,740	1,226,580	1,173,740	1,446,672	1,212,386	1,157,362	1,157,362	13,827,850			1,210,930	
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	77,503	43,872	-	330,491			121,374	
Other State Revenue	70,806	16,841	125,486	109,617	275,002	169,925	109,617	282,888	259,133	204,005	279,063	237,470	2,296,341			156,489	
Other Local Revenue	-	504	1,996	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000			-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-			-	
TOTAL REVENUE	70,806	860,732	952,853	1,338,697	1,495,113	1,346,165	1,338,697	1,503,000	1,708,305	1,496,393	1,482,796	1,397,332	16,479,682			1,488,793	
EXPENSES																	
Certificated Salaries	612,563	612,009	568,308	597,627	597,627	597,627	597,627	597,627	597,627	597,627	597,627	102,775	6,676,670			-	
Classified Salaries	50,447	112,615	149,019	104,027	104,027	104,027	104,027	104,027	104,027	104,027	104,027	65,046	1,209,341			-	
Employee Benefits	288,375	191,389	290,192	253,916	252,580	252,580	263,265	253,916	253,916	249,771	249,771	39,976	2,839,648			-	
Books & Supplies	182,272	171,409	125,775	80,001	56,347	62,980	57,369	72,369	71,801	147,898	39,635	71,785	1,147,886			7,879	
Services & Other Operating Expenses	197,058	106,488	387,789	303,910	298,669	325,168	312,794	317,823	365,685	393,749	279,214	246,007	3,563,364			29,010	
Capital Outlay & Depreciation	-	-	11,176	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	44,703			-	
Other Outflows	-	(37)	-	-	-	-	-	-	-	-	-	-	-			37	
TOTAL EXPENSES	1,330,715	1,193,872	1,532,259	1,343,207	1,312,975	1,346,107	1,339,174	1,349,487	1,396,781	1,496,797	1,273,999	529,315	15,481,612			36,925	
Operating Cash Inflow (Outflow)	(1,259,909)	(333,140)	(579,407)	(4,509)	182,138	58	(476)	153,513	311,524	(404)	208,797	868,017	998,069			1,451,868	
Accounts Receivable	146,749	955,510	188,954	79,327	-	96,322	-	-	-	-	-	-	-			-	
Other Current Assets	211,352	-	-	-	-	-	-	-	-	-	-	-	-			-	
Fixed Assets	-	-	11,176	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725			-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-			-	
ROU Assets	-	-	13,961	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654			-	
Accounts Payable	(102,373)	14,233	(52,566)	-	-	-	-	-	-	-	-	-	-			-	
Other Current Liabilities	(3,555)	5,655	(48,110)	-	-	-	-	-	-	-	-	-	-			-	
Summer Holdback	30,023	29,661	-	-	-	-	-	-	-	-	-	-	-			-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-			-	
Ending Cash	1,800,085	2,472,004	2,006,013	2,089,210	2,279,727	2,384,486	2,392,388	2,554,280	2,874,183	2,882,158	3,099,334	3,975,730					

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	2027-28											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	3,975,730	2,791,791	3,112,506	2,848,942	2,971,188	3,161,398	3,493,667	3,542,078	3,651,704	3,889,850	3,829,638	3,986,773
REVENUE												
LFFF Entitlement	-	743,403	986,815	1,278,102	1,224,534	1,224,534	1,278,102	1,224,534	1,483,466	1,250,667	1,196,355	1,196,355
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	78,300	43,872	-
Other State Revenue	71,781	84,855	141,910	152,406	277,189	207,960	152,405	234,172	196,566	154,972	231,623	186,769
Other Local Revenue	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	71,781	828,258	1,131,225	1,433,008	1,548,095	1,434,994	1,433,007	1,505,078	1,662,532	1,486,439	1,474,349	1,386,624
EXPENSES												
Certificated Salaries	620,011	620,011	620,011	620,011	620,011	620,011	620,011	620,011	620,011	620,011	620,011	108,828
Classified Salaries	107,460	107,460	107,460	107,460	107,460	107,460	107,460	107,460	107,460	107,460	107,460	67,192
Employee Benefits	375,518	258,529	266,542	258,529	257,193	257,193	267,878	258,529	258,529	254,126	254,126	32,532
Books & Supplies	127,350	159,421	137,672	90,152	65,788	72,620	67,218	82,291	81,705	160,085	48,574	81,689
Services & Other Operating Expenses	183,747	227,950	306,975	312,856	307,433	334,752	322,030	327,162	376,681	404,970	287,043	252,687
Capital Outlay & Depreciation	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,417,811	1,377,095	1,442,385	1,392,732	1,361,610	1,395,760	1,388,322	1,399,177	1,448,110	1,550,377	1,320,939	546,854
Operating Cash Inflow (Outflow)	(1,346,030)	(548,837)	(311,160)	40,275	186,485	39,234	44,685	105,901	234,422	(63,938)	153,410	838,969
Accounts Receivable	182,531	894,836	43,872	78,245	-	289,310	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725
Other Assets	21,152	-	-	-	-	-	-	-	-	-	-	-
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(7,915)	(29,010)	-	-	-	-	-	-	-	-	-	-
Summer Holdback	-	-	-	-	-	-	-	-	-	-	-	-
ROU Long-Term Liabilities	(37,401)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	2,791,791	3,112,506	2,848,942	2,971,188	3,161,398	3,493,667	3,542,078	3,651,704	3,889,850	3,829,638	3,986,773	4,829,468

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	2028-29											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	4,829,468	3,564,259	3,901,939	3,614,580	3,732,759	3,920,456	4,248,268	4,293,887	4,400,267	4,634,730	4,567,806	4,724,815
REVENUE												
LCHF Entitlement	-	769,026	1,013,565	1,323,944	1,270,128	1,270,128	1,323,944	1,270,128	1,530,596	1,296,731	1,242,171	1,242,171
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	78,663	43,872	-
Other State Revenue	72,113	85,396	142,704	153,369	278,152	210,226	153,368	235,490	197,573	155,978	232,984	188,207
Other Local Revenue	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	72,113	854,422	1,158,769	1,479,813	1,594,652	1,482,855	1,479,813	1,551,990	1,730,669	1,533,872	1,521,526	1,432,877
EXPENSES												
Certificated Salaries	640,409	640,409	640,409	640,409	640,409	640,409	640,409	640,409	640,409	640,409	640,409	112,409
Classified Salaries	110,995	110,995	110,995	110,995	110,995	110,995	110,995	110,995	110,995	110,995	110,995	69,403
Employee Benefits	398,790	272,418	280,432	272,418	271,082	271,082	281,767	272,418	272,418	267,756	267,756	33,602
Books & Supplies	131,201	164,234	141,833	92,887	67,793	74,829	69,266	84,790	84,187	164,918	50,062	84,171
Services & Other Operating Expenses	189,759	234,760	316,330	322,285	316,677	344,838	331,757	336,997	388,197	416,717	295,295	260,060
Capital Outlay & Depreciation	571	571	571	571	571	571	571	571	571	571	571	571
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,471,726	1,423,387	1,490,570	1,439,565	1,407,527	1,442,724	1,434,765	1,446,181	1,496,777	1,601,367	1,365,089	560,216
Operating Cash Inflow (Outflow)	(1,399,613)	(568,965)	(331,801)	40,248	187,125	40,131	45,048	105,809	233,892	(67,495)	156,438	872,662
Accounts Receivable	182,569	936,152	43,872	77,361	-	287,111	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	571	571	571	571	571	571	571	571	571	571	571	571
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(8,115)	(30,078)	-	-	-	-	-	-	-	-	-	-
Summer Holdback	-	-	-	-	-	-	-	-	-	-	-	-
ROU Long-Term Liabilities	(40,621)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	3,564,259	3,901,939	3,614,580	3,732,759	3,920,456	4,248,268	4,293,887	4,400,267	4,634,730	4,567,806	4,724,815	5,598,048

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	2025-30											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	5,598,048	4,274,041	4,635,308	4,327,407	4,446,903	4,636,257	4,967,323	5,014,305	5,121,579	5,356,452	5,286,874	5,448,018
REVENUE												
LCHF Entitlement	-	795,696	1,041,361	1,371,672	1,317,608	1,317,608	1,371,672	1,317,608	1,579,626	1,344,694	1,289,886	15,381,517
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	79,025	43,872	333,536
Other State Revenue	72,446	85,944	143,505	154,344	279,127	212,561	154,343	236,620	198,593	156,999	234,359	189,673
Other Local Revenue	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	72,446	881,640	1,187,366	1,528,516	1,643,107	1,532,669	1,528,516	1,600,799	1,780,719	1,583,218	1,570,617	18,014,908
EXPENSES												
Certificated Salaries	658,205	658,205	658,205	658,205	658,205	658,205	658,205	658,205	658,205	658,205	658,205	7,354,621
Classified Salaries	114,325	114,325	114,325	114,325	114,325	114,325	114,325	114,325	114,325	114,325	114,325	1,329,060
Employee Benefits	422,922	286,457	294,470	286,457	285,121	286,121	296,906	286,457	286,457	281,539	281,539	3,326,668
Books & Supplies	135,169	169,192	146,120	95,705	69,858	77,105	71,375	87,366	86,744	169,897	51,595	86,728
Services & Other Operating Expenses	196,037	241,817	326,019	332,043	326,243	355,272	341,823	347,173	400,115	428,829	303,808	267,672
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,526,658	1,469,996	1,539,139	1,486,735	1,453,752	1,490,029	1,481,534	1,493,526	1,545,846	1,652,796	1,409,473	574,572
Operating Cash Inflow (Outflow)	(1,454,212)	(585,356)	(351,773)	41,781	189,355	42,640	46,982	107,274	234,873	(69,578)	161,144	907,487
Accounts Receivable	183,410	980,774	43,872	77,716	-	288,426	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(8,358)	(31,151)	-	-	-	-	-	-	-	-	-	-
Summer Holdback	-	-	-	-	-	-	-	-	-	-	-	-
ROU Long-Term Liabilities	(44,846)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,274,041	4,635,308	4,327,407	4,446,903	4,636,257	4,967,323	5,014,305	5,121,579	5,356,452	5,286,874	5,448,018	6,355,505

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	2030-31											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	6,355,505	4,967,013	5,351,243	5,020,245	5,139,356	5,328,696	5,660,151	5,706,805	5,813,266	6,046,803	5,972,642	6,136,203
REVENUE												
LCFF Entitlement	-	823,365	1,070,158	1,421,199	1,366,887	1,366,887	1,421,199	1,366,887	1,630,474	1,394,475	1,339,419	1,339,419
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	79,388	43,872	334,261
Other State Revenue	72,778	86,499	144,312	155,330	280,114	213,749	155,330	238,161	199,626	158,032	235,748	191,167
Other Local Revenue	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	72,778	909,864	1,216,969	1,579,029	1,693,372	1,583,136	1,579,029	1,651,420	1,832,601	1,634,395	1,621,539	1,533,086
EXPENSES												
Certificated Salaries	677,951	677,951	677,951	677,951	677,951	677,951	677,951	677,951	677,951	677,951	677,951	117,796
Classified Salaries	117,755	117,755	117,755	117,755	117,755	117,755	117,755	117,755	117,755	117,755	117,755	73,630
Employee Benefits	448,619	301,535	309,549	301,535	300,200	300,200	310,884	301,535	301,535	296,510	296,510	35,353
Books & Supplies	139,256	174,301	150,536	98,609	71,986	79,451	73,549	90,019	89,379	175,027	53,176	89,362
Services & Other Operating Expenses	202,595	249,127	336,048	342,139	336,140	366,065	352,236	357,699	412,443	441,313	312,586	275,526
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,586,176	1,520,669	1,591,839	1,537,989	1,504,032	1,541,421	1,532,375	1,544,959	1,599,064	1,708,556	1,457,978	591,666
Operating Cash Inflow (Outflow)	(1,513,398)	(610,804)	(374,869)	41,040	189,340	41,715	46,654	106,461	233,537	(74,161)	163,560	941,420
Accounts Receivable	184,251	1,027,303	43,872	78,070	-	289,740	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(8,609)	(32,269)	-	-	-	-	-	-	-	-	-	-
Summer Holdback	-	-	-	-	-	-	-	-	-	-	-	-
ROU Long-Term Liabilities	(50,736)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,967,013	5,351,243	5,020,245	5,139,356	5,328,696	5,660,151	5,706,805	5,813,266	6,046,803	5,972,642	6,136,203	7,077,623

Vista Oaks Charter School
Monthly Cash Forecast
As of Aug FY2027

	2031-32											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	7,077,623	5,618,560	6,025,309	5,668,998	5,785,411	5,847,670	6,157,509	6,201,534	6,301,079	6,489,292	6,408,084	6,571,812
REVENUE												
LCFF Entitlement	-	851,046	1,098,965	1,470,746	1,416,186	1,416,186	1,470,746	1,416,186	1,681,333	1,444,268	1,388,964	1,388,964
Federal Revenue	-	-	-	-	43,872	-	-	43,872	-	79,750	43,872	-
Other State Revenue	73,110	86,896	144,973	156,043	156,043	194,974	156,043	235,443	158,751	158,751	238,822	185,298
Other Local Revenue	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	73,110	937,942	1,246,438	1,629,289	1,618,601	1,613,661	1,629,289	1,698,000	1,842,584	1,685,269	1,672,157	1,576,762
EXPENSES												
Certificated Salaries	698,290	698,290	698,290	698,290	698,290	698,290	698,290	698,290	698,290	698,290	698,290	121,330
Classified Salaries	121,287	121,287	121,287	121,287	121,287	121,287	121,287	121,287	121,287	121,287	121,287	75,839
Employee Benefits	476,131	317,588	325,601	317,588	316,252	316,252	326,937	317,588	317,588	312,452	312,452	36,413
Books & Supplies	143,468	179,563	155,085	101,601	74,179	81,868	75,789	92,753	92,094	180,311	54,805	92,076
Services & Other Operating Expenses	209,449	256,664	346,357	352,536	346,333	377,179	362,960	368,538	425,112	454,136	321,595	283,588
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,648,625	1,573,392	1,646,621	1,591,301	1,556,342	1,594,877	1,585,263	1,598,456	1,654,371	1,766,477	1,508,428	609,246
Operating Cash Inflow (Outflow)	(1,575,514)	(635,450)	(400,183)	37,988	62,259	18,784	44,026	99,544	188,214	(81,208)	163,728	967,516
Accounts Receivable	185,093	1,075,628	43,872	78,425	-	291,055	-	-	-	-	-	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(8,867)	(33,429)	-	-	-	-	-	-	-	-	-	-
Summer Holdback	-	-	-	-	-	-	-	-	-	-	-	-
ROU Long-Term Liabilities	(59,774)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	5,618,560	6,025,309	5,668,998	5,785,411	5,847,670	6,157,509	6,201,534	6,301,079	6,489,292	6,408,084	6,571,812	7,539,328

APPENDIX Q
VISTA OAKS LOCAL CONTROL AND ACCOUNTABILITY PLAN

Vista Oaks Local Control and Accountability Plan are [linked here.](#)

APPENDIX R
VISTA OAKS ACADEMIC CALENDAR

Vista Oaks Charter School

2026 - 2027 School Calendar

July '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '27						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '27						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First Day of Semester 1
 Labor Day - No School
 Fall Break
 Veterans Day - No School
 Thanksgiving Break
 Last Day of Semester 1
 Winter Break

Aug 10
 Sep 7
 Sep 28 - Oct 2
 Nov 11
 Nov 23 - 27
 Dec 18
 Dec 21 - Jan 1

First Day of Semester 2
 MLK- No School
 President's Day - No School
 President's Day - No School
 Spring Break
 Spring Recess
 Last Day of Semester
 Memorial Day

Jan 4
 Jan 18
 Feb 12
 Feb 15
 Mar 15 - 19
 Apr 23, 26
 May 25
 May 31

APPENDIX S
ATTENDANCE, MISSED ASSIGNMENTS,
AND INVOLUNTARY REMOVAL POLICY



Policy: 6.3

Section: Section 60 - Student Policies

Attendance, Missed Assignments and Involuntary Removal Policy

Vista Oaks Charter School ("VOCS" or "Charter School") is dedicated to the academic achievement and success of all students. Students participating in independent study and home school programs, are required by California law to be "engaged in educational activities" to an extent sufficient under the independent study laws and regulations. Students that are engaged in educational activities on a daily basis show improved academic skills, as well as social and emotional growth.

Together, VOCS staff, students and parents strive to fully meet the independent study education requirements set forth by the state and VOCS. If a student is not meeting the requirements as set forth in the Master Agreement and independent study policy, the student may be subject to involuntary removal from the independent study program, pursuant to the procedures outlined below.

Evaluation Triggers

In accordance with the Charter School's Board policy on independent study the Executive Director will conduct an evaluation to determine whether it is in the best interest of the student to remain in VOCS independent study program upon the following triggers:

1. When a student fails to complete 25% of assigned work (or for Tier 3 students, 10% of assigned work), consistent with the maximum assignment completion timelines set forth in the Independent Study Policy
2. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

An "assignment" for purposes of this policy and the independent study policy includes work assigned by the teacher, as well as required appointments with the teacher. A missed appointment shall be deemed unexcused and will count as a missed assignment if the reason for missing the appointment does not fall under any of the reasons justifying an excused absences pursuant to Education Code Section 48205.

Conducting the Best-Interest Evaluation

The Evaluation After Missed Assignments/appointments/failure to make satisfactory progress may include but is not limited to the review of the following:

1. Attendance based on completion of assignments as quantified by the assigned supervising teacher;

2. Demonstration of skills on assignments;
3. Standardized test scores;
4. Written tests and reports if appropriate;
5. Oral or written presentations;
6. Student's attitude toward learning and achievement;
7. Punctual attendance at scheduled appointments;
8. Ability to meet during scheduled appointments;
9. Preparedness for scheduled appointments;
10. Student demonstration of adequate and appropriate progress toward State Standards;
11. Appropriate learning environment; and/or
12. Parent(s) ability to support student learning in the home.

Warning Letters

The intent of a Warning Letter is to communicate concerns about student progress. If a student is not demonstrating academic progress or has multiple missed assignments, Vista Oaks is obligated to review if it is in the best interest of the student to remain in an independent study program.

What triggers a warning letter?

- Missed assignments/unexcused missed appointments
- Concerns regarding educational progress and/or danger of failing one or more courses

What are examples of areas of concern included in a warning letter?

- Completion of assignments as quantified by the assigned supervising teacher
- Demonstration of skills on assignments;
- Standardized test scores;
- Written tests and reports if appropriate;
- Oral or written presentations;
- Student's attitude toward learning and achievement;
- Punctual attendance at scheduled appointments;
- Ability to meet during scheduled appointments;
- Preparedness for scheduled appointments;
- Student demonstration of appropriate progress toward State Standards;
- Appropriate learning environment; and/or
- Parent(s) ability to support student learning in the home.

Below are the steps following a warning letter being issued.

1. Letter is sent electronically and school administration is notified.
2. Letter is sent electronically and school administration will communicate with parent/guardian to discuss areas of concern and create a plan to respond.
3. Letter is sent electronically. Information is referred to the Executive Director or designee and may lead to a Best Interest Evaluation to determine if the student should remain enrolled in an independent study program.

For students with an active IEP or 504, the steps are outlined below.

1. Letter is sent electronically and school administration is notified.
2. Letter is sent electronically and a 504 or IEP meeting will be scheduled to discuss areas of concern and create a plan to respond.
3. Letter is sent electronically. Information is referred to the Executive Director or designee and may lead to a Best Interest Evaluation and additional 504 or IEP meeting to determine if the student should remain enrolled in an independent study program.

Involuntary Removal Determination

If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student pursuant to this Policy only after providing notice and an opportunity for a parent,

guardian, educational rights holder to request a hearing prior to any involuntary removal as set forth below. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth within the Charter School's approved Charter and Suspension and Expulsion policy.

Involuntary Removal Process

If it is determined that it is not in the best interest of the student to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the Charter School's intent to remove the student as it is not in their best interest to remain in independent study. The Involuntary Removal Notice ("Notice") shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Notice must be provided no less than five (5) schooldays before the effective date of student's removal. The Notice shall include the following:

1. The School's intent to remove the student as it is not in their best interest to remain in independent study.
2. The opportunity of the Parent(s) to request a hearing that follows the same procedures as the Charter School's disciplinary hearing. Parent(s) (or the student if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
3. If Parent(s) or student over 18 requests a hearing:
 - a. It will be scheduled following the Charter School's expulsion hearing procedures as outlined in the Charter School's approved Charter and Suspension and Expulsion policy, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate
 - b. The student shall remain enrolled and shall not be removed until the Charter School issues a final decision.
 - c. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.
 - d. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy occur or re-occur.
4. If no hearing is requested, the student shall be removed from the School on the date listed on the notice.

Additional Consideration for Students with a Section 504 Plan or IEP

If the Charter School recommends removal from independent study as a result of the Best Interest Evaluation, above, and the student has a Section 504 Plan or individualized education program ("IEP"), the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the missed assignments /failure to make satisfactory progress were caused by or had a direct and substantial relationship to the student's disability; or
2. Whether the missed assignments/failure to make satisfactory progress were the direct result of the Charter School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments failure to make satisfactory progress are a manifestation of the student's disability and the School will follow applicable state and federal laws to ensure that the student is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the student may be removed from independent study consistent with this Policy.

This meeting may be combined with the Best Interest Evaluation, referenced above, at the discretion of the Charter School.

Adoption Date: June 01, 2015

Amended: October 24, 2022, **August 3, 2026**